

Kindergarten Dual Language Classroom

Content & Language Allocation Plan

80% Spanish	20% English
Spanish Language Arts Science Social Studies Math	English Language Arts

Daily Schedule

270 instructional minutes/day

80% Spanish: 216 minutes / 20% English: 54 minutes

8:00-8:10	Arrival
8:10-9:05	Literacy Block <i>includes Morning Message</i>
9:05-9:25	Recess
9:25-10:25	Math Block
10:25-11:25	Literacy Block
11:25-11:55	Lunch
11:55-12:45	Literacy Block
12:45-1:35	Science/Social Studies*
1:35-2:20	PE or Music
2:20-2:35	Closing / Dismissal

*Science and Social Studies units are alternated so only one of these subjects is being taught at a time.

In this example, literacy time includes the development of oracy (listening and speaking), reading and writing about the content of science/social studies. When planning Biliteracy Units using the Biliteracy Unit Framework (BUF), content, literacy and language are integrated. Some aspects of the BUF (experiments, experiences, content mini-lessons) are taught during the science/social studies time of the day. The literacy blocks focus on teaching students to read, write, listen and speak about the unit theme. However, there are times when students may be developing oracy through experiments and experiences during the literacy block, and times when they may be reading and writing about the unit theme during science/social studies time. The literacy blocks and the science/social studies time in this schedule are looked at as a whole and the BUF plan in this example considers all of these times together. Please note that science/social studies instruction happens only in the language designated by the language and content allocation plan; in other words, the same content is not shared across the two languages. In this example, students develop oracy, read and write about how they have grown and changed over time (literacy) and work on creating timelines of their lives (social studies) in Spanish. The daily English time in the schedule is focused on extensions from the previous unit.

Week 1: Develop oracy and begin moving → literacy through group writing and read alouds

	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy Block	Extension from previous unit				
Literacy Block	Whole Group: Oracy Concept Attainment with TPR: Objects Small Groups¹	Whole Group: Oracy Three Corners/Create Charts Small Groups	Whole Group: Oracy Where is...? Small Groups	Whole Group: Fluency Practice Choral reading All About Little Girls and Boys chart Modeled/Shared Writing All About Big Girls and Boys Small Groups	Whole Group Reading Comprehension Graphic Organizer: Things that Change as You Grow Scaffolded Partner Sharing First, have partners look at copies of pictures from the book and state stage of life and what child is doing using sentence frame: She's a [baby, little girl, big girl. She knows how to/can [..]. [describing character] Small Groups
Literacy Block	Whole Group: Oracy Concept Attainment with TPR: Activities Small Groups	Whole Group: Oracy Guess Who? Small Groups	Whole Group: Modeled/Shared Writing All About Babies Small Groups	Whole Group: Picture Walk ¿Cómo he crecido? Review TPR and any text-specific key vocabulary, especially concept "growing" Small Groups	Whole Group: Fluency Practice Choral reading All About Big Girls and Boys chart Whole Group: Oracy Parallel Lines/Game Special emphasis on vocabulary from the story Small Groups
Science/ Social Studies	Whole Group: Oracy <i>Teacher asks students to hold up their picture in each stage for review of name of each stage.</i> Parallel Lines/ Sharing Independent Work² Timeline <i>Students organize their pictures in chronological order on a sentence strip (this is their timeline)</i>	Whole Group: Oracy Parallel Lines/Game Whole Group: Oracy Three Corners/Add labels <i>Have students share with partners before adding labels → what the chart shows about a baby, little girl/boy, big girl/boy using sentence frame: A [baby, little boy, big boy] knows how to/can [verb] / A [baby, little boy, big boy] uses a [object].</i>	Whole Group: Fluency Practice Choral reading All About Babies chart Whole Group: Modeled/Shared Writing All About Little Girls and Boys Independent Work Timeline <i>Students label their timeline with terms baby, little girl/boy, big girl/boy.</i>	Whole Group: Read Aloud ¿Cómo he crecido? <i>Promote active listening by asking students to do TPR when they hear a familiar word.</i> Independent Work: Writing about Reading <i>Prompt: Write about 1 thing that changed for the girl from baby to big girl. Before sending students off, provide model. [describing character]</i>	Whole Group: Adapted Reader's Theater ¡Estoy creciendo! <i>Use clothes that are too small for a student; describe physical changes as you grow [arms longer, taller → pants too short; feet grow → shoes don't fit, etc.]</i> Whole Group: Read Aloud: ¡Estoy creciendo! Add info/physical changes Graphic Organizer: Things that Change as You Grow

¹ Small Group time can be used for more targeted oracy development/review or for guided reading or writing. Students who are not in a small group with the teacher may engage in independent activities related to the content of the BUF.

² Teachers may support individual students or conduct one on one interviews or conferences during Independent Work time.