

Content area: Science/Spanish Language Arts Theme/big idea: Animal life cycles Content area big idea: I want my students to understand that all living things have a life cycle. Language Arts big idea: I want my students to understand that non-fiction texts have specific structural elements;....that good readers ask and answer questions as they read;...that non-fiction descriptive writing is factual and allows the reader to “see”. Content targets: Students will describe the life cycle of a butterfly. Students will compare and contrast life cycle of butterfly with that of other animals. Students will ask and answer questions as they are reading a text. Language targets • Spanish: vocabulary – la mariposa, se convierte, sale, huevo, pone, come, la oruga, crece, el ciclo de vida, ambos, los dos, también, ○ Students will orally and in writing name and describe the stages of the life cycle of a butterfly. Students will orally and in writing compare and contrast stages of life cycle of butterfly with that of other animals. Students will read and summarize text about butterflies and other animals. Students will provide examples of the hard and soft c in Spanish (c de casa; c de cine) • English: vocabulary: the butterfly, becomes, hatches, egg, lays, eats, caterpillar, grows, life cycle, both, also, in addition; Students will provide examples of words with th ○ Using their individualized Bridges, metalinguistic charts, photos, and TPR students will read and write about the life cycle of the butterfly, describing process and writing descriptive pieces. ○ Students will then explore and apply the learning of story structures from a previous unit to the Hungry Caterpillar and other literature on the theme of animals, writing their own fictional piece about an animal. • Cross-linguistic: cognates; articles (la, el, las, los – the); plurals; c makes two sounds in both languages; th – letter combination more common in English Summative assessment: In Spanish, Students will write and illustrate animal books that describe and explain the life cycle of a butterfly and compare it to the life cycle of another insect. Students will include non-fiction text elements in their animal books. In English students will write a fictional piece about animals.	Language in which this content area is taught: Language allocation for this grade: 70 % Spanish; 30 % English
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BUILDING ORACY AND BACKGROUND KNOWLEDGE Language of instruction: <u>Spanish</u> (This language is maintained until the Bridge; the other language is used in the Extension Activity.) Language resources, linguistic creativity, and cultural funds of knowledge Students take advantage of all of their linguistic resources when describing animals. Some students have experience with farm animals in rural Mexico, and zoo animals from TV and visits to zoo. Many students have pets. Building background knowledgeTPR for life cycle of the butterfly, with gradual release of responsibility: 1. Teacher narrates, supported by pictures, and students move 2. Teacher makes movements, and students, in whole group, identify stage 3. Volunteer students lead TRP whole group 4. Student small groups or partnerships practice TPR	Formative assessment Checklist and anecdotal records • Use of new vocabulary • Participation in TPR • Use of multiple linguistic resources
READING COMPREHENSION (• Complete cycle graphic organizer for butterfly life cycle (can be used/extended in Guided Reading and can become personalized Bridges) • Read alouds with active reading (TPR and Say Something) and individualized words • Guided reading with butterfly books, butterfly LEA and other non-fiction animal books – focus on asking and answering questions and on text features • Partner reading with non-fiction animal cycle books using strategies such as Say Something focusing on asking and answering questions text features	Formative assessment Checklist or anecdotal records • Completion of cycle graphic organizer • Participation in active reading • Asking and answering questions during guided reading • Say something reading journals Running Record during guided reading

WRITING • Language Experience Approach about TPR • Science Journals and Mini-lessons on taking observational notes: difference between observations (fact) and imagination (personification). Take observational notes about butterfly • Writing Process: Write an informational text about animals. • Reference mentor texts ○ Confer with peers ○ Conference with the teacher ○ Draft for content ○ Draft for mechanics and conventions ○ Author's Share	Formative assessment Checklist or anecdotal records • Use of key vocabulary • Can write a factual description • Use of writing mechanics vocabulary (mayúscula, punto) • Creating complete sentences
WORD STUDY AND FLUENCY • Fluency work with LEA and cycle graphic organizer • <i>Dictado</i> – from LEA, Some skills to focus on include: focusing on syllabification (diphthongs, open and closed syllables, and syllables with only one letter), review of ma, me, mi, mo, mu syllables, ca, co, cu – ci, ce syllable; las letras tramosas – c/s/z; c/q/k ○ <i>El ciclo de vida de la mariposa</i> <i>La oruga come y entonces se convierte en crisálida.</i> • Differentiation of dictado- some students will work in pairs with “dictado en partes”, others will work with one sentence, other with several sentences; all will work on punctuation, orthography, word meaning and sentence structure.	Formative assessment Checklist for fluency and orthography
Summative assessment: Students will write and illustrate animal books that describe and explain the life cycle of a butterfly and compare it to the life cycle of another insect. Students will include non-fiction text elements in their animal books.	

THE BRIDGE Language of instruction: Spanish and English • Side-by-side Bridge - TPR in Spanish and then in English: • Contrastive analysis focus: ○ cognates; articles (la, el, las, los – the); ○ m makes the same sound in both languages; ○ “c “ makes two sounds in both languages; ○ plural is similar in both languages but the article is not	Formative assessment Participation in TPR in each language Anecdotal notes about student “noticings”
ENGLISH EXTENSION ACTIVITIES Language of Instruction: English (the other language) ORACY: • ART (Adapted Reader’s Theater) about the Hungry Caterpillar • Active Reading of the book – differentiation via individualized word cards LITERACY • LEA: focus on vowel pattern/sight words – ea pattern: eat, leaf; double consonants; plural • Writing: ○ Fictional writing piece ○ Using mentor texts ○ Engaging in conferences with peers and teacher ○ Drafts for content ○ Drafts for mechanics/conventions	Formative assessment Speaking checklist Anecdotal records on phonics use Developmental reading rubric. Writing Rubric (can be for ELLs)