

Sample extension units and activities

Grade level and theme of unit; Spanish is language of heavy lifting	Content Area Big Idea	Language Arts Big Idea	Possible bridge – implemented after the culmination of the unit in Spanish; bridge begins in Spanish and then moves into English	Possible metalinguistic focus of the bridge	Extension unit or activity in English
Kindergarten: Social Studies: community helpers	There are people in our community that provide goods and services that help us.	A text has a main topic and details. The main topic refers to the most important thing the author is trying to tell the reader.	TPR (first in Spanish, then in English) with community helper vocabulary.	The existence of gender in Spanish (la maestra/el maestro) and its absence in English (teacher).	Begin an English Language Arts unit focused on the same Language Arts Big Idea, but using fiction texts that include community helper vocabulary.
Third grade: math: perimeter, area, and volume	There are specific processes and units of measurement for measuring different aspects of two- and three-dimensional shapes.	There is an organization structure for writing an explanatory text. (Students explain how to find the area and perimeter of different shapes.)	In Spanish, teacher will ask for key words or phrases for perimeter and area, and will ask student groups to create movements (TPR) for each word or phrase. Then the teacher will move into English, and giving students the clue that most words are cognates ask for the equivalents of the key words in English. TPR movements are used to practice the terms in English.	Noun/adjective order in Spanish (pulgadas cuadradas) and in English (square inches)	Students use the skills they learned in writing explanatory texts in Spanish (about area and perimeter) to write new explanatory texts in English about volume.

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Fourth grade: regions of the United States	The topography, climate, and natural resources of a region affect the economy and the lives of the people who live in that region.	There is an organization structure for writing comparison/contrast text.	Students will be asked to work with a partner to pick out the 5-10 key words or phrases from compare and contrast essays they have written in Spanish. Partnerships will share their key words, and the teacher will be organizing the key words on the board in a T-chart, with content words on one side, and comparison/contrast words on the other. The teacher will then ask students to come up with the English equivalents for as many words and phrases as they can.	The metacognitive focus here will be a contrastive analysis of the syntactical structures used for comparing and contrasting in the two languages. (Mientras.../While)	In small groups or partnerships, students will write another comparison contrast essay with two different elements from their study of regions.
Fifth grade: photosynthesis	Photosynthesis is the process by which plants make food.	Readers can determine the meaning of new terms by using context, illustrations, captions and other text features.	In Spanish, students are asked to choose the 5-10 key words needed to explain the process of photosynthesis to someone. These words are shared, and then the students are asked to come up with the English equivalents for the words. Many of the words in this case are cognates.	The focus would be on suffixes, and how to use Spanish cognates to help with English spelling (cion = tion, for example).	Use dialogue and personification to write a narrative from the point of view of a hungry plant.