

The BUF in K-1

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@T4Biliteracy



Teaching for Biliteracy



Introductions



[HOME](#)

[ABOUT](#)

[BUFS](#)

[EN ESPAÑOL](#)

[RESOURCES](#)

[PROGRAMMATIC SUPPORTS](#)

[VIDEOS](#)



Susan Pryor, MS ECE

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Introductions



Hi, my name is _____.

I am a _____ bilingual.

I teach in a _____ program.

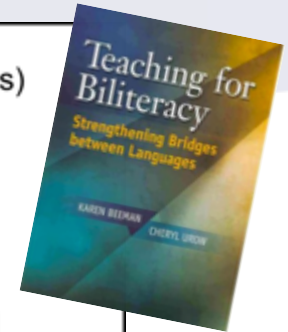
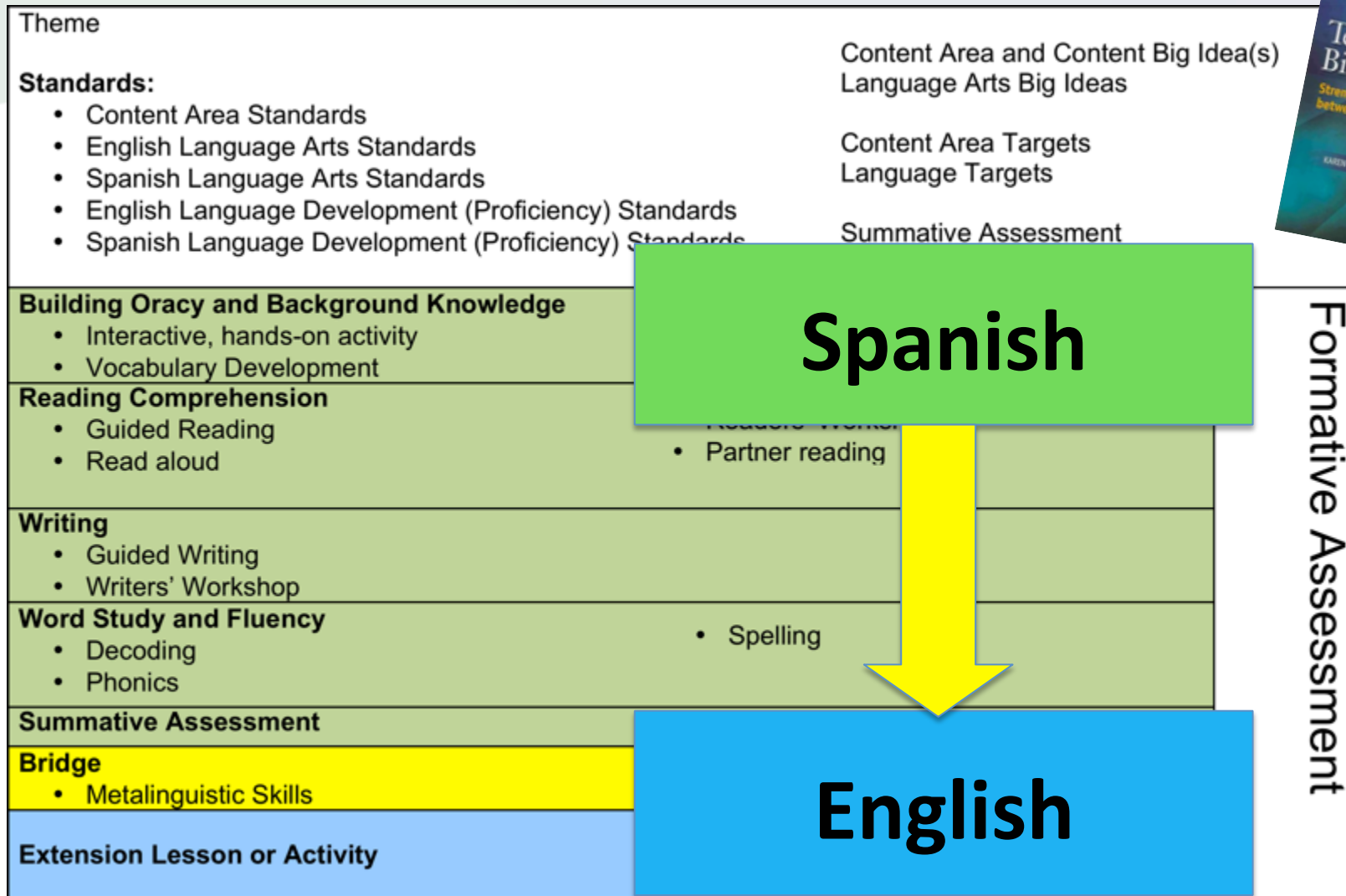
One thing I learned this morning is _____.





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The Biliteracy Unit Framework (BUF)

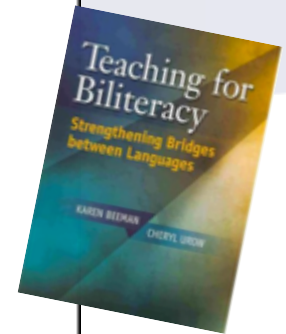


Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing

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The Biliteracy Unit Framework (BUF)



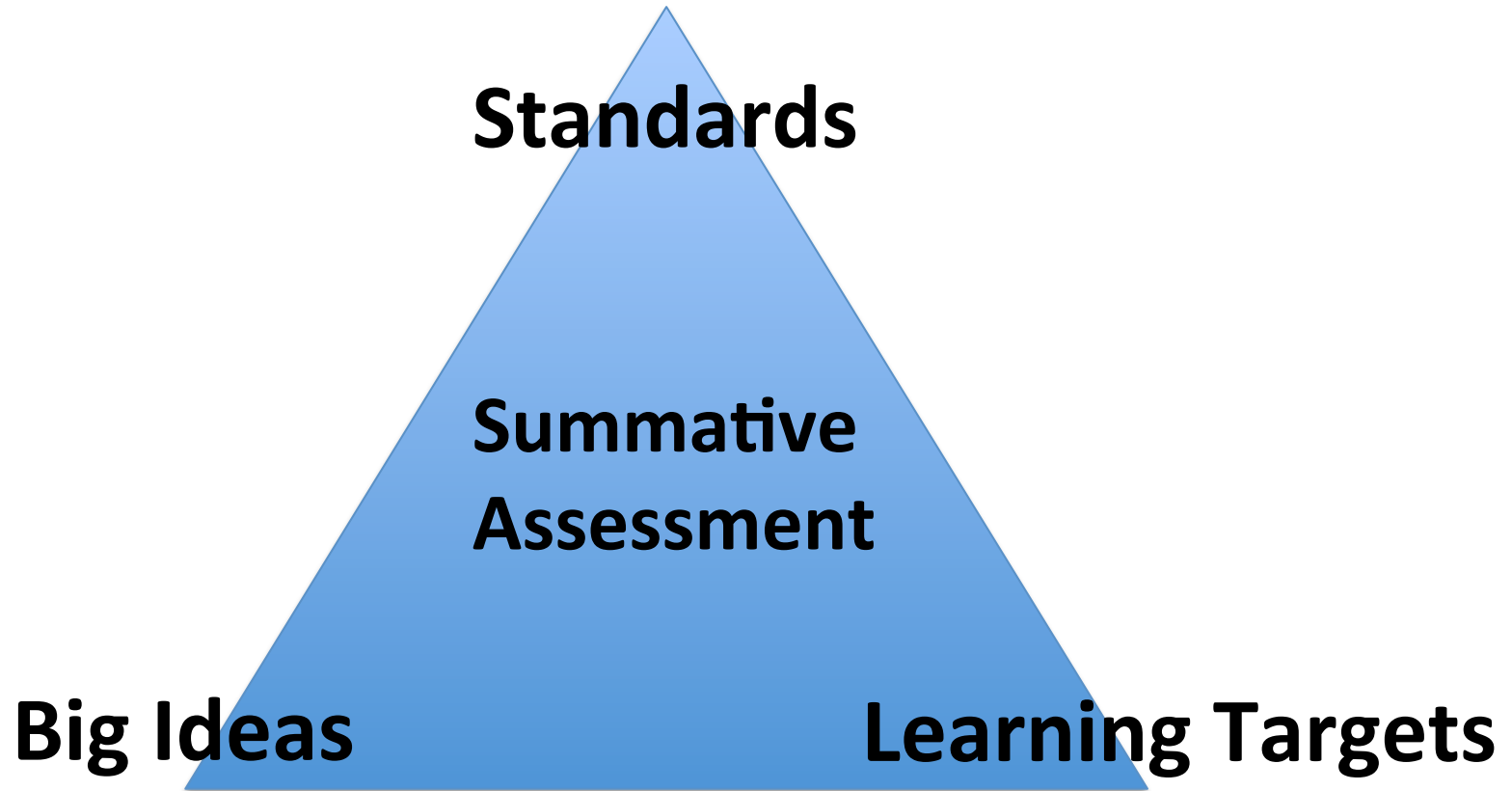
Theme	Content Area and Content Big Idea(s) Language Arts Big Ideas	Content Area Targets Language Targets	Summative Assessment
Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards			
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development	English Formative Assessment Spanish		
Reading Comprehension - Guided Reading - Read aloud			
Writing - Guided Writing - Writers' Workshop			
Word Study and Fluency - Decoding - Phonics			
Summative Assessment			
Bridge Metalinguistic Skills			
Extension Lesson or Activity			

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The Foundation of a Biliteracy Unit



Content & Language Allocation

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



Sample Schedule

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



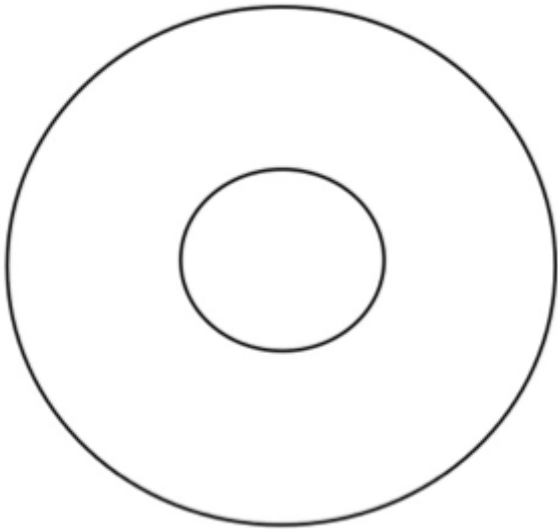
Oracy & Background Knowledge

Concept Attainment





Observo _____.



El tema es _____.





Observo _____.

El tema es _____.







Observo _____.

El tema es _____.







Observo _____.

El tema es _____.







Observo _____.

El tema es _____.







Observo _____.

El tema es _____.







Observo _____.

El tema es _____.







Observo _____.

El tema es _____.



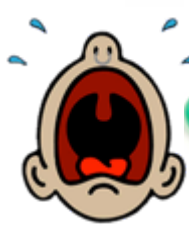




Observo _____.

El tema es _____.







Observo _____.

El tema es _____.





bebé → niño pequeño → niño grande



El tema es

las personas **crecen** y **cambian** a través del tiempo.



Oracy & Background Knowledge



Oracy & Background Knowledge

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: Fluency Practice 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 Teacher asks students to hold up their picture in each stage for review of name of each stage. Parallel Lines/ Sharing Independent Work² Timeline Students organize their pictures in chronological order on a sentence strip (this is their timeline)	Whole Group: Oracy Parallel Lines/Game Whole Group: Oracy Three Corners/Add labels 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].	Whole Group: Fluency Practice Choral reading All About Babies chart Whole Group: Modeled/Shared Writing All About Little Girls and Boys Independent Work Timeline Students label their timeline with terms baby, little girl/boy, big girl/boy.	Whole Group: Read Aloud ¿Cómo he crecido? Promote active listening by asking students to do TPR when they hear a familiar word. Independent Work: Writing about Reading Prompt: Write about 1 thing that changed for the girl from baby to big girl. Before sending students off, provide model. [describing character]	Whole Group: Adapted Reader's Theater ¡Estoy creciendo! 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.] Whole Group: Read Aloud: ¡Estoy creciendo! Add info/physical changes Graphic Organizer: Things that Change as You Grow



Oracy & Background Knowledge

Contexts

Experiments

Games

Experiences

Field Trips

Strategies

Fishbowl

Parallel Lines

Three Corners

Concept
Attainment

Tools

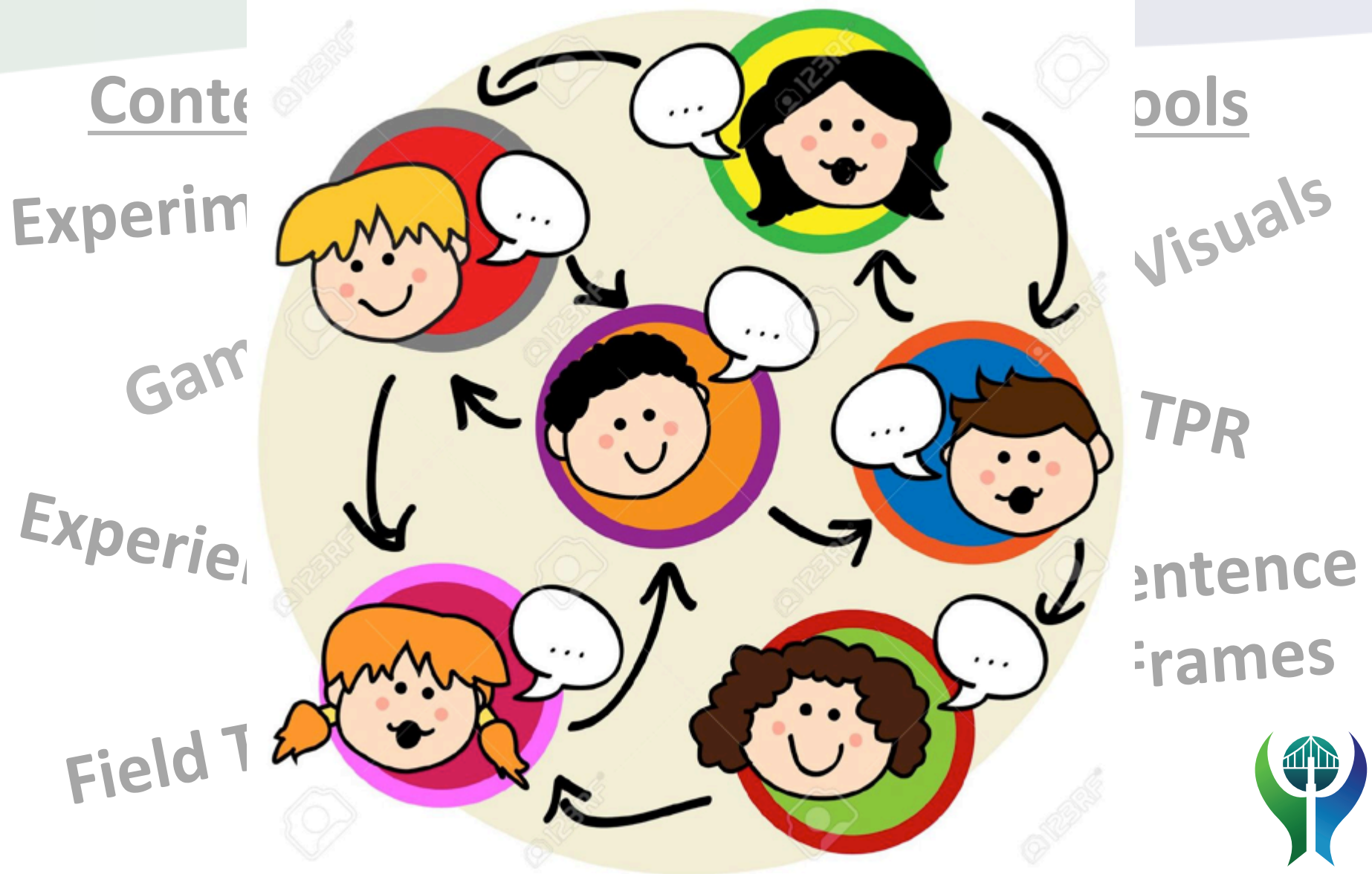
Visuals

TPR

Sentence
Frames



Oracy & Background Knowledge



Group Writing

Oracy → Literacy

After many experiences with oral language...



Oracy



Literacy

- ✓ Concept Attainment
 - Objects
 - Activities
- ✓ Three Corners
 - Work Banks
- ✓ Where is...?
- ✓ Parallel Lines
 - Own pictures
 - Pictures from Concept Attainment



Oracy & Background Knowledge

Contexts

Experiments

Games

Experiences

Field Trips



Tools

Visuals

TPR

Sentence
Frames

Group Writing

Oracy → Literacy

After many experiences with oral language...



Oracy & Background Knowledge

Contexts

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Games

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Field Trips

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TPR

Sentence
Frames

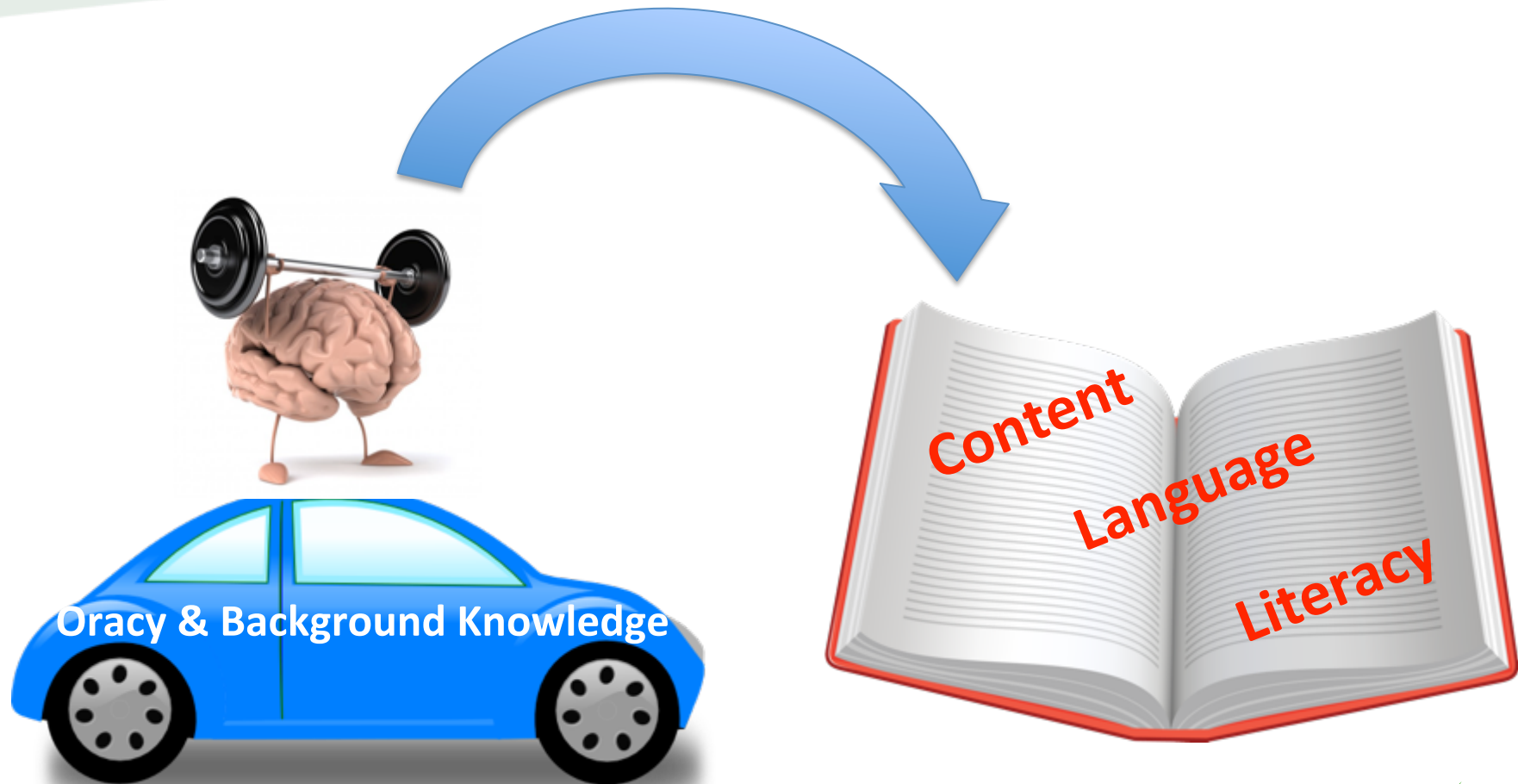
Group Writing

Oracy → Literacy

After many experiences with oral language...



Reading Comprehension

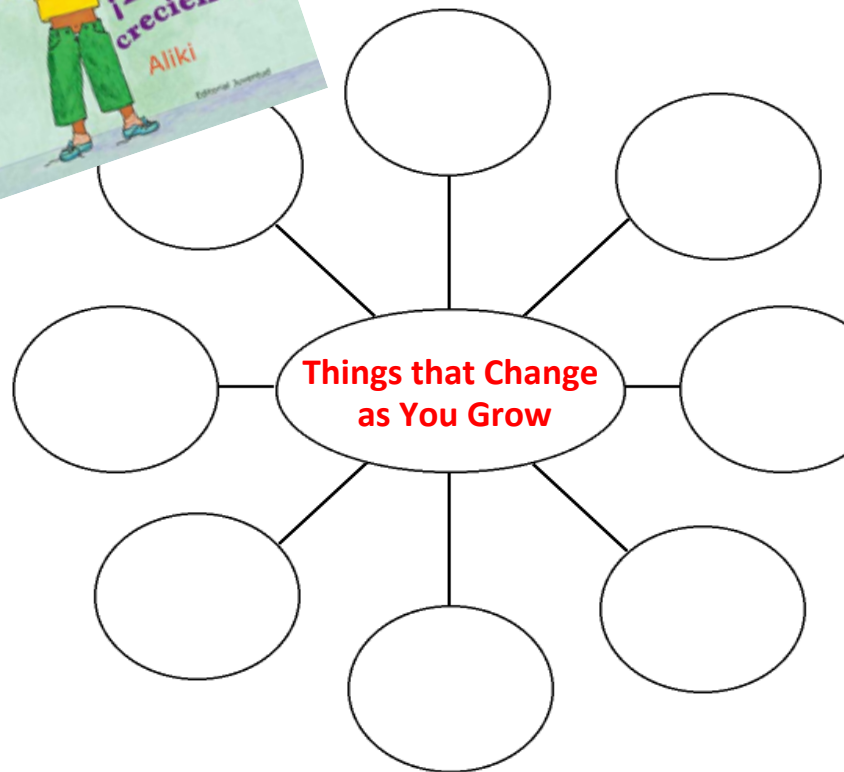


Reading Comprehension

- Describe characters
- Major events
- Key Details
- Sequenced Events
- Temporal Words



Reading Comprehension



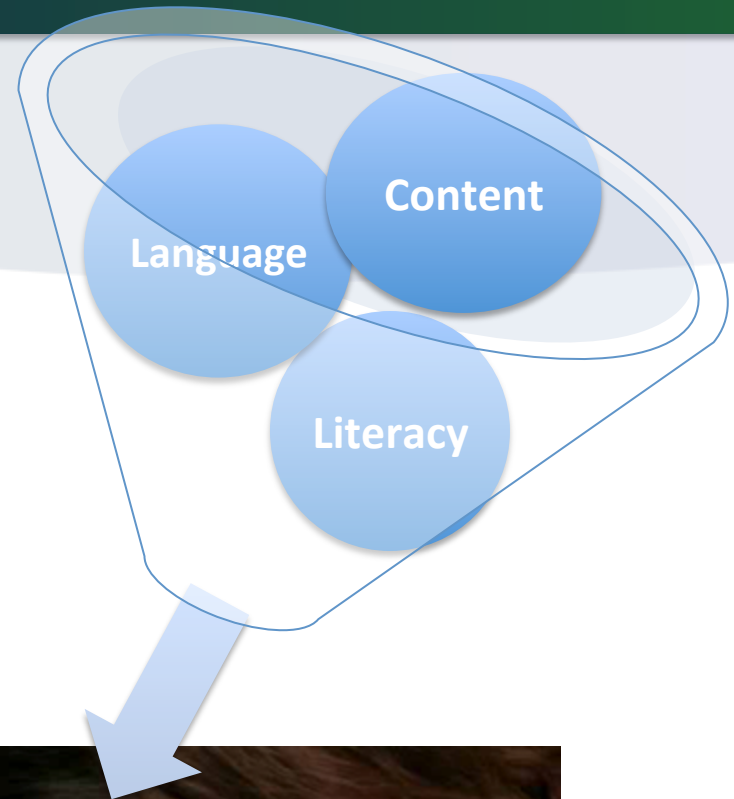
Title _____	
Author _____	
Setting	Characters
Beginning	Middle
End	



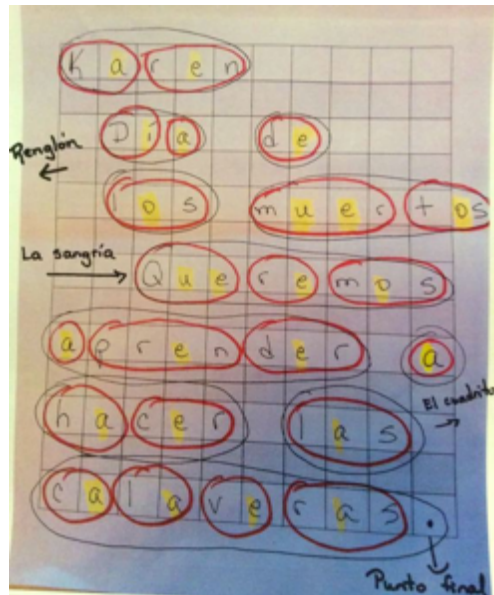
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Writing



Word Study & Fluency



Bridge



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El tema es

las personas **crecen** y **cambian** a través del tiempo.









¡Gracias!

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Evaluation

<http://goo.gl/forms/KeZWr59NZI5HLLVp2>

