

# The BUF in grades 2-3

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Teaching for Biliteracy



# Introductions



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**Olga Karwoski, M.Ed.**



# Introductions



Hi, my name is \_\_\_\_\_.

I am a \_\_\_\_\_ bilingual.

I teach in a \_\_\_\_\_ program.

One thing I learned this morning is \_\_\_\_\_.

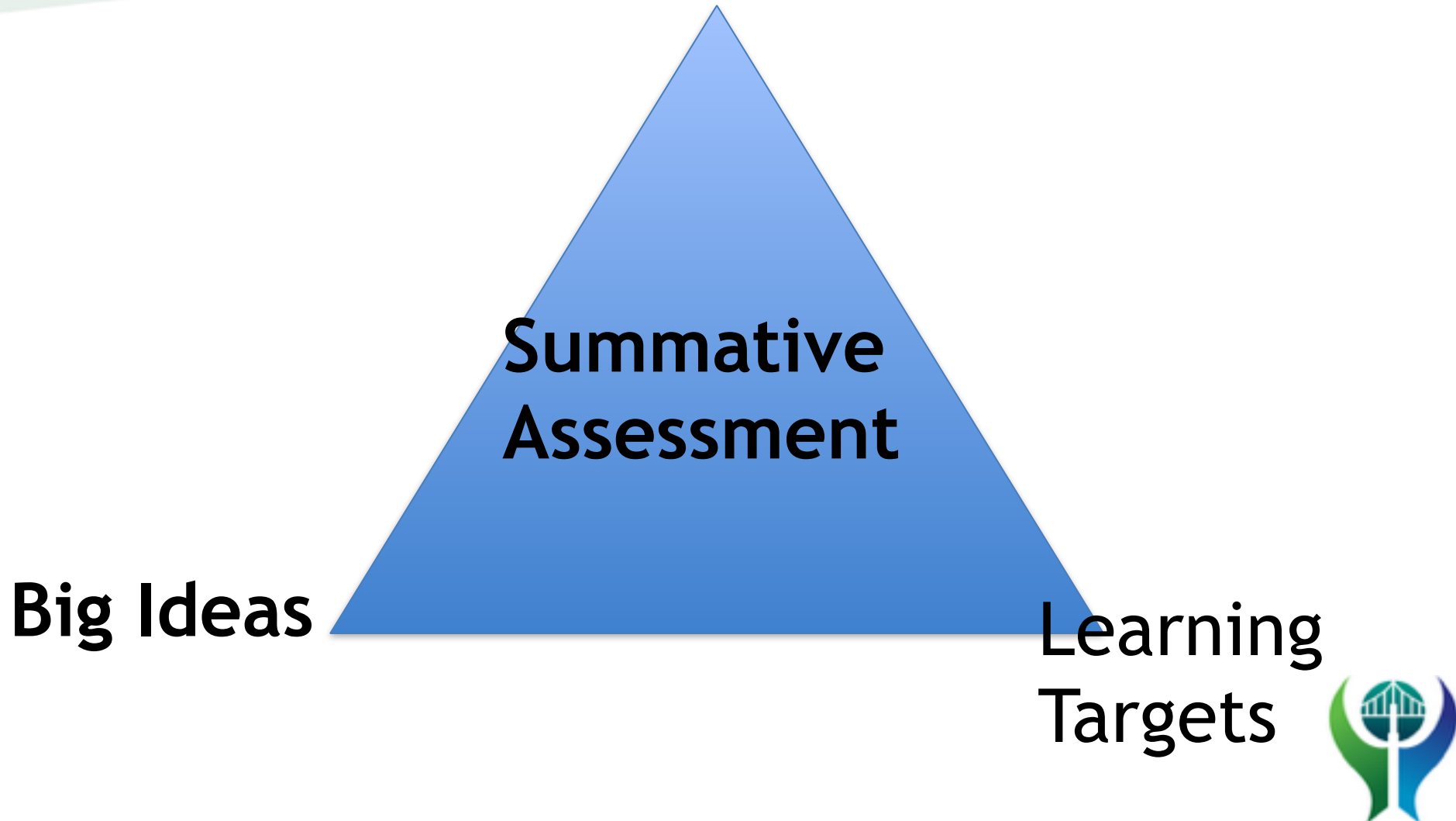




| Theme                                                                                                                                                                                                                                                                                                              | Content Area and Content <b>Big Idea(s)</b><br>Language Arts <b>Big Ideas</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Standards:</b> <ul style="list-style-type: none"> <li>• Content Area Standards</li> <li>• English Language Arts Standards</li> <li>• Spanish Language Arts Standards</li> <li>• English Language Development (Proficiency) Standards</li> <li>• Spanish Language Development (Proficiency) Standards</li> </ul> |                                                                               |
| <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"> <li>• Interactive, hands-on activities</li> <li>• Vocabulary Development</li> </ul>                                                                                                                                              |                                                                               |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Read aloud</li> </ul>                                                                                                                                                                                              | Formative Assessment                                                          |
| <b>Writing</b> <ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Writers' Workshop</li> </ul>                                                                                                                                                                                                     |                                                                               |
| <b>Word Study and Fluency</b> <ul style="list-style-type: none"> <li>• Decoding</li> <li>• Phonics</li> </ul>                                                                                                                                                                                                      |                                                                               |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                        |                                                                               |
| <b>Bridge</b> <ul style="list-style-type: none"> <li>• Metalinguistic Skills</li> </ul>                                                                                                                                                                                                                            | <div>Spanish</div> <div>English</div>                                         |
| <b>Extension Lesson or Activity</b>                                                                                                                                                                                                                                                                                |                                                                               |

| Theme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Content Area and Content Big Idea(s)<br/>Language Arts Big Ideas</p> <p>Content Area Targets<br/>Language Targets</p> <p>Summative Assessment</p>                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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# The Foundation of a Biliteracy Unit Standards



# Content and Language Allocation

Spanish  
Math  
Language Arts through  
Science or Social Studies

English  
English Language  
Arts through  
Extension :  
Math  
Science  
Social Studies



# 3 Linguistic Spaces

| Theme                                                                                                                                                                                                                                                                                      |  | Content Area and Content Big Idea(s)     |                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards:                                                                                                                                                                                                                                                                                 |  | Language Arts Big Ideas                  |                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>• Content Area Standards</li><li>• English Language Arts Standards</li><li>• Spanish Language Arts Standards</li><li>• English Language Development (Proficiency) Standards</li><li>• Spanish Language Development (Proficiency) Standards</li></ul> |  | Content Area Targets<br>Language Targets |                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                            |  | Summative Assessment                     |                                                                                                                                                                                                                  |
| Formative Assessment                                                                                                                                                                                                                                                                       |  |                                          | <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"><li>• Interactive, hands-on activity</li><li>• Vocabulary Development</li></ul>                                                 |
|                                                                                                                                                                                                                                                                                            |  |                                          | <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Read aloud</li></ul> <ul style="list-style-type: none"><li>• Readers' Workshop</li><li>• Partner reading</li></ul> |
|                                                                                                                                                                                                                                                                                            |  |                                          | <b>Writing</b> <ul style="list-style-type: none"><li>• Guided Writing</li><li>• Writers' Workshop</li></ul>                                                                                                      |
|                                                                                                                                                                                                                                                                                            |  |                                          | <b>Word Study and Fluency</b> <ul style="list-style-type: none"><li>• Decoding</li><li>• Phonics</li></ul> <ul style="list-style-type: none"><li>• Spelling</li></ul>                                            |
|                                                                                                                                                                                                                                                                                            |  |                                          | <b>Summative Assessment</b>                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                            |  |                                          | <b>Bridge</b> <ul style="list-style-type: none"><li>• Metalinguistic Skills</li></ul>                                                                                                                            |
| <b>Extension Lesson or Activity</b>                                                                                                                                                                                                                                                        |  |                                          |                                                                                                                                                                                                                  |



# Second Grade Daily Schedule

## 70/30 Spanish/English Dual Language Classroom

### 300 instructional minutes/day

**Spanish:** 210 min (3.5 hrs)

**English:** 90 min (1.5 hrs)

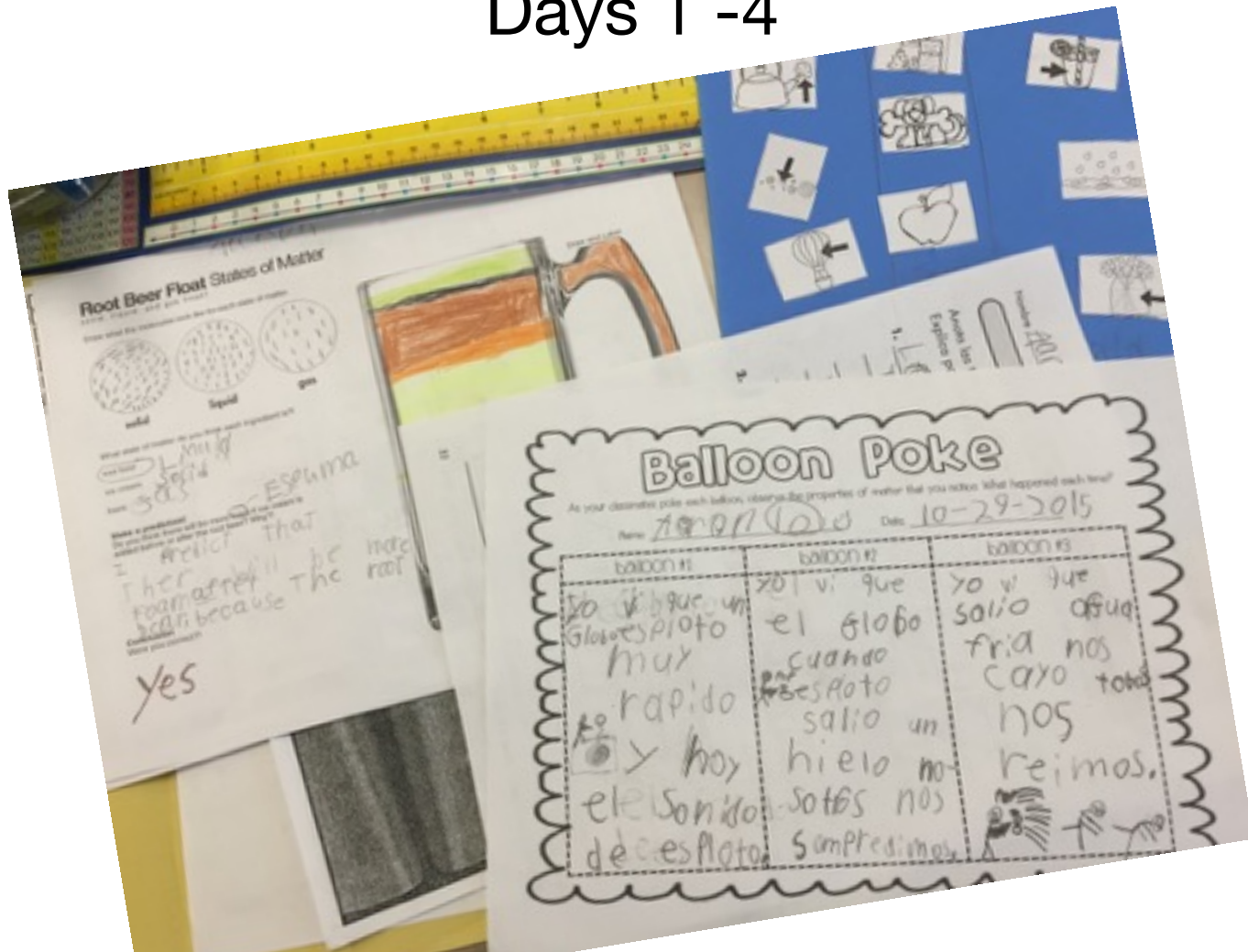
**Key: Green = Spanish and Blue = English**

|               |                                        |
|---------------|----------------------------------------|
| 8:05-8:20     | Arrival                                |
| 8:20 - 9:20   | Math                                   |
| 9:20 - 11:20  | Literacy and Science or Social Studies |
| 11:20 - 12:00 | Lunch/Recess                           |
| 12:00 - 1:25  | Literacy and Science or Social Studies |
| 1:25-2:20     | PE or Music or Art                     |
| 2:20/2:30     | Pack Up, mail, clean up/Dismissal      |



# Building Oracy and Background Knowledge

Days 1 -4



# **Building Oracy and Background Knowledge**

Develop language, content knowledge and literacy



# Building Oracy and Background Knowledge

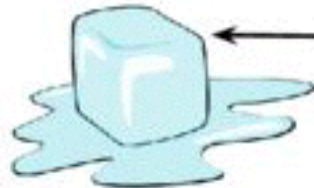
| Content                             | Tools                                      | Strategies                                                                                  |
|-------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------|
| Experiments<br>Games<br>Field Trips | Visuals<br>TPR<br>Sentence Frames<br>Sorts | Fish Bowl<br>Parallel Lines<br>Talk to Your Partner<br>Numbered Heads<br>Together<br>Jigsaw |

# **Building Oracy and Background Knowledge**

Strategic Pairing and Grouping

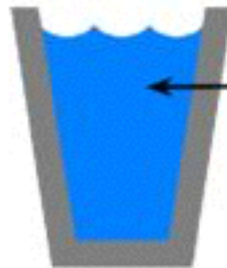


# Estados de la Materia



## Sólidos

Mantenga su  
forma, no fluyen



## Líquidos

Toma la forma de su  
recipiente, flujo



## Gaseosos

No tienen su propia forma,  
fluir libremente





# Building Oracy and Background Knowledge

Matter has two types of properties

General  
mass



temperature



volume



Specifics

color

shape

density

transparency





# Building Oracy and Background Knowledge

La materia tiene dos tipos de propiedades

Generales  
masa



Especificas  
color  
forma  
densidad  
transparencia

temperatura



volumen



# Building Oracy and Background Knowledge

Yo observo un \_\_\_\_\_.

Me parece un \_\_\_\_\_.

Se siente como \_\_\_\_\_.

Es un \_\_\_\_\_.



sólido

líquido

gaseoso

globo

engrapadora

jugo



# Building Oracy and Background Knowledge

I observe \_\_\_\_\_.

It seems to be a \_\_\_\_\_.

It feels like \_\_\_\_\_.

It is a \_\_\_\_\_.



solid  
liquid  
gas  
ballon  
stapler  
juice





Cuando un sólido se derrite es porque la temperatura empieza a \_\_\_\_\_. El sólido se convierte en \_\_\_\_\_.

Cuando la temperatura se \_\_\_\_\_, un líquido se convierte en \_\_\_\_\_.

sólido  
líquido  
gas/gaseoso  
masa  
propiedad  
cambiar  
convertir  
derretir  
calentar  
congelar  
temperatura  
vapor



When a solid melts, it  
converts into \_\_\_\_\_.

When a liquid is heated, it  
converts into \_\_\_\_\_.

solid  
liquid  
gas/  
mass  
property  
change  
convert  
melt  
heat  
freeze  
temperature  
vapor

# Reading Comprehension

## Literacy Big Idea/Reading



I want my students to understand when reading informational texts it is important to use different text features and identify the main purpose of a text including what the author wants answer, explain, or describe in order to write informational texts about the states of matter.



# Reading Comprehension

Idea Principal de lectoescritura :



Q

u

i

e

r



y



# Reading Comprehension

Days 5 - 10

Unidad 5: LA MATERIA

5º Primaria

## LOS CAMBIOS FÍSICOS

Los cambios físicos se caracterizan fundamentalmente en que la materia altera, sigue siendo la misma. Hay distintos tipos de cambios físicos: por cambio de posición, por presión, por temperatura, etc. Según el resultado, estos cambios físicos de la materia pueden ser:

**Reversibles:** Si cuando cesa el motivo del cambio, la materia recupera su aspecto original. Ej: Si el agua congelada la sacamos al poco tiempo se vuelve otra vez líquida.

**Irreversibles:** Cuando la materia no recupera su aspecto original tras el cambio que la originó. Ej: Si rompes con un martillo un ladrillo, después de golpearlo, el ladrillo no volverá a estar igual.

← REVERSIBLES

IRREVERSIBLES →



Unidad 5: LA MATERIA

5º Primaria

## LOS ESTADOS DE LA MATERIA

La materia puede encontrarse en tres estados:

**SÓLIDO:** Tienen **forma y volumen constante y estable**. Ej: las canicas tienen la misma forma si están en nuestro bolsillo o están en una caja.

**LÍQUIDO:** No poseen forma fija y se **adaptan al embalse** que los contienen pero su **volumen es constante**. Ej: un litro de agua en una botella tomará la forma de la botella. Si esa agua la vertemos en una jarra tomará la forma de la jarra pero seguirá teniendo un litro.

**GASEOSO:** No tienen **ni forma ni volumen constante**. Se expanden por todo el recipiente que los contienen y si éste no está bien cerrado, se escapará de su interior. Ej: si inflamos un globo, el aire pasará de nuestros pulmones al globo, tomando la forma de éste. Si no anudamos bien el globo, el aire se escapará de su interior y el globo se desinflará.





# Reading Comprehension

Después de leer, di algo acerca de lo que leíste

Today I read about \_\_\_\_\_.

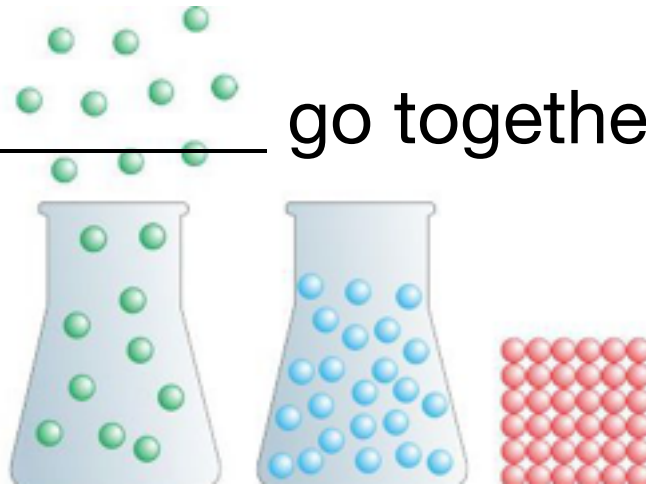
I learned that \_\_\_\_\_.

The most important part was

\_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ go together because

\_\_\_\_\_.



# Reading Comprehension

Después de leer, di algo acerca de lo que leíste

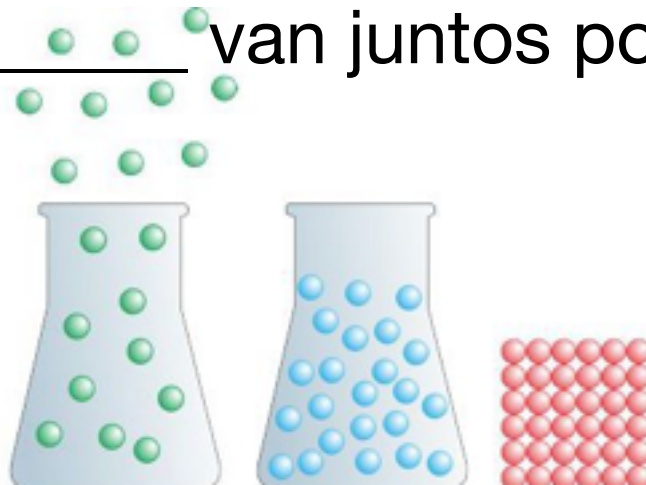
Hoy leí acerca de \_\_\_\_\_.

Aprendí que \_\_\_\_\_.

Lo mas importante fue \_\_\_\_\_.

\_\_\_\_\_ y \_\_\_\_\_ van juntos porque

\_\_\_\_\_.



# Reading Comprehension

Este texto se trata acerca de \_\_\_\_\_.

El propósito del texto es \_\_\_\_\_.

Lo se porque \_\_\_\_\_.

Aprendi que \_\_\_\_\_.



# Reading Comprehension

This text is about \_\_\_\_\_.

The purpose of this text is to\_\_\_\_\_.

I know it because \_\_\_\_\_.

I learned that \_\_\_\_\_.

# Reading Instruction

- Mini Lesson
- Independent
- Small Group
- Read Alouds
- Closing and S

# Writing



Literacy Big Idea /Writing:

I want my students to understand when reading informational texts it is important to use different text features and identify the main purpose of a text including what the author wants to answer, explain, or describe in order to write informational texts about the states of matter.

# Writing

Idea Principal de lectoescritura :



Quiero que  
mis  
estudiantes  
entiendan que  
al leer textos  
informativos,  
es importante  
usar diferentes  
características



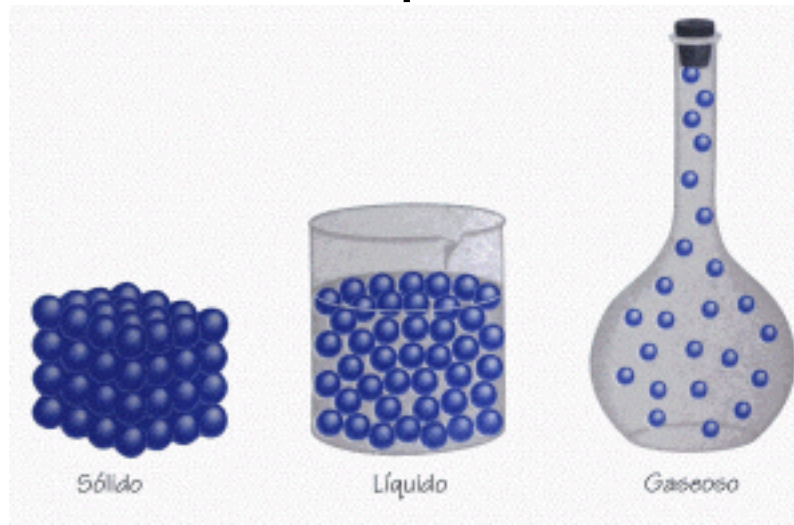
# Writing

Days 11-16

Primero, escribamos una lista de las características de cada estado de la materia. Luego, escribiremos un párrafo describiendo cada estado con evidencia de nuestra lectura. Al final, escribiremos nuestros libros informativos acerca de la materia usando las características del texto.

Los líquidos

Los sólidos



Los gaseosos



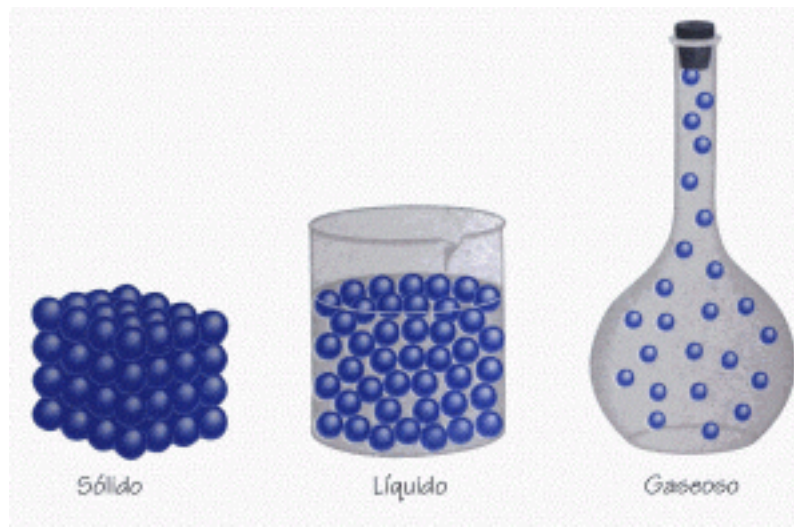


# Writing

First, we will write a list with the properties of each state of matter. Then, we will write a paragraph describing each of the states of matter with evidence from our text. Finally, we will write our own informative books about the states of matter using text features.

liquids

Solids



gases

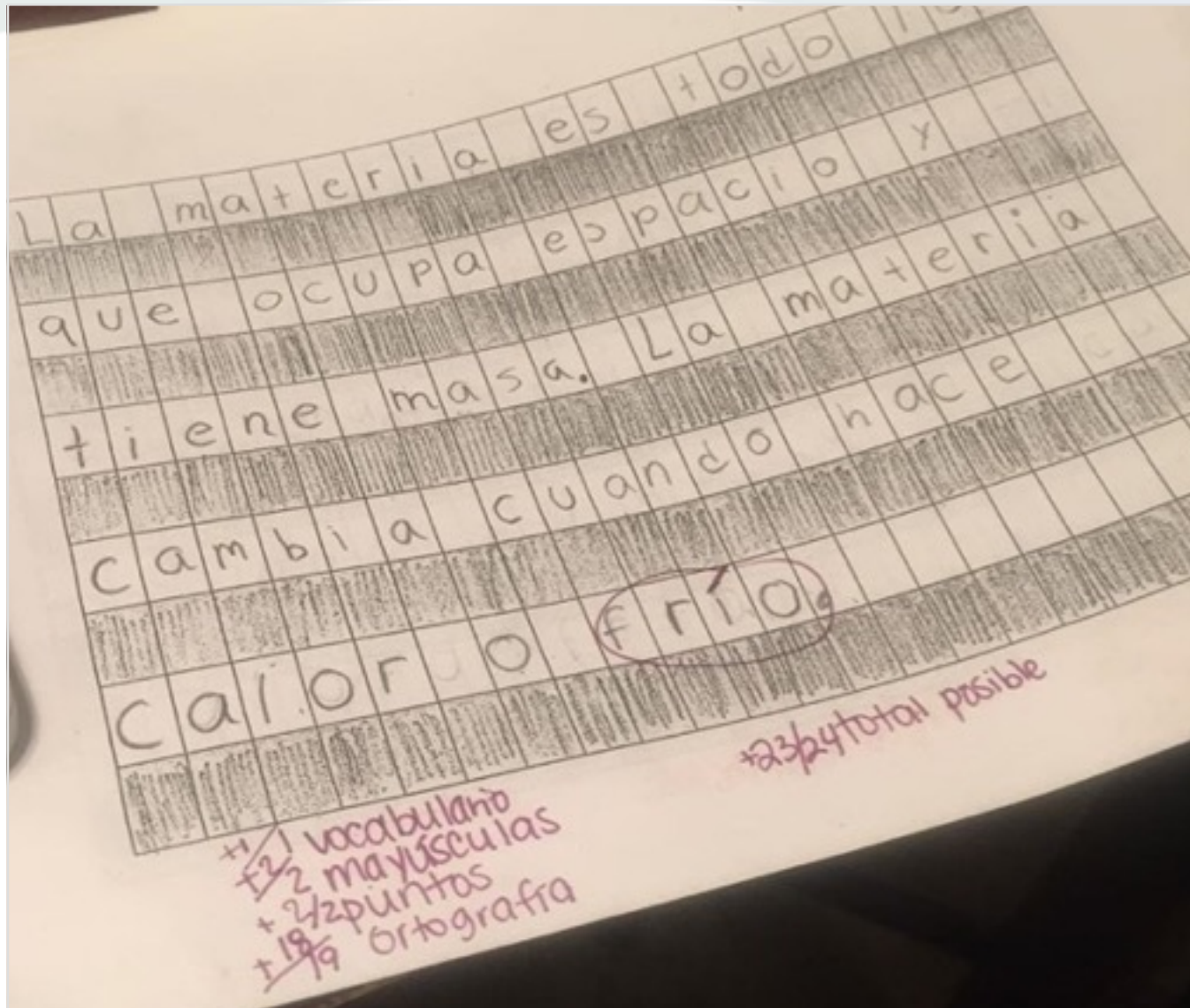


# Writing



# Word Study and Fluency

Days 17-21



# Let's Do a Bridge!



# Bridge

## SIDE BY SIDE

Day 23-24

What key words have you learned about the properties of matter in Spanish? How does matter change? What states of matter have we studied?

Espanol

English





# The Bridge as a Side by Side

1. Review major concepts in language
2. Elicit major concepts from students in language of instruction and list on one side of chart
3. Match major concepts to the other language and list on the other side of chart
4. Practice terms in the new language
5. Engage students in metalinguistic analysis



two or more <sup>Matters</sup> <sup>Isa</sup>  
 mezcla: dos o más materiales  
 the ice is Hard and Cold <sup>than in the liquid</sup>  
 derretir: se convierte en líquido <sup>de sólido</sup>  
 científico: Scientist  
 volumen: <sup>Volume</sup> Volume  
 amount of Space a substance  
 takes up <sup>(liquid gas solid)</sup>

congelar: se convierte en sólido  
 Freeze: a liquid becomes a solid  
 temperatura: es cuán rápido  
 Temperature: <sup>when fast</sup> <sup>muevan las moléculas</sup> <sup>moles move</sup>  
 cold, hot, warm, freezing  
 gaseoso/gas: no tiene forma  
 Gas ni tamaño fijo  
 no shape and size size  
 propiedad: color, forma, observaciones  
 Properties or observations

## Examples

masa: <sup>mass</sup> <sup>matter</sup> materia  
 atómico/moléculas: <sup>little parts</sup> partes  
 pequeños  
 vapor: gas  
 gas <sup>note</sup>



# East

No ficción = Informativo

Non fiction = Informational

• hechos - verdadero - real  
facts - true - real

• investigados  
investigated - research

Propósito: Razón por escribirlo  
Purpose = Reason for writing

• para informar/educar  
to inform/educate

Ejemplos: Naturaleza · Tiendas  
Examples: Nature · Stores

Animales · Personas · Lugares  
Animals · Persons/People · Places

Trabajos · El mundo · El cuerpo  
Jobs · The World · The Body

Características  
del texto informativo

Text Features

diagrama

muestra algo

etiquetas

nombra lo que  
está en la foto

gráfica

da información

mapa

Saber los  
lugares

ilustración

fotografía

subtítulo

explica la foto

título

explica de que se  
va a tratar

glosario

ayuda aprender palabras nuevas

tabla de contenido

encontrar secciones  
del libro

encabezado

ayuda a entender  
la idea principal

Informational

Text

Characteristics

diagram

labels

graph

map

illustration

subtitle

caption

title

glossary

table of contents

heading





# English Language Arts

## Extension

Days 25- 30 and beyond

### Listening

<http://www.slideshare.net/amywomble/matter-poems>

### Reading

1. Reading informational text in other language.

2. Bartholomew and the Oobleck

### Speaking

Recite Poem With a Partner

### Writing

Opinion writing: Is oobleck a solid, liquid, or gas? What is your proof?



# Questions

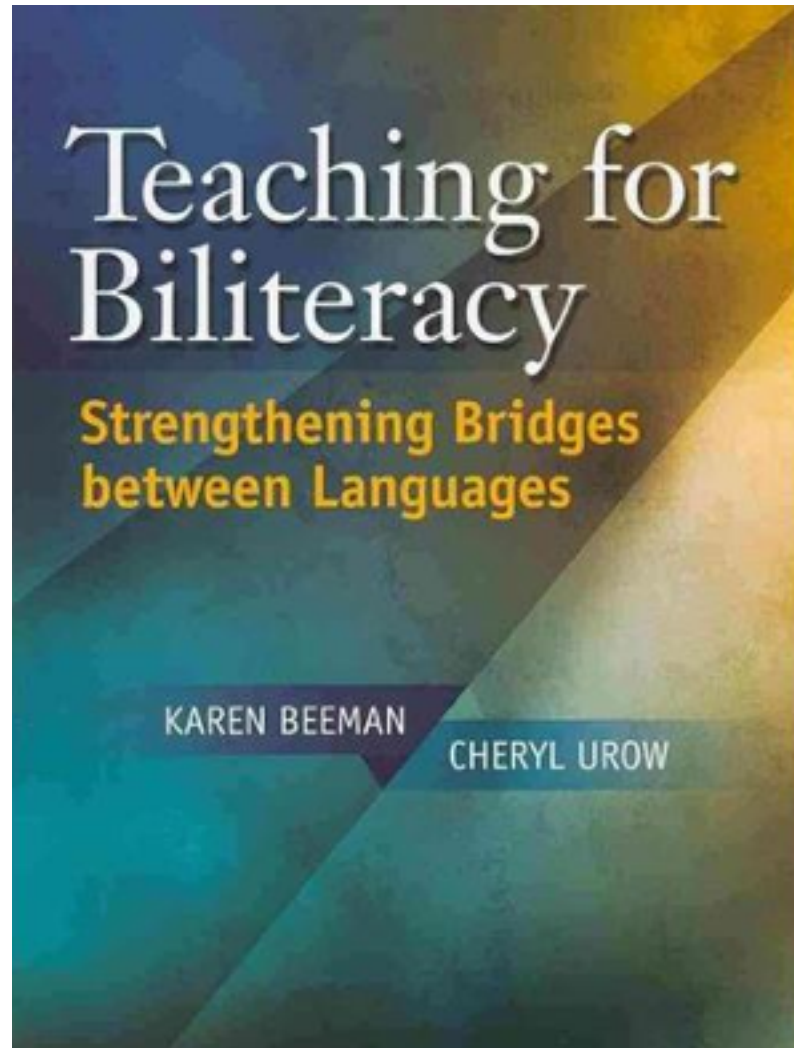


# Evaluation for Monday

<http://goo.gl/forms/KeZW59NZI5HLLVp2>



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