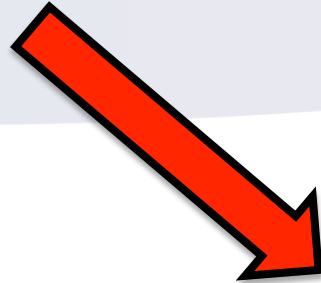


# Unpacking a 1<sup>st</sup> grade BUF



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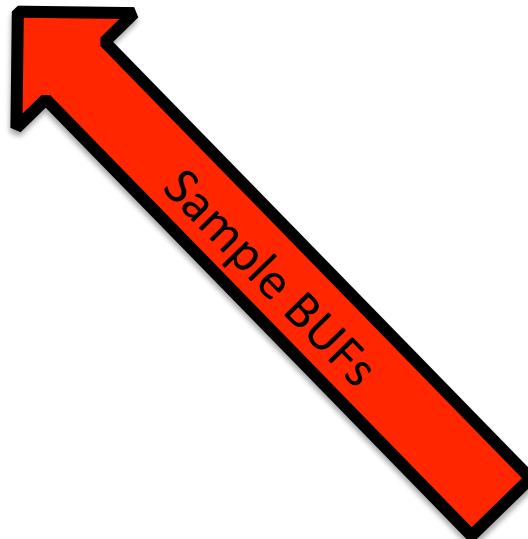
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Sample BUFs



# Content & Language Allocation

| 80% Spanish                                                | 20% English           |
|------------------------------------------------------------|-----------------------|
| Spanish Language Arts<br>Science<br>Social Studies<br>Math | English Language Arts |



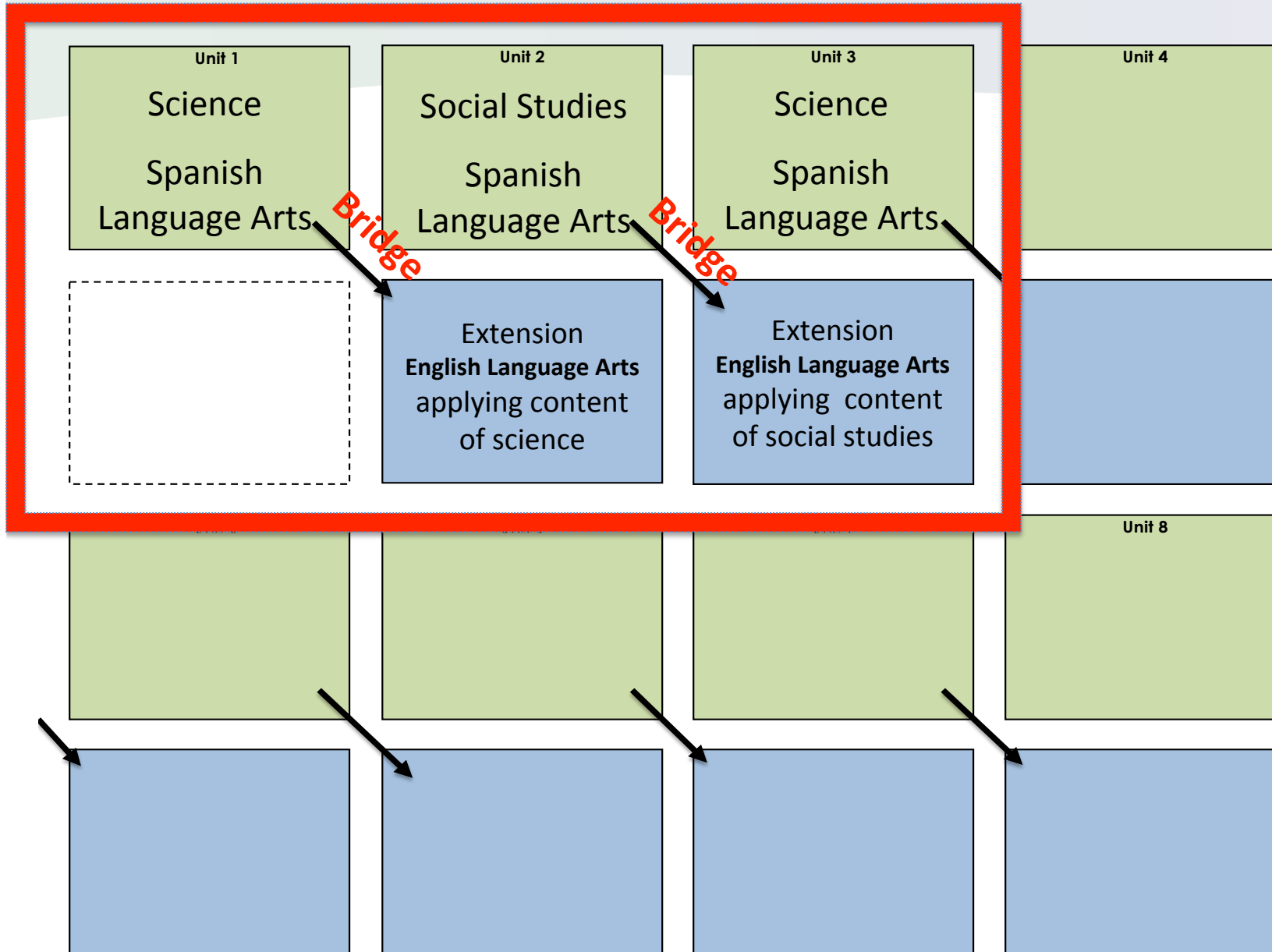
# Sample Schedule

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

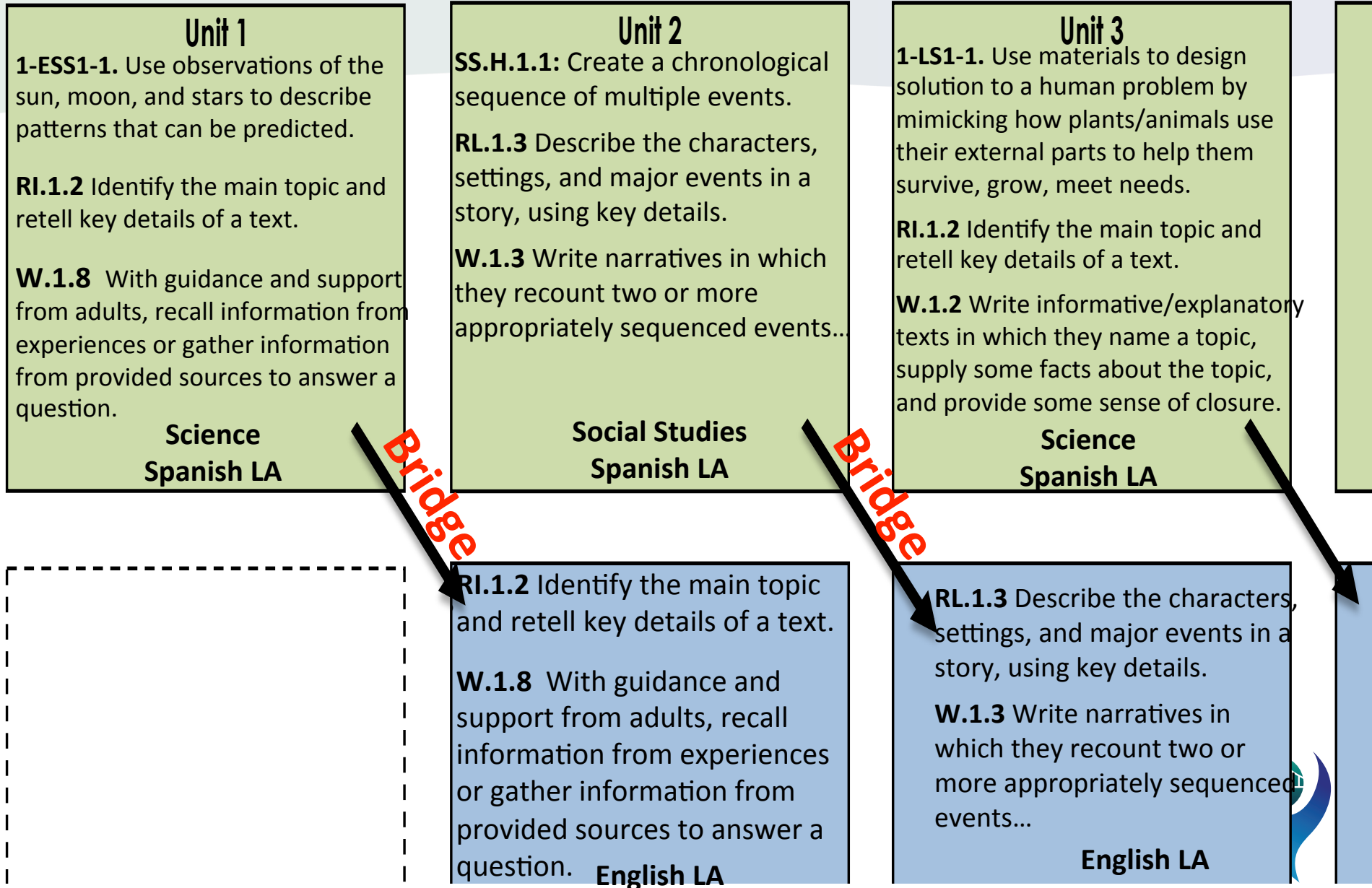




# Sample Biliteracy Map (80/20)



# Sample Biliteracy Map (80/20)



# Sample Biliteracy Map (80/20)

## Unit 1

**Read informational books about day and night.**

**Write notes based on observations and information from texts read aloud and use them to inform a class fact sheet that contrasts the day and night sky.**

**Science  
Spanish LA**

## Unit 2

**Read realistic fiction/ memoirs about people at different stages of their lives.**

**Write personal narrative: how student has grown including details that describe key features of each stage**

**Social Studies  
Spanish LA**

## Unit 3

**Read informational books about regions/climates and animal adaptations.**

**Write informational text: explains an animal adaptation and provides examples of how this can be applied to a human problem**

**Science  
Spanish LA**

**Read informational books about the phases of the moon.**

**Write a nonfiction book about how the moon changes over the course of a month.**

**English LA**

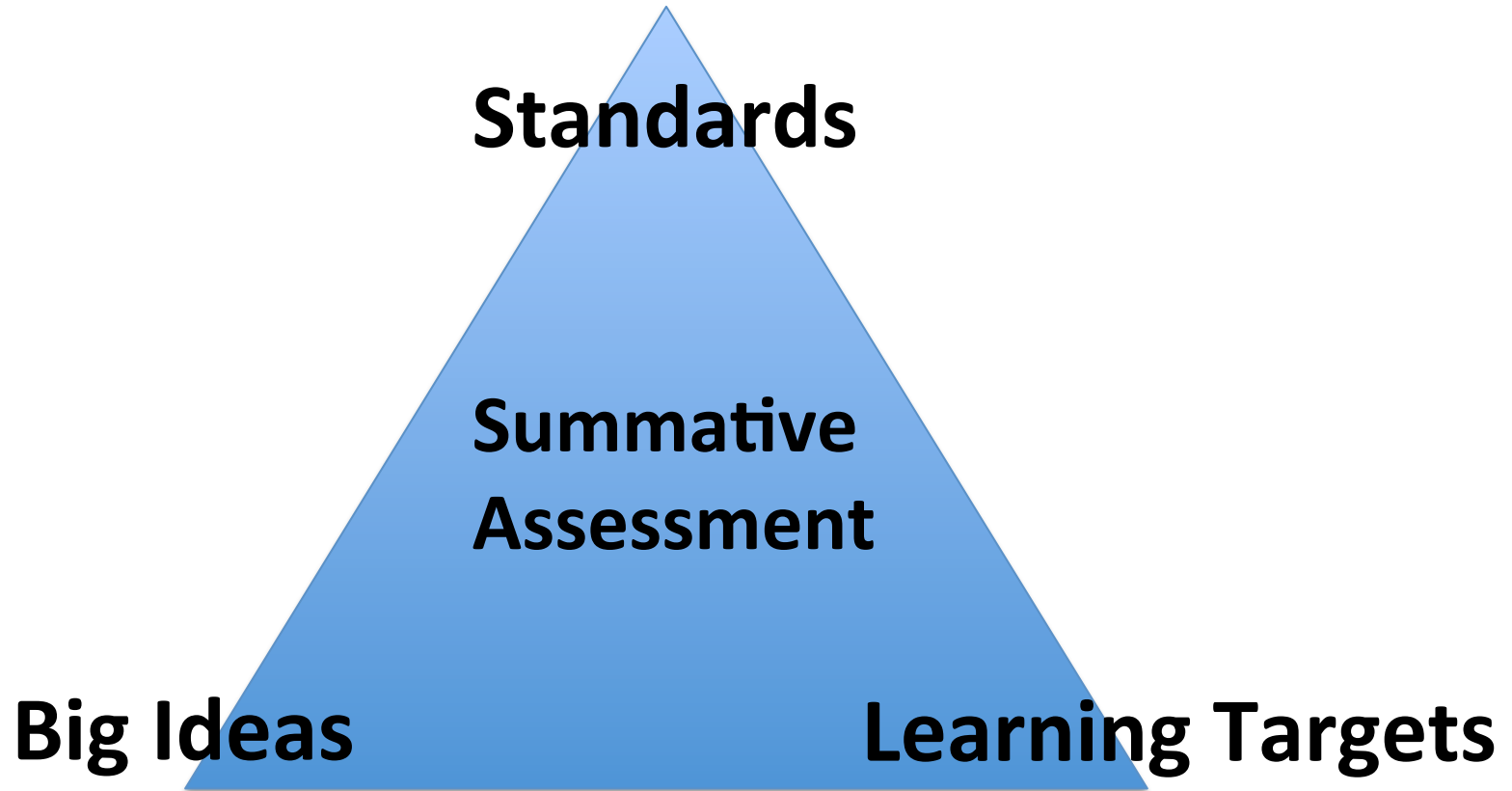
**Read biographies about hero's lives.**

**Write biography including events from each stage of hero's life.**

**English LA**



# The Foundation of a Biliteracy Unit



# Standards

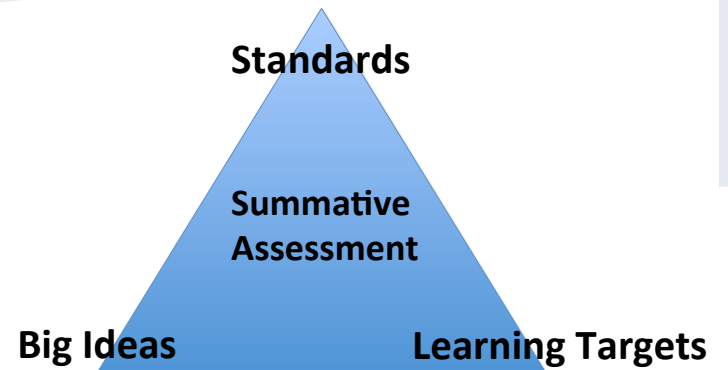
What standards do you start with?

How many do you choose?

When am I ready to identify the learning targets and write big ideas?



# Big Ideas



**I want my students to understand**  
**that** people grow and change over  
time and who they become is shaped  
by their past experiences.



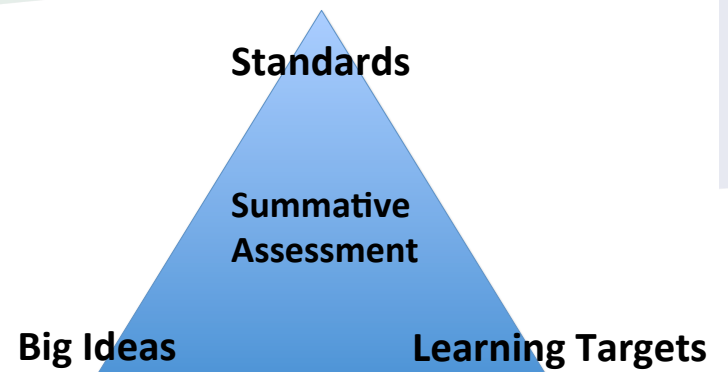
# Social Studies Big Ideas and Standards



The relationship between the social studies standards, the social studies big idea, and the social studies learning targets is \_\_\_\_\_.



# Big Ideas



**I want my students to understand that** when reading **literary texts** it is important to **identify characters, setting, and events** in order to understand, describe, and summarize the text so they **can write narratives** about their own lives.





# Literacy Big Ideas and Standards



The relationship between the literacy standards, the literacy big idea, and the literacy learning targets is \_\_\_\_\_.



# Summative Assessment

**Product:** Personal narrative about how student has grown from baby to big girl/boy, including details that describe key features of each stage (what they could do or objects they used and what for during each stage)

**Tool:** Teacher created rubric

**Student Configuration:** Independent Work



# Standards, Big Ideas, Learning Targets, and the Summative Assessment



The relationship between the standards, the big ideas, the learning targets, and the summative assessment is \_\_\_\_\_.



# Oracy & Background Knowledge

## Contexts

Experiments

Games

Experiences

Field Trips

## Strategies

Fishbowl

Parallel Lines

Three Corners

Concept  
Attainment

## Tools

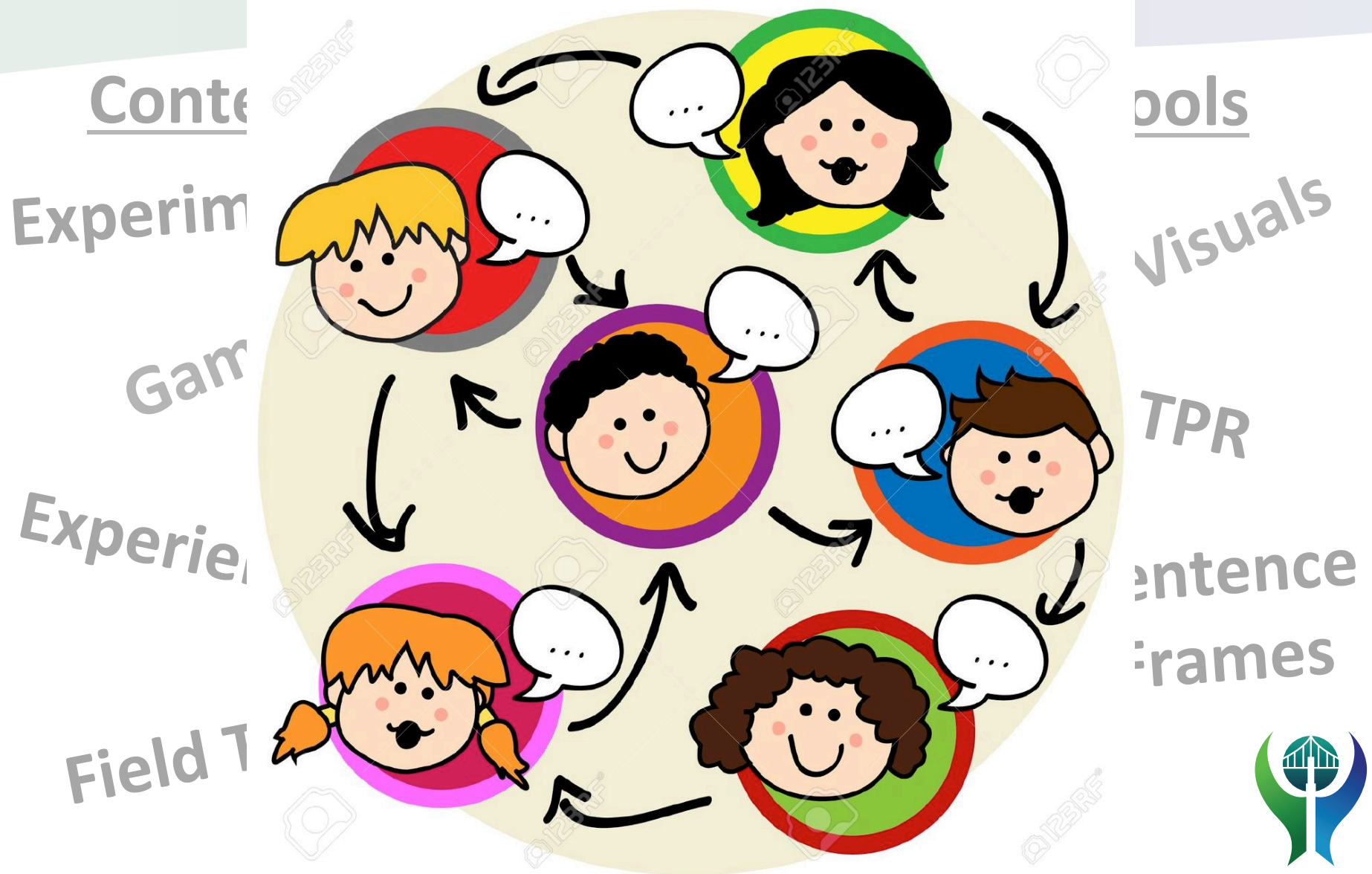
Visuals

TPR

Sentence  
Frames



# Oracy & Background Knowledge



# Group Writing

Oracy → Literacy

After many experiences with oral language...



# Oracy



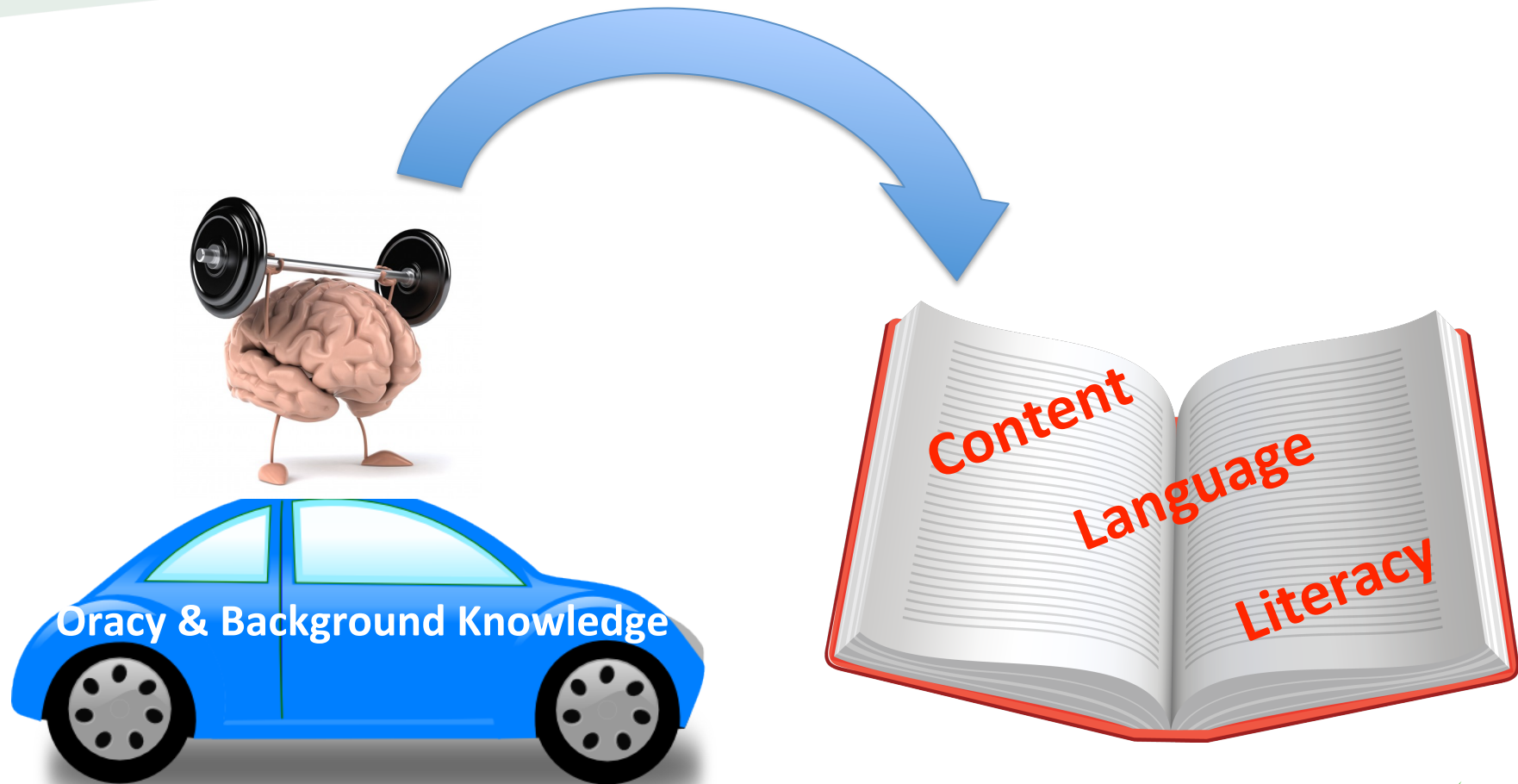
# Literacy

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





# Reading Comprehension





# Reading Instruction

and Oracy Development

Mini Lessons

Independent  
Work

Small  
Group Work

Read  
Alouds

Closing and Share

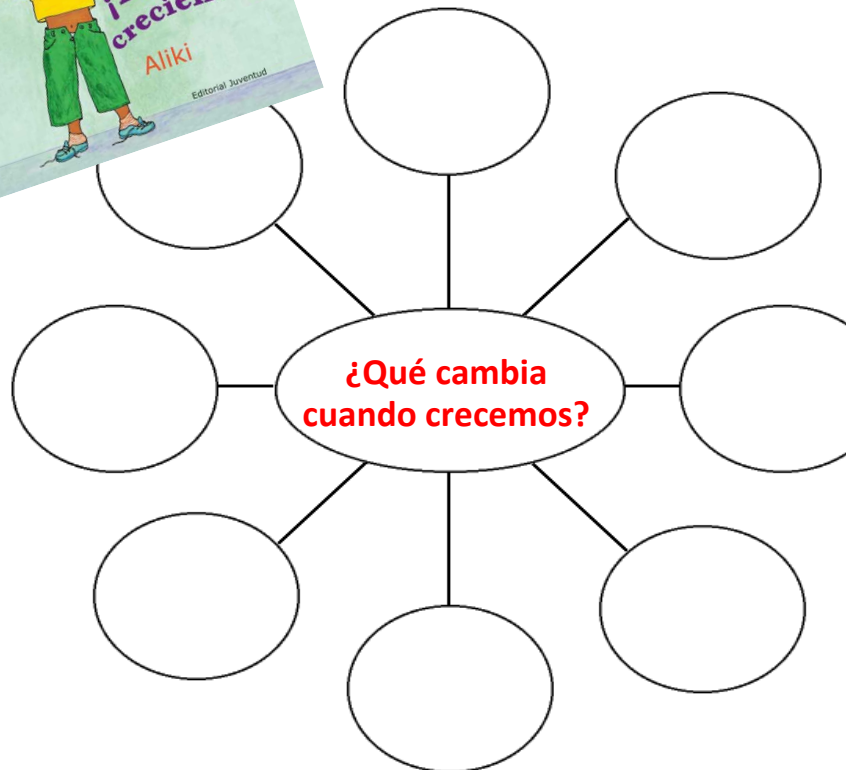
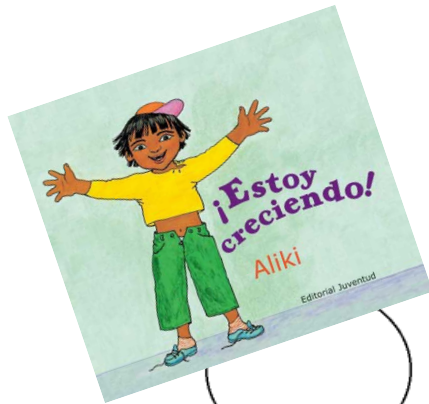


# Reading Comprehension

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



# Reading Comprehension

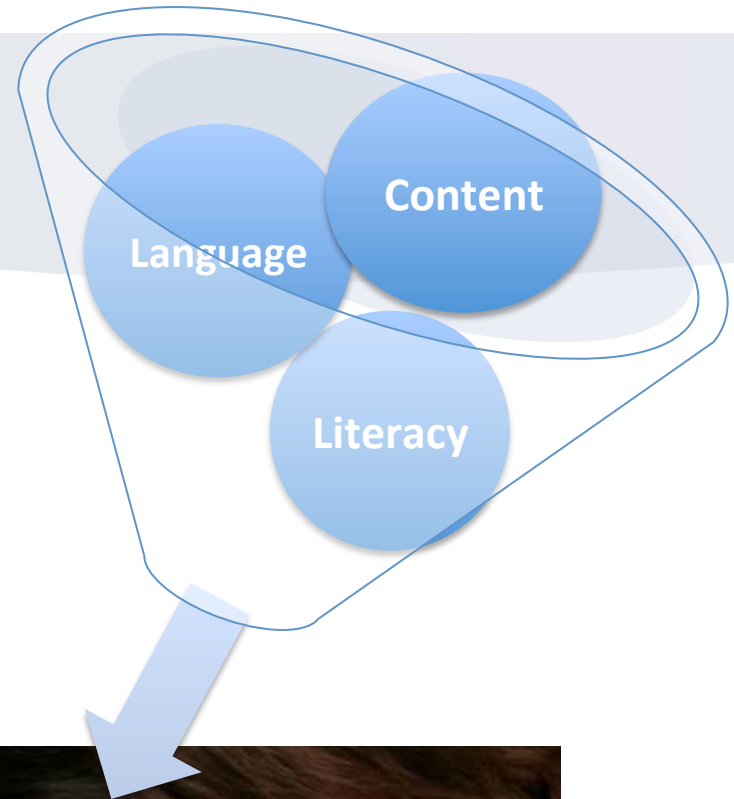


| Nombre y _____ Fecha _____ Hora _____ |       |       |
|---------------------------------------|-------|-------|
| Secuencia                             |       |       |
| Título: _____                         |       |       |
| Autor(a): _____                       |       |       |
| Principio                             | Medio | Final |
| _____                                 | _____ | _____ |
| _____                                 | _____ | _____ |
| _____                                 | _____ | _____ |
| _____                                 | _____ | _____ |
| _____                                 | _____ | _____ |
| _____                                 | _____ | _____ |

Maestra Píaco

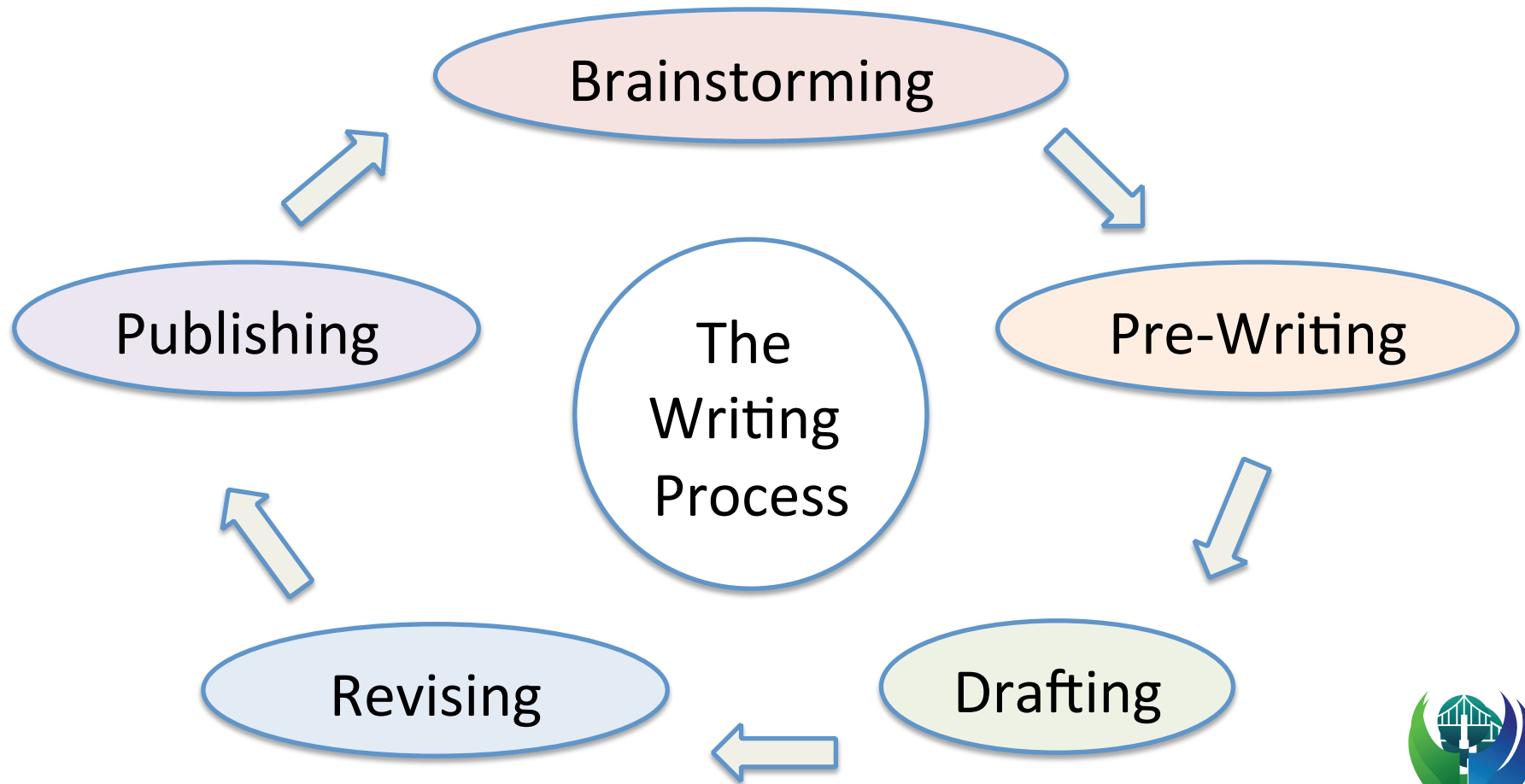


# Writing



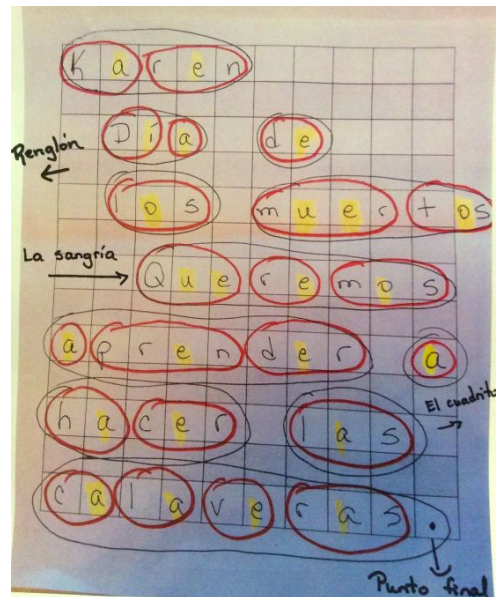
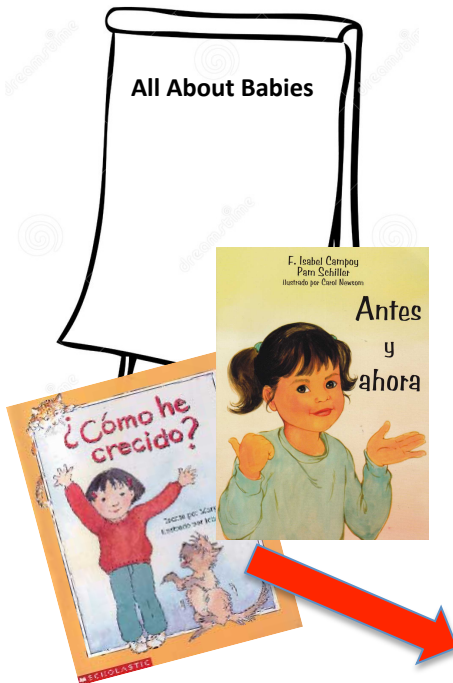
# Writing Instruction

And Oracy Development





# Word Study & Fluency



# Bridge

