



This unit is written in English so that it is accessible to all US educators during this institute. However, we advocate that all lessons and units that will be conducted in Spanish be written in Spanish.

GRADE LEVEL: 2nd grade

Content Big Idea: I want my students to understand that measuring, recording, and graphing weather information, including temperature, wind conditions, precipitation, and cloud coverage (**Science TEKS 2.8 A**) is critical to identifying patterns in the data in order to make choices in clothing, activities, and transportation (**Science TEKS 2.8 B**)

Literacy Big Ideas: I want my students to understand that when reading informational texts, it is important to identify and gather relevant information from a variety of resources (**LA TEKS 1.3 C**) in order to write a travel report (recommendations) (**LA TEKS 2.12 B**) for clothing, activities, and transportation choices demonstrating their understanding of weather and seasonal patterns to make (**LA TEKS 1.3**)

Building Oracy and Background Knowledge

- Strategies – phrases and sentence prompts used

1. Total Physical Response (TPR)/ Adapted Readers Theater (ART)

El pronóstico del tiempo me dice varias cosas acerca del día.

El pronóstico del tiempo me dice la temperatura del día.

El pronóstico del tiempo me dice lo nublado que será el día.

El pronóstico del tiempo me dice la velocidad del viento.

El pronóstico del tiempo me dice cómo vestirme.

El pronóstico del tiempo me dice las actividades que puedo hacer ese día.

**Formative
Assessment**

2.Fishbowl/ Partner- Sentence Prompts

A: ¿Cuál será la temperatura de mañana?

B: La temperatura de mañana será _____ grados centígrados. Anótalo por favor.

A: ¿Cuál será la velocidad del viento de mañana?

B: La velocidad del viento mañana será _____ kilómetros por hora (k/h). Anótalo por favor.

A: ¿Va a estar nublado mañana?

B: _____ va estar nublado mañana. Anótalo por favor.

Content Inquiry or investigations
Students measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage from a variety of locations around the country/ world.

SCIENCE

TEKS 2.2 (D) record and organize data using pictures, numbers, and words;

TEKS 2.4 (A) collect, record, and compare information using tools, **including computers**; weather instruments such as **thermometers, wind vanes, and rain gauges**; and materials to support observations of habitats of organisms such as terrariums and aquariums;

TEKS 2.1 (C) Within the natural environment, students will observe the properties of earth materials as well as predictable patterns that occur on Earth and in the sky. The students understand that those patterns are used to make choices in clothing, activities, and transportation.

Reading Comprehension - Strategies and balanced literacy routines

1. Language Experience Approach (L.E.A)
2. Talk to Your Partner
3. Focused Reading

Balanced Literacy Routines and Strategies Include:

- Mini Lessons
- Independent Reading & the Write Something Strategy
- Small group instruction (strategy groups)
- Conferring
- Talmudic Style Reading
- Interactive Read Aloud

TEKS 2.7 (E) interact with resources in meaningful ways such as illustrating or writing

TEKS 2.9 (D) recognize characteristics and structures in informational text including
(ii) features and graphics to locate and gain information

TEKS 2.6 (A) establish purpose for reading assigned and self-selected texts with adult assistance

TEKS 2.6 (H) synthesis information to create new understanding

TEKS 2.12 (G) use appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Writing

- **Strategies and balanced literacy routines**
 1. LEA
 2. Dictado
 3. Content Journals: Describe Daily Observations
 4. Content Journals: Summarize observations

TEKS 2.7 (B) Write brief comments on literacy or informational texts that demonstrate an understanding of the text;

TEKS 2.11 (B) develop drafts into a focused piece of writing by: (i) organizing with structure

TEKS 2.12 (B) compose informational texts, including procedural texts and reports

Balanced Literacy Routines and Strategies Include:

- Mini Lessons (including teacher modeling)
- Shared Writing
- Independent Writing
- Small group instruction
- Conferring

Word Study and Fluency

Areas of word study to be addressed

1. Decoding common abbreviations **(TEKS 2.1v)**
2. Compound words- measurement (*kilo/metro, centi/grado...*) **(TEKS 2.1vi)**
3. How accents change meaning **(TEKS 2.1v)**
4. Past, present, and future verb tense including difference between *ser* and *estar* **(TEKS 2.11i)**
5. Contractions *a+el: al; de +el: del*
6. Difference between /b/ and /v

Summative Assessment

After students have measured, recorded, and graphed weather information, including temperature, wind conditions, precipitation, and cloud coverage **(Science TEKS 2.8 A)** and identified and gathered relevant information from a variety of resources **(LA TEKS 1.3 C)** to identifying patterns in the data in order to make choices in clothing, activities, and transportation **(Science TEKS 2.8 B)** they will write a report **LA TEKS 2.12 (B)** about

predictable patterns that occur on Earth and in the sky. In the report, they will demonstrate understanding of how informational texts are organized, including appropriate text structure and procedural language.

The students will use the report to demonstrate their understanding of how patterns help them predict weather and therefore can be used to make choices in clothing, activities, and transportation. **SCIENCE TEKS 2.1 (C)**

Bridge Transfer

Anticipated Bridge:

Clima	Weather
el pronóstico del tiempo	the weather forecast
la temperatura	the temperature
nublado	cloudy
la velocidad del viento	wind speed
cómo vestirse	how to dress
qué hacer	what activities to do
kilómetro por hora	kilometer per hour

Bridge Transfer – Extension (Practice listening, speaking, reading and writing, in English)

This is where students will practice in English what they learned in Spanish (L, S, R, W).

Students will draw pictures of children dressed for different types of weather. They will also write a description of their picture. These descriptions will be shared orally, and the other students will have to match the descriptions to the pictures.

ELA 2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and

Bridge Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of

Metalinguistic Skills Syntax and Grammar SIDE BY SIDE

vestirse	To dress
hacer	To do
pararse	To stand

thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

ELA 2.1 A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

ELA 2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

ELA 2.7 (E) interact with sources in meaningful ways such as illustrating or writing; and

ELA 2.7 (F) respond using newly acquired vocabulary as appropriate.

- **How did you feel as a learner?**
 - I felt _____.

- **What did you learn about biliteracy instruction?**
 - One thing I learned about biliteracy instruction is _____.