

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: Kindergarten

Content Big Idea: I want my students to understand that organisms need water, air, and resources from the land to live and grow; they live in places where they can find these things.

For example:

- Bears lives in the forest because there it can find berries and fish to eat, air to breathe, water from the rivers to drink, trees to file its claws and scratch its back, and caves to sleep in.
- Frogs live near ponds because there they can find insects to eat, water from the pond to drink and lay their eggs, air to breathe (and water for their spawn to breathe) and fallen leaves to hide between.

Literacy Big Ideas: I want my students to understand that when reading informational texts, it is important to identify the main topic and retell key details of a text and describe the relationship between illustrations and the text in which they appear in order to write an informational piece that describes where an organism lives and how that environment/habitat provides what that organism needs to survive.

Building Oracy and Background Knowledge

- Concept Attainment
 - *Es un/una...*
- Adapted Readers Theatre (ART) with the words from the concept attainment
 - *Los seres vivos*
 - *Los organismos*
 - *Necesitan*
 - *El agua*
 - *El aire*
 - *La comida*
 - *Los recursos*
 - *El medio ambiente*
 - *Vivir*
 - *Crecer*

Formative Assessment

Reading Comprehension

Strategies and balanced literacy routines will focus on:

- **CCSS.ELA-LITERACY.RI.K.1**- With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.K.2**- With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-LITERACY.RI.K.7**- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- **CCSS.ELA-LITERACY.RI.K.10**- Actively engage in group reading activities with purpose and understanding.

Routines include:

- Mini lessons
- Centers
- Modeled/Shared reading
- Interactive Read Aloud
- Choral Reading
- Independent Reading
- Guided Reading
- Conferring

Writing

Strategies and balanced literacy routines will focus on:

- **CCSS.ELA-LITERACY.W.K.2** – Using a combination of writing, drawing and dictating to compose an informative/explanatory text in which they name what they are writing about (an animal) and supply some information about the topic (where they live, how that organism uses the environment to meet their needs: air, water, food/nutrients)
 - o **CCSS.ELA-LITERACY.W.K.8** - With guidance and support from adults, gather information from provided sources to answer a question: where does your animal live and how does it use resources from its environment to survive?
 - o **CCSS.ELA-LITERACY.W.K.5** – With guidance and support from adults, respond to questions and suggestions from peers to add details to strengthen writing and needed.

Content (Science)

Inquiry or investigations will focus on:

- o **K-LS1-1** – Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification statement: Examples of patterns could indicate that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things (organisms) need water.]
- o **K-ESS3-1** – Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. [Clarification statement; Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in the forested areas; and grasses need sunlight, so they often grow in meadows. Plants, animals, and their surroundings make up a system.)

Examples of inquiry experiences include:

- Going to the farm or zoo to identify what particular organisms need to survive and make observations of how animals use the resources from the land to live and grow. (Where can a particular animal be found in the wild? What does it eat? How does it find what it needs to live and grow where it lives? What happens if that animal is moved somewhere else where it doesn't have those things?)
- Going to the school garden to make observations of the different kinds of organisms that can be found in that ecosystem (habitat), identify what particular organisms need to survive, and describe how each organism uses resources from the land to live and grow (What organisms can we find in the garden? What do each of these organisms need

- **CCSS.ELA-LITERACY.W.K.6** – With guidance and support from adults, explore a variety of digital tools to produce and publish writing.

Routines include:

- Mini lessons (including the teacher modeling)
 - Possible mini lessons include:
 - Selecting a topic
 - Gathering information on that topic
 - Identifying information/details to write about the topic
 - Organizing ideas in a logical sequence
 - Supporting ideas with pictures/illustrations
 - Revising work so make sure details are about and support the topic.
 - Editing work for capitalization and punctuation.
- Shared writing
- Independent writing
- Guided writing
- Small group instruction
- Conferring

to live and grow? Where do the organisms get these resources? How are the organisms depending on each other for these resources?)

- Caring for classroom pets such as fish, snails, worms, or insects and making observations that identify the needs of each of these organisms and how they need to be cared for since their environment will not meet their needs on its own (since these organisms are in captivity rather than an ecosystem – see guiding questions from above and add – How can these animals live in captivity since they do not have access to the land for resources to help them live and grow?).
- Viewing videos and books that describe where specific organisms live and how the environment meets the needs of that particular organism (water, air, food/nutrients/resources from the land) (See above).
- Creating a model to represent the relationship between the needs of different organisms (plants and animals – including humans) and the places they live. (What does a system where several organisms live look like?)

Word Study and Fluency

Areas of word study to be studied:

- **CCSS.ELA-LITERACY.RF.K.1** - Demonstrate understanding of the organization and basic features of print.
 - **CCSS.ELA-LITERACY.RF.K.1.A** - *Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.*
 - **CCSS.ELA-LITERACY.RF.K.1.B** - *Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.*
- **CCSS.ELA-LITERACY.RF.K.2** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - **CCSS.ELA-LITERACY.RF.K.2.B** - *Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas.*
 - **CCSS.ELA-LITERACY.RF.K.2.C** - *Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.*
 - **CCSS.ELA-LITERACY.RF.K.2.G** - *Separan y cuentan oralmente las sílabas de una palabra.*

- **CCSS.ELA-LITERACY.L.K.1** - Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
 - o **CCSS.ELA-LITERACY.L.K.1.G** - Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo.

Summative Assessment

After students...

- make observations to describe patterns of what organisms (plants and animals – including humans) need to survive (**K-LS1-1**)
- view/read about the needs of living things and how the environment/habitat provides those needs and
- create a model to represent the relationship between the needs of different organisms and the places they live (plants and animals – including humans) (**K-ESS3-1**)

...students will produce an informational book that describes where an organism (of their choice) lives and how the environment where they live (ecosystem/habitat) meets their needs.

The informational book will include:

- The name of their organism (topic) and where they live (**CCSS.ELA-LITERACY.W.K.2; CCSS.ELA-LITERACY.RI.K.2**)
- Information about their organism including how the organism gets water, air, and resources from their environment to live and grow (**CCSS.ELA-LITERACY.W.K.2**)
- Pictures that match the text and illustrate the organism's habitat, and how the organism gets water, air, and resources to live and grow (**CCSS.ELA-LITERACY.RI.K.7**)

Bridge - Transfer

- Transfer (side by side)
 - o Ask students to discuss with a partner the important words they learned throughout the unit (in Spanish).
 - o List the important words that students generate in green on the left side of a t-chart.
 - o Review the words and movements with students.
 - o Using the same movements and pictures, show students how to say the words in English.
 - o Have students practice the words with the movements in English.

Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)

Students will engage in a guessing game. To practice, the teacher will post pictures of some of the organisms viewed during the unit around the room. The teacher will read a description of that picture with the organism. Students will look for and huddle around that picture once the description was read.

Bridge: Metalinguistic Focus

While these are possible teaching point planned by the teachers, the teachers also accepts and highlights other areas of metalinguistics noticed by the students. However, only **ONE** should be selected to highlight with students.

Possible Contrastive Analysis/Metalinguistic Foci

- Morphology – distinguish between words said/read in English and words said in Spanish
- Morphology – identify cognates (words that sound the

- List the English words that students generate (based on what the teacher modeled) in blue next to the corresponding Spanish word

Anticipated Bridge Chart:

Español	English
Los seres vivos	Living things
Los organismos	Organisms
Necesitan agua	Need water
Necesitan aire	Need air
Necesitan recursos de su medio ambiente	Need resources from their environment
Para vivir y crecer	To live and grow

Then, student pair will create their own descriptions (using terminology of the unit such as habitat, organism, water, air, resources, environment, live, grow, etc.) of different organisms viewed during the unit. Pairs will read their description to other students that have to guess which picture pertains to their read description.

same, mean the same, and are spelled similarly)

- Phonology – identify sounds (phonemes) that are alike and different (such as: t, th; s, ce; n)
- Syntax and grammar – articles are necessary in Spanish and they identify gender and number, whereas in English they do not (the = el, la, los, las)

- How did you feel as a learner?
 - I felt _____.
- What did you learn about biliteracy instruction?
 - One thing I learned about biliteracy instruction is _____.