

4th Grade Content Allocation Plan

Spanish	English
Science Literacy	Math Social Studies Literacy

4th Grade Daily Schedule

50/50 Spanish/English Dual Language Classroom

Instructional minutes/day (including specials; some specials are in Spanish)

Items in Green are in Spanish: 167 total minutes; 122 classroom minutes

Items in Blue are in English: 167 minutes; 122 classroom minutes

Items in yellow take advantage of both languages.

7:40-7:50	Arrival
7:50-9:50	Science and Literacy Block
9:50-10:20	Bilingual Intervention Time
10:20-11:20	Specials (such as PE, Music, Art)
11:20-12:20	Lunch/Recess
12:20-1:20	Math
1:20-2:20	Social Studies and Literacy Block
2:20-2:25	Closing, Pack up, Dismissal

In this example, the Biliteracy Unit Framework (BUF) is the plan that is used for instruction that occurs in three separate places. In this example, science and Spanish literacy are taught through a BUF that meets the content, literacy, and language standards. Similarly, social studies and English literacy are taught through a BUF that meets the content, literacy, and language standards. In addition, math instruction follows a BUF that meets content and language standards.

**Weeks 1-3: Developing oracy and background knowledge
in preparation for explicit content area and literacy instruction**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: 1:20-2:20	<p>Whole Group Activity: I See/I Wonder Gallery Walk with pictures</p> <p>Introduction to the Concept/Question Wall</p> <p>Small group instruction¹</p>	<p>Whole Group Activity: Student groups work together to develop TPR for concepts identified after the discussion of the Gallery Walk.</p> <p>Update the Concept/Question Wall</p> <p>Small group instruction</p>	<p>Whole Group Activity: Engage students in the ART with the TPR they created after the Gallery Walk.</p> <p>Watch the video snippet and take notes on the graphic organizer</p> <p>Update the Concept/Question Wall</p> <p>Small group instruction</p>	<p>Whole Group Activity: Field Trip to see the re-enactment of the Lost Colony or watch a video of the re-enactment.</p>	<p>Whole Group Activity: LEA summarizing and describing the play/video.</p> <p>Update the Concept/Question Wall</p> <p>Small group instruction</p>
Week 2: 1:20-2:20	<p>Whole Group Activity: Read aloud and charting of important concepts from read aloud (section 1)²</p> <p>Modeling of how to write a written response</p> <p>Small group instruction</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Read aloud and charting of important concepts from read aloud (section 2)</p> <p>Modeling of how to write a written response</p> <p>Small group instruction</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Read aloud and charting of important concepts from read aloud (section 3)</p> <p>Independent work and small group instruction³</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Introduction of WebQuest activity including explaining the task and assigning student groups.⁴</p> <p>Independent work and small group instruction</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Modeling of how to gather information for WebQuest.</p> <p>Independent work and small group instruction.</p> <p>Update the Concept/Question Wall</p>
Week 3: 1:20-2:20	<p>Whole Group Activity: Modeling of expectations for WebQuest presentations/sharing to class.</p> <p>WebQuest groups prepare for presentations</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Presentations/sharing of information gathered from WebQuest.</p> <p>Introduction of Jigsaw Reading activity.</p> <p>Independent work and small group instruction</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Modeling of how to gather information for Jigsaw activity.⁵</p> <p>Independent work and small group instruction.</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Modeling of how to gather information for Jigsaw activity.</p> <p>Independent work and small group instruction.</p> <p>Update the Concept/Question Wall</p>	<p>Whole Group Activity: Explanation of You Are the Teacher Activity -</p> <p>Independent work and small group instruction.</p> <p>Update the Concept/Question Wall</p>

¹ Small Group time can be used for more targeted oracy development/review or for targeted small group reading instruction or writing, or to preview particular concepts for students so that they may actively participate in a later lesson. Students who are not in a small group with the teacher may engage in independent activities related to the content of the BUF.

² During this read aloud, the reading focus from the previous unit can be applied.

³ Teachers may select to support individual students, confer with students individually, provide targeted small group instruction in reading or writing, or preview content with students to ensure their successful participation and engagement in a later lesson.

⁴ During the WebQuest, students can apply the reading focus from the previous unit.

⁵ During the Jigsaw Activity, students can apply the reading focus from the previous unit.

