

Bilingual Unit Framework: Sample for 4th Grade

Note: *This is a sample unit plan. A lesson plan would have to be developed from this unit plan and the district literacy routines/program would need to be incorporated into both the unit and lesson plan.*

Content area: Language arts integrated with social studies Theme/big idea: Content: Regions of the United States/The climate, topography, and natural resources of a region influence how people build their shelters, what people eat, and how they make their living. The indigenous peoples of an area are the first human inhabitants. Immigrants who arrive later also have to adapt to the climate, topography, and natural resources but do not always do it in the same way. Literacy: When reading informational texts, it is important to know and use text features to locate key facts or information, and these features should be included when writing informational texts. Standards • Applicable Common Core English language arts standards • Spanish language arts standards (e.g., WIDA standards) • Social studies standards • Spanish-language development standards • English-language development standards (apply after the Bridge) Content targets: Students will identify the climate, topography, and natural resources of the regions of the United States and explain how the humans in those regions have adapted to and taken advantage of those regional elements. Language targets • Spanish: Students will identify and describe the climate, topography, and natural resources of a region. Students will compare and contrast the relationship between humans and the climate, topography, and natural resources of various regions of the United States. • English: Students will identify and describe the climate, topography, and natural resources of a region and	Language in which this content area is taught: Spanish Language allocation for this grade: <u>60%</u> Spanish <u>40%</u> English
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explain how humans have adapted to and taken advantage of those elements. • Cross-linguistic: Students will identify, describe, and provide examples of the <i>-ía/-y</i> suffix pattern in Spanish/English. Students will identify, describe, and provide examples of noun-adjective order and agreement in Spanish and English. Summative assessment: • Students will write a news article about the relationship between humans and the climate, topography, or the natural resources of the regions of the United States. • Students will complete a table identifying and describing the climate, topography, and natural resources of the regions of the United States.	
Building Oracy and Background Knowledge Language of instruction: <u>Spanish</u> (This language is maintained until the Bridge; the other language is used in the Extension Activity.) Language resources, linguistic creativity, and cultural funds of knowledge • Students experiment with cognates and use words that typify American Spanish (<i>lonche, puchar</i>). • Students talk about the weather and the natural world around them, using regional Spanish terms, American Spanish, and English. • Through interactions with students and their families, the teacher is aware of student travels throughout the United States, Mexico, and Central America. Students understand the differences between the places they have visited and lived. (Note: The teacher will build on this knowledge to introduce the terms at the center of this unit of study.) • Students have heard stories from their parents and grandparents that include many references to the natural world. These stories also emphasize the effect the natural world has on human interactions.	Formative assessment • Teacher observation of participation in TPR • Checklist and anecdotal records on student use of sentence prompts and the key vocabulary and of articulation of

Building oracy and background knowledge ○ The teacher introduces key vocabulary through a TPR activity: <i>la pradera, la montaña , el río, el lago, el mar, la costa, el bosque, la llanura, la superficie, el acuífero, la flora, la fauna, el asentamiento, el granjero, el explorador, la gente indígena, el inmigrante, el invierno, la primavera, el verano, el otoño, el tornado, el terremoto, el diluvio, la lluvia, los vientos, el desierto, el pantano, alimentar, la topografía, el clima, los recursos naturales, los habitantes.</i> • Students interact with vocabulary again in a closed word sort. ○ The teacher uses the fishbowl strategy to model language and behavior expected during the word sort. ○ The teacher provides and models sentence prompts provided and modeled for the word sort: <i>Creo que . . . pertenece al grupo . . . porque. . . ¿Qué opinas tú? Estoy de acuerdo. No estoy de acuerdo porque. . .</i> ○ The teacher asks partnerships to explain their categorizations.	sorting rationale during word sort
Reading comprehension • Student groups are assigned to read about the climate, topography, or natural resources of the region of the United States in which they live. • Students use the say something/write something strategy as they read their assigned portion of the texts. Students participate in narrow reading; each student reads several different pieces of text on his or her assigned topic. • Students use sentence prompts to orally present and then write what they have learned (<i>Aprendí que . . . ; No entiendo . . . ¿Me lo puedes explicar? Creo que . . . se refiere a . . .</i>). • After reading the assigned sections of the texts, partnerships with the same focus meet and share information and then the groups split up, creating new groups to meet and share information so that there is one member of each focus in each new group.	Formative assessment • Teacher observation of comments students make as they are reading • Teacher observation of areas of need in spelling, grammar, mechanics, and word choice as students complete their tables

• These students share information in their new groups so that each student can complete a table about the climate, topography, and natural resources of the region.	
Writing • The teacher models writing an expository essay about the first region through LEA. After writing the opening paragraph and first topic paragraph together during the LEA, students write the balance of the essay on their own, with support from the members of their group or in partnerships. • Once the students have completed the reading and writing activities about the first region, they go on to study another region following the same reading and then writing pattern. • The teacher can model different writing genres through LEA after each region is studied (e.g., a compare/contrast essay). • The final project of this unit of study is to take one of the writing activities through the entire process of writing to publication of a news article using the elements of writer's workshop.	Formative assessment: Writing rubric that respects and reflects the integration and use of two linguistic resources, at both the word and the discourse level
Word study and fluency • Students read to each other the <i>dictado</i> created by the teacher from words and phrases the students used during the write something activity. • Students recite poetry from different regions of the world. • Students self-evaluate their own reading of the <i>dictado</i>, using a fluency checklist they all created as a whole class.	Formative assessment • <i>Dictado</i> rubric • Fluency checklist created by students
Summative assessment • Students will write a news article about the relationship between humans and the climate, topography, or the natural resources of the regions of the United States. A collaboratively created rubric will be used to assess the news article. • Students will complete a table identifying and describing the climate, topography, and natural resources of the regions of the United States.	

The Bridge: Strengthening Bridges between Languages- Language of instruction: Spanish and English • Students summarize their learning in Spanish. • The teacher reviews the TPR in Spanish and then does it in English, using the same movements, but introducing the key language in English. • In small groups students take the words from the closed word sort and write the English equivalent. • The teacher guides the class in creating a side-by-side Bridge anchor chart with key words in Spanish in the left column and key words in English in the right column. • Students then work in small groups to summarize in English what they learned in Spanish, using the <i>así de dice</i> bridging strategy. Metalinguistic focus: • Cognates (<i>la topografía</i> – the topography; <i>los recursos naturales</i> – the natural resources; <i>el clima</i> – the climate; <i>la región</i> – the region) • Morphology: Spanish words that end in <i>-ía</i> have the English equivalent of words that end in <i>-y</i>: <i>topografía</i> – topography; <i>biología</i> – biology; <i>antropología</i> – anthropology; <i>metodología</i> – methodology; <i>arqueología</i> – archeology; <i>pedagogía</i> – pedagogy • Syntax: noun-adjective order agreement: <i>los recursos naturales</i> – the natural resources	Formative assessment: Checklist to record student participation in English and student metalinguistic skills
Extension: Language of instruction: <u>English</u> (the other language) • Students create an informational fair about regions of the United States. • They use a variety of forms of technology to present what they have learned about the regions, using another writing genre (e.g., expository) to present the information.	Formative assessment: Checklist and rubric that respect the resources of the two-language learner