

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

Theme/Unit Name: *Las reglas y los lugares de la escuela*

Content Area: Social Studies and Spanish Language Arts

Unit 1 Storyline: How do rules keep us safe and allow us to learn?

Storyline: In this early kindergarten unit, students will learn the language and purpose of rules in certain school-specific places (in Spanish). For example, they will learn that in the library, we use quiet voices, and in the cafeteria, we eat while seated (D2.Civ.12.K-2). As they learn the rules of school, they will also learn why the rules are important to the functioning of the school and of society in general (D2.Civ.3.K-2). They will physically practice these rules in the appropriate settings, read stories about children in various settings learning the rules (CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.RI.K.10), and apply rules in various settings to writing through shared writing and sentence frames (CCSS.ELA.LITERACY.W.K.2). Through this inquiry and while experiencing the rules in different settings of the school, students will engage in shared and independent writing. During their shared and independent writing, students will begin to apply letter sounds to writing to complete their own ideas within sentence frames (CCSS.ELA.LITERACY.RF.K.3). Finally, to demonstrate their knowledge of the rules across the school, students will create a poster using a combination of writing, drawing, and/or dictation to demonstrate the appropriate behavior as well as their individual level of application of sounds to writing (CCSS.ELA.LITERACY.RF.K.1, CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.RF.K.3, D2.Civ.12.K-2, D2.Civ.14.K-2, D2.Civ.3.K-2). through shared writing and sentence frames (CCSS.ELA.LITERACY.W.K.2). Through this inquiry and while experiencing the rules in different settings of the school, students will engage in shared and independent writing. During their shared and independent writing, students will begin to apply letter sounds to writing to complete their own ideas within sentence frames (CCSS.ELA.LITERACY.RF.K.3). Finally, to demonstrate their knowledge of the rules across the school, students will create a poster using a combination of writing, drawing, and/or dictation to demonstrate the appropriate behavior as well as their individual level of application of sounds to writing (CCSS.ELA.LITERACY.RF.K.1, CCSS.ELA.LITERACY.RI.K.1, CCSS.ELA.LITERACY.W.K.2, CCSS.ELA.LITERACY.RF.K.3, D2.Civ.12.K-2, D2.Civ.14.K-2, D2.Civ.3.K-2).

Content Big Idea: I want my students to understand that community members have responsibilities such as following rules in order to keep all community members safe. For example: In my school community, we walk in a quiet line in the hallway so we can hear all important directions. In the classroom, we raise our hands to speak, to signal we have something to say.

Literacy Big Idea: I want my students to understand that when reading informational texts, it is important to identify the author's main idea and details in order to write an informational piece about rules and responsibilities in school.

Building Oracy and Background Knowledge

- Concept Attainment (p.81-82): Through a series of pictures, students learn expected behaviors in various areas of the school community.
- Sentence Prompts with Picture Cards:
 - *En la/el _____, nosotros _____.*
 - *Las reglas son importantes por que _____.*
 - *Yo soy responsable cuando _____.*
 - *Ser responsable en la escuela me ayuda a _____.*
 - *Las reglas nos mantienen seguros en la escuela por que _____.*
- Total Physical Response (vocabulary development, p. 81): *la escuela, las reglas, la biblioteca, calladitos, el pasillo, la fila, el salón, levantamos la mano, el comedor, comemos sentados*

CCSS.ELA.LITERACY.RI.K.4: Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.

Formative Assessment:
Watch for student participation during TPR and application of rules in various settings.

Reading Comprehension

Strategies and balanced literacy routines:

- Sentence builders (with cards): Using the sentence frames from TPR, students will rebuild sentences for directionality and reading practice.
- Language Experience Approach (p. 57-59): Class writes about school community expectations after experiencing different areas of the school.
- Read Alouds (texts on students at the beginning of the school year, such as [Cómo comportarse en la escuela](#) por Arianna Candell, [¡Qué nervios! El primer día de la escuela](#) por Julie Dannenberg, [A Lulú le gusta el colegio](#) por Camilla Reid, [Lola en la biblioteca](#) por Anna McQuinn,): Focus on main ideas and details
- Guided Reading – use sentence strips; have students put words in order to create comprehensible sentences based off of the rules and places discussed. Focus on directionality and 1:1 correspondence

CCSS.ELA.LITERACY.RI.K.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA.LITERACY.RI.K.10 Range of Reading and Text Complexity: Actively engage in group reading activities with purpose and understanding.

CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.

Writing

Strategies and balanced literacy routines:

Content

- Practicing rules in different areas of school.
 - In the classroom, we raise our hands to speak.
 - When we eat lunch in the lunch room, we remain seated.
- Investigating why rules are important.
 - Raising our hands to speak is important because _____.
 - Walking in a line helps us by _____.
- Describing how we as student contribute by following the rules.
 - I am helpful when I walk quietly because _____.
 - When I raise my hand I _____.
- What would happen if we did not have rules?

Standards:

D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

• Guided/Shared Writing: Focus on using complete sentences. Write rules together based on the areas of school (informative writing). Add rules for any other areas not experienced in the TPR that students generate on their own. For example, On the slide, we only go down, etc. • Writer's Workshop: Applying sounds to writing, complete sentences. Students write about rules in other areas of their lives (or repeat rules from school). Use sentence prompts to guide: "En el/la _____, yo/nosotros _____." • Writing informational text – Opportunities given for students to write in journals or as a response to prompt regarding what they know about rules in various places within school. CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA.LITERACY.RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and words analysis skills in decoding words.	
Word Study and Fluency • Vowel sounds: Spanish literacy instruction begins with the vowel sounds. Students are working on identifying the vowel sounds. • Letter sounds (phonics): Since it is the beginning of the school year, students are working on knowing the sounds to all the letters of the alphabet. • Decoding: Applying sounds to reading and writing. Focus on beginning sounds of words, such as /s/ <i>salón</i>, /f/ <i>fila</i>. CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and words analysis skills in decoding words.	
Summative Assessment Performance task: Demonstration of the rules during school. After students have experienced shared readings and read alouds on informational texts about rules and places in the school, they will be able to verbally identify and recall the rule that goes with the location in the school they are visiting based on questions asked of them (CCSS.ELA.LITERACY.RI.K.1). The teacher may prompt students in the different locations within the school: "We are going to the library right now. What is the rule? Show me the action." Students then make a poster for each area of the school, explaining the rule with writing, drawing, and/or dictation.	

CCSS.ELA.LITERACY.W.K.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA.LITERACY.RF.K.3 Phonics and Word Recognition: Know and apply grade level phonics and word analysis skills in decoding words.

Bridge - Transfer

Side by Side with pictures

- Make a T-Chart leaving a middle column for pictures.
- Label the left side Español in green and the right side English in blue.
- Elicit key vocabulary from the students based on what they learned in the unit and from the concept attainment and write those words in the Español side of the chart.
- Work together as a class to identify and write the translation to the matching Spanish word the English side of the T-Chart.

Anticipated Bridge Chart:

Español	Picture	English
la escuela		the school
las reglas		the rules
la biblioteca		the library
calladitos		quietly
el pasillo		the hallway
la fila		the line
el salón		the classroom
levantamos la mano		we raise our hand
el comedor		
comemos		the lunch room
sentados		eat while seated

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

Students will listen to how David breaks the rules in the book *David Goes to School* by David Shannon. As the book is read and a rule is read, the class will act like they are telling David what to do. Teacher writes ideas in shared writing format.

“David, listen when the teacher is speaking.”

“David, come inside when the bell rings.”

The class will act out the rules as they wrote them and practice the language in partnerships.

CCSS.ELA.LITERACY.RL.K.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.

CCSS.ELA.LITERACY.RL.K.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.

Bridge: Contrastive Analysis

While this is the teaching point planned by the teachers, the teachers also accepts and highlights other areas of contrastive analysis noticed by the students.

Metalinguistic Skills:

Phonology:

Letters that sound different in Spanish and English

- a (la, classroom)
- t (biblioteca, quiet)
- ll (pasillo, hallway)

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

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