

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: 1st Grade

Content Big Idea: I want my students to understand that:

- 1- All living things go through a life cycle
 - a. The butterfly starts off as an egg, turns into a chrysalis, hatches and becomes a butterfly.
 - b. The plant starts off as a seed, it grows roots, a stem, leaves and flowers and the seed falls and the cycle continues.

Literacy Big Idea: I want my students to understand that when reading informational texts, it is important to:

1. Identify the main ideas and key details in a text
2. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

in order to be able to write a fact sheet (informational text) about the cycle of living things

Building Oracy and Background Knowledge

- Adapted Readers Theatre (ART) including the following words:
 - *la mariposa*
 - *la oruga*
 - *el huevo*
 - *la crisálida*
 - *pone*
 - *crece*
 - *come*
 - *se convierte*
 - *nace*
- Picture sort using the same images from the ART
 - *Creo que esta tarjeta representa...*
 - *Estoy de acuerdo porque...*
 - *No estoy de acuerdo porque...*
 - *Mil gracias. Ahora es tu turno.*
 - *Al principio...*
 - *Primero...*

Formative Assessment

○ <i>Después de eso...</i> ○ <i>Luego</i> ○ <i>Casi al final...</i> ○ <i>Al final</i>	
Reading Comprehension Instruction focusing on the following standards: CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 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	Content Area Instruction Instruction: Students will engage in inquiry through experiments. Students will engage in viewing the butterfly life cycle in its entirety. The students will have caterpillars to observe through the stages and then using mallow leaves, can see the cycle happen with the laying of eggs from the butterfly. Students will use a scientific notebook to record their observations, record data and findings. Routines and Structures: Whole group discussions and mini lesson, small group instruction, independent work (including reading, responding to texts, and teacher conferences with individual students), inquiry. Possible Teaching Points: The teacher or PLC should identify and sequence the teaching points that will be taught based on student and group needs. There is a possibility that this will change yearly as student needs differ from year to year and class to class. However, teaching points should be dedicated to all Science standards across all practices. Examples include: When studying life cycle patterns of the butterfly and plant, it is important to: (Standards come from the Science Practices from the NGSS) 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking
Writing Instruction focusing on the following standards: CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Balanced Literacy Routines and Strategies Include: • Mini Lessons (including teacher modeling) • Shared Writing • Independent Writing • Small group instruction • Conferring	

Word Study and Fluency • CCSS.ELA FOUNDATIONAL SKILLS RF.3 • Conocen y aplican la fonética y las destrezas de análisis de palabras al nivel de grado, en la decodificación de palabras. • CCSS.ELA FOUNDATIONAL SKILLS RF.3g Reconocen y leen a nivel de grado, palabras de ortografía complejas (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n). • CCSS.ELA LANGUAGE.RL1e Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa).	6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information	
Summative Assessment After students have learned about the varieties of life cycles of animals and plants and how they are similar and different. (LS.1, PRACTICES 1-8, and after they have read a variety of informational texts about the life cycles of living things, focusing on identifying main idea and key details in the text CCSS.ELA-LITERACY.RI.1.1 and 1.2 and focused on text features CCSS.ELA-LITERACY.RI.1.5, students will write a fact sheet about how the life cycle of the butterfly and plant have unique patterns.(CCSS.ELA-LITERACY.W.1.2) The informative fact sheet will include a: • A description of the butterfly and plant life cycle and how they are unique, similar and different. (CCSS.ELA.LITERACY.W.1.2, LS.1, PRACTICES 1-8) • A topic that demonstrates the content (CCSS.ELA-LITERACY.W.1.2). • Facts and or Details about the topic (CCSS.ELA-LITERACY.W.1.2). • Provide a sense of closure (CCSS.ELA-LITERACY.W.1.2)		
Bridge – Transfer Transfer (side by side) • Review the Adapted Reader’s Theater (ART) with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this ART may have been changed and/or elongated). • Ask students to discuss with a partner the important words	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language). 1. The teacher will use an Adapted Readers Theater on the Hungry Caterpillar 2. The teacher will incorporate some of the words that were presented in the transfer	Bridge – Contrastive Analysis While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students. Possible Contrastive Analysis

they learned throughout the unit (in Spanish).

- Elicit and list the important words that students generate in green on the left side of a t-chart.
- Using the same movements and pictures, show students how to say the words in English.
- Have students practice the words with the movements in English.
- 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
<i>la mariposa</i>	The butterfly
<i>La oruga</i>	The caterpillar
<i>Los huevos</i>	The eggs
<i>La planta</i>	The Plant
<i>El ciclo</i>	The cycle
<i>La crisálida</i>	The chrysalis
<i>pone</i>	lays
<i>sale de/del</i>	hatches
<i>crece</i>	grows
<i>come</i>	eats
<i>se convierte</i>	becomes
<i>nace</i>	is born

- bridge to retell the story with illustrations and TPR
3. Working in pairs, students will practice recounting the story with the illustrations and the TPR.
 4. Pairs will then write cooperative sentences to recount the story and attach the illustration that goes with each sentence.
 5. In small groups, students will work together to add temporal words. The small groups will read these to the whole group as they show their illustration.

- Morphology – cognates (similar units of meaning between Spanish and English)
 - ciclo → cycle
 - crisálida → chrysalis
 - planta – plant
- 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)
 - The = el, la, los, las
 - *la mariposa* → The butterfly
 - *Los huevos* → The eggs
 - *El ciclo* → The cycle
 - *Las plantas* → The plants
- Syntax and grammar – there are rules regarding the relationship between adjectives and nouns, and they are different in Spanish and English.
 - Adjective noun = noun adjective
 - *La oruga hambrienta* - The hungry caterpillar
 - *Los huevos verdes opacos* – The green, opaque eggs.
 - *La planta pequeña* – The green plant
 - *La mariposa hermosa* - The beautiful butterfly.