

Planning for Biliteracy Instruction

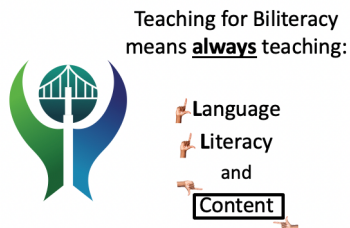
Unit Topic/Theme: Emotions

Lesson goal: Build oracy and background knowledge on the concepts around emotions – how we recognize them in ourselves and others

For the purpose of: Building oracy in preparation for reading and writing about emotions.

Standards-Based Biliteracy

Units: Instruction includes the integration of content (science or social studies), literacy (reading, writing, and word recognition/foundational skills) and language development.



Standard(s): ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.

Outcomes (Learning Intention/Success Criteria):

Students will be able to...

Name an emotion

- Identify ways to show a particular emotion
- Demonstrate how to show a particular emotion that reflects their own experiences
- Describe examples of when a person may experience a particular emotion
- Describe characteristics of kindness
- Identify ways to make self feel good
- Describe how making self feel good might make others feel
- I can **feel good** about myself without being mean or making other people feel bad.

DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.

Outcomes: Students will be able to ...

- Identify feelings
- Describe characteristics of feelings
- Describe feelings self has in particular situations
- Describe feelings others might have in particular situations
- Identify similarities between self and others
- Identify differences between self and others
- Describe ways to get along with people similar to self
- Describe ways to get along with people different from self
- I **know** everyone has feelings, and I want to get along with people who are similar to and different from me

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Outcomes: Students will be able to...

- Identify illustrations in a specific text
- Identify the text of a story in a specific text
- Describe the illustrations in a text
- Name the key details in a text
- Describe key details of a specific text
- Identify illustrations that are associated with key details in a story
- Describe the relationship between illustrations and the story in which they appear

...with prompting and support

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Outcomes: Students will be able to:

- Listen actively to a story
- Track the illustrations of a story
- Respond to questions about key details in a story
- Articulate their understanding of the text in multiple ways (orally, in writing, with pictures, etc.) as they listen to books, engage in partner reading, small group reading and reading independently with books of appropriate complexity for kindergarten
- With prompting and support, read or listen to the reading of *literary texts* of appropriate complexity for kindergarten.

Knowledge-Building Instructional Approach
Instruction intentionally and strategically develops knowledge (related to the standards).



What knowledge do **STUDENTS** need to construct?

Learning Environment: How will I facilitate the construction of knowledge, how will we document it, and where will it live so that students have access to it?

Build oracy and background knowledge: Instruction intentionally develops oracy (building receptive and productive language) and background knowledge in preparation for literacy or inquiry. 	What oracy and background knowledge needs to be developed? What is the vocabulary in an upcoming text or unit that is essential for students to know to understand and be able to talk about the topic? How will this prepare students for literacy and inquiry?
Rigorous Student-Centered Instruction: Instruction is student-centered and actively engages ALL students. 	What are students' language proficiency levels? How does instruction need to be differentiated so that ALL students are able to participate actively? What student behaviors will you be looking for (outcomes)? How will you collect this information? Learning Environment: How will students interact with the environment (charts on walls, instructional materials, linguistic spaces) to demonstrate progress toward outcomes and standards?
High-Leverage Biliteracy Strategies: Instruction includes the use of multiple, stacked strategies.	What strategies will be used to develop oracy and background knowledge and help meet the lesson goals? How will these strategies build knowledge of the vocabulary and help students USE the vocabulary (listening <u>and</u> speaking)?



Language Acquisition Supports: Instruction includes a variety of language acquisition supports from each category: sensory, graphic, and interactive.

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

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What language acquisition supports will be provided to help students USE the vocabulary in context?

Sensory:

Graphic:

Interactive (student groupings):

Asset-Based, Language-Rich Environments: Instruction includes multiple opportunities for ALL students to engage in academic conversations.



What sentence prompts will be provided to help students engage in academic conversations using the new vocabulary?

Language Policy: How will the adults in the room (teachers, aids, support staff, observers, etc.) be models for the language of instruction and support students in building their linguistic repertoire in the language of instruction?

All four language domains
Instruction strategically activates, develops, and incorporates all four language domains (Listening, Speaking, Reading, and Writing) in a meaningful context.

How will students apply the oracy (listening and speaking) they developed to reading and writing?

Using Science or Social Studies Standards OR a Universal Theme  Listening Speaking Reading Writing As a meaningful Frame in Each Language	
Equity: Instruction builds on students’ linguistics resources and develops a positive bilingual identity. 	When students make linguistic approximations and/or use regionalisms, how will they be acknowledged and celebrated? Language policy: How will I positively redirect students to use the provided supports to produce (non-verbal production, speaking, writing) in the language of instruction that aligns with their language performance/proficiency levels?