Sample BUF: Universal Theme & English Language Arts Unit 5

Grade: Kinder	**Language**: English	**Content areas:** Social Justice and English Language Arts

Unit Number: 5
Unit Name: Emotions

Unit Essential Question: How do we show emotions?

Unit Standards

Link to Document with Unpacked Standards for this Unit:
https://bit.ly/KUnpackedU5

Content Area Standards Social Justice	**CCSS Writing Standards** 2 Informational/Explanatory Informative Book	**CCSS Reading Standards** Literary Texts
ID.K-2.4 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. **JU.K-2.12** I know when people are treated unfairly.	**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.5** With guidance and support from adults, respond to questions and suggestions	**RL.K.1** With prompting and support, ask and answer questions about key details in a text. **RL.K.2** With prompting and support, retell familiar stories, including key details. **RL.K.4** Ask and answer questions about unknown words in a text.

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AC.K-2.16 I care about those who are treated unfairly. **AC.K-2.18** I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.	from peers and add details to strengthen writing as needed. **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**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). **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL.K.10** Actively engage in group reading activities with purpose and understanding.
Foundational Skills: **RF.K.1** Demonstrate understanding of the organization and basic features of print. **a.** Follow words from left to right, top to bottom, and page by page. **b.** Recognize that spoken words are represented in written language by specific sequences of letters. **c.** Understand that words are separated by spaces in print. **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. **RF.K.3** Know and apply grade level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**Listening and Speaking:** **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**Language:** **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lower-case letters. b. Use frequently occurring nouns and verbs. **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is , are, do does).* **RF.K.4** Read emergent-reader texts with purpose and understanding.	**SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.	

Language Development Standards
WIDA

ELD-SI.K-3.Inform

- Multilingual learners will describe characteristics, patterns, or behavior

ELD-LA.K.Narrate.Interpretive

Multilingual learners will interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events

ELD-LA.K.Narrate.Expressive

Multilingual learners will construct language arts narratives (with prompting and support) that

- Orient audience to story

  Language Functions and Associated Language Features

  Orient audience to story through…

  - Pictures, words, title, simple statements, or common story expressions to introduce context [DISCOURSE]
  - Noun groups to state who or what the story is about *(tall man, baby bear)* [WORD/PHRASE]

ELD-SS.K.Inform.Interpretive

Multilingual learners will interpret informational texts in social studies by

- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Multilingual learners will construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question

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Language Functions and Associated Language Features

Introduce topic associated with a compelling or supporting questions through…

- Pictures, words, title to **emotions** [DISCOURSE]
- Visuals *(labeled drawings, diagrams)* to share information about **emotion** attributes [DISCOURSE] [WORD/PHRASE]

Provide a detail about relevant information through…

- Nouns to label **emotions** [DISCOURSE] [WORD/PHRASE]
- Adjectives to add description to labeled nouns and simple sentences *(She has a sad face.)* [DISCOURSE] [WORD/PHRASE]

Unit Big Ideas

Content Big Ideas:

Students will understand that…

- **Emotions are the feelings people have. People can show their emotions in many different ways.**
  - For example, when I am happy, I smile and feel light. When I feel happy, I usually feel good about myself. **ID.K-2.4**
  - For example, when I am angry, my lips get tight, my eyebrows crinkle, and I want to be left alone. When my brother gets mad, he yells loudly and clenches his hands into fists. **DI.K-2.9**
- **People can have different emotions when reacting to the same thing. It is important to understand that other people may react differently to the same event and that sometimes their reactions can affect others**.
  - For example, when the soccer team scored a goal, the player who scored was happy and excited. The goalie who missed the catch looked sad and disappointed. The player who scored went up to the goalie and said, "Good try! You almost got it." The goalie said to the player who scored, "That was a great kick!" **ID.K-2.4, DI.K-2.9**
  - For example, at recess, when a student takes the swing from someone else, the person who lost the swing might feel sad. The person who took the swing might feel happy or satisfied. **JU.K-2.12**
- **When we see or hear something that makes others feel sad or that is unfair, we can do something about it.**
  - For example, when the swing is taken unfairly, I can to say something so the person who took the swing realizes how the other person feels and that what they did was unfair.
  - For example, if someone cuts in front of me in line, I can politely ask them to go to the back of the line, and if that doesn't work, decide if I need to have an adult help me solve the problem. **JU.K-2.12, AC.K-2.16, AC.K-2.18**

Language Arts Big Ideas: Students will understand that when reading literary text, it is important to

- Retell familiar stories, including key details, **RL.K.2**
- Ask and answer questions about unknown words in a text, **RL.K.4**
- Describe the relationship between illustrations and the story in which they appear, **RL.K.7**

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- Compare and contrast the adventures and experiences of characters in familiar stories **RL.K.9**

…to be able to write their own **informational book** where they inform the reader about a particular **emotion**.

Language Development (ELD) Big Ideas:
Students will understand that…

- **Language helps us express and describe how we feel.**
  Multilingual learners can use words, pictures, and movements to share what emotions look like and when they happen.
  (ELD-SS.K.Inform.Expressive, ELD-SI.K-3.Inform) For example,
  - Students use **picture cards** of facial expressions to label emotions (happy, sad, angry, excited).
  - Teacher models how to say, "I feel ___ when ___," and students complete the sentence using visuals.
    e.g., "I feel *sad* when my toy is lost."
  - Create a **class emotions chart** with labeled drawings: "What does ___ look like?"

- **We can learn about others' feelings by listening to their words and watching their actions.**
  Multilingual learners will use language to describe and interpret the emotions of characters and classmates.
  (ELD-LA.K.Narrate.Interpretive, SL.K.2, RL.K.1) For example,
  - During **interactive read-alouds** (e.g., *Grumpy Monkey*), students pause to identify how the character is feeling and why.
    - Prompt: "How do you think he feels? What tells you that?"
  - Watch a **short video clip** with no dialogue. Students guess the emotion based on gestures and facial expressions.
  - Use **emotion puppets** or dolls—students role-play a character and classmates guess the emotion, giving reasons.

- **We use specific words and phrases to tell about emotional experiences.**
  Multilingual learners can label emotions, add details (e.g., facial expressions), and use simple sentences to explain how people feel and why.
  (ELD-SS.K.Inform.Expressive, L.K.1, L.K.6) For example,
  - Students describe illustrations using **noun-adjective combinations**:
    - "She has a *sad face.*"
    - "He is *very happy.*"
  - Use a **sentence frame + labeled drawings**:
    - "This is ___ (emotion). People look like this: ___."
  - Build a **mini-book or poster** with the sentence stem:
    - "I feel ___ when I ___." Include a picture and simple writing.

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- **Stories help us understand emotions and practice using language to talk about them.**
  Multilingual learners retell emotional moments in stories using characters, settings, and events. *(ELD-LA.K.Narrate.Expressive, RL.K.2, RL.K.9)* For example,
  - After reading a story (e.g., *The Way I Feel*), students **retell** a part of the story and explain how the character felt and why.
  - Students use **props or flannel boards** to act out a familiar story, focusing on a character's emotional reaction to an event.
  - Use a **Venn diagram** to compare how two characters in different stories felt in similar situations.

Performance-Based Summative Assessment

The summative assessment of Unit 5 allows students to demonstrate their knowledge of emotions as they answer the unit's essential question: **How do we show emotions?** The class will participate in a game of emotion charades, where a student selects an emotion that was previously discussed through inquiry, reading, and writing. They act out that emotion without saying the actual name, and classmates take turns guessing what emotion the actor is expressing. When the class guesses the emotion correctly, the student can then elaborate and verbally share one or two examples of when they have experienced (or would potentially experience) the emotion they acted out.

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Unit Flow Chart

Unit Launch: Initial Oracy and Background Knowledge

Students will develop and build oracy and background knowledge around terms related to emotions. **(JU.K-2.12, AC.K-2.16)**

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Social Justice + Writing: Emotions

Students will engage in shared experiences and inquiry about emotions and social justice. Research and learning will be captured through shared writing. **(ID.K-2.4, DI.K-2.9, JU.K-2.12, AC.K-2.16, AC.K-2.18, W.K.7)**

↔

Writing

Using information gathered from inquiry, reading experiences, and their personal lives, students will write an **informative text (factbook)** on a particular emotion. The book will include the name of the emotion and information about it, such as what people look like or how they might act when they experience that emotion. **(W.K.2, W.K.5, W.K.7)**

↔

Oracy for Reading Specific Texts

Students develop oracy and background knowledge on the language of the specific text to be read, if language is different from oracy and background knowledge built initially. (**RL.K.1, RL.K.2, RL.K.7, RL.K.9**)

Once oracy and background knowledge has been developed, students can read for comprehension.

Reading

As students engage in inquiry and writing, they will participate in multiple reading experiences to gain a deeper understanding about emotions and related social justice. Students will also read to apply outcomes of the literary text reading standards. **(RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.9, RL.K.10)**

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Summative Assessment

Students will act out an emotion without saying the name of the emotion. Once a classmate guesses which emotion they were acting, the actor gives an example of a scenario in which one might experience that emotion. In doing so, they will demonstrate their answer to the essential question: **How do we show emotions?** **(ID.K-2.4, DI.K-2.9)**

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Unit Storyline

In this fifth ELA and social justice unit of the school year, students will discover, read, and write about emotions. During this unit, students will learn to identify, name, experience, and respond to different types of emotions, whether by themselves or when around other people. As this is the fifth ELA unit, students have experienced all of these reading and writing standards in previous units, whether in English or in Spanish or in both; therefore, it is likely that students will not need as much oracy for literacy (reading and writing) standards as they have in past units. However, student engagement will be expected to be at a more independent level than previous units for these standards, as the rigor increases with multiple experiences and as students mature. This reflects the recursive nature of the standards. As teachers plan instruction, they will need to allow sufficient time for students to work in partners or independently on standards that were previously experienced in whole-group settings or with generous scaffolding.

During the social justice inquiry of this unit, students will engage in experiences that help them construct an understanding of different types of emotions and how they may be manifested. Many different inquiry opportunities may be presented to students, such as picture sorts with emotion cards, acting out how they would respond to a variety of scenarios, mirroring a classmate who is acting out an emotion, and drawing self-portraits of various emotions **ID.K-2.4, DI.K-2.9.** In addition, students are given the opportunity to think about and plan how to respond when a classmate or friend exhibits a particular emotion. These opportunities are ideal for helping students to learn how to recognize unjust or unfair behavior and how to respond to it **JU.K-2.12, AC.K-2.16, AC.K-2.18.** Inquiry and experiences around various emotions, including how they feel, what they look like, and how to respond to others emitting those emotions will take place over several weeks and will be embedded throughout this unit of instruction. Teachers may help students capture their learning about emotions by initiating anchor charts, tables, and/or graphs about various emotions, which may include what people look like when experiencing this emotion, things they may do when experiencing this emotion, and ways others may react when they observe others exhibiting the particular emotion **W.K.7.**

The reading instruction of Unit 5 ELA and Emotions is focused on **literary texts**. Students will be exposed to literary texts on emotions in a variety of literacy routines, such as whole group read alouds, shared reading, small group reading, partner reading, and independent reading. The stories they read and listen to will provide additional contexts for students to experience emotions in different ways, making connections with characters, comparing and contrasting how different characters show any number of emotions, and using illustrations to help them decipher emotions **RL.K.1, RL.K.2, RL.K.9, RL.K.7.** Students will also use text features and clues to figure out the meaning of unknown words, with less support here than in previous units when prompting and support was given **RL.K.4.** Kindergarten-appropriate literary books* about emotions that teachers may read with their students could include: The Way I Feel, The Boy with Big, Big Feelings, When Sophie Gets Angry - Really, Really Angry, The Color Monster, Grumpy Monkey, The Crayons' Book of Feelings, I'm a Feel-O-Saur, In My Heart: A Book of Feelings, and How Do Dinosaurs Say I'm Mad? **RL.K.10.**

After experiencing emotions through inquiry and reading many books about characters experiencing emotions, students will take several class periods to write their own **informational text** about a particular emotion, including the name of the emotion and some

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facts about it, such as what people may look like or do when they experience that emotion **W.K.2.** To support student writing, the teacher may begin by collaboratively creating a mentor text with students, where the class creates a book about an emotion and students contribute. Then, on their own, students may choose a different emotion to write about. With appropriate levels of scaffolding and support, students will create their individual emotional factbook using a combination of drawing, dictating, and writing and based on shared research from inquiry and investigations **W.K.7.** At various stages of the writing process, students should be paired (as an interactive support) to listen to each other's ideas or read one another's work in order to ask questions or give suggestions to strengthen the writing **W.K.5.** The finished products may be placed in the class library for all classmates to read during independent reading time.

Explicit, systematic instruction in foundational literacy skills is essential for all learners — and especially for multilingual learners developing biliteracy. While foundational skills application should be integrated within meaningful content and language learning, the specific skills taught must follow a clearly defined, explicit, and systematic progression in the language of instruction. To prevent misunderstandings and ensure rigorous development, teachers should engage students in the daily use of a well-developed word recognition program and materials selected by the district that reflect the internal structure of each program language and are taught systematically and explicitly.

Critically, for these skills to transfer and stick, they cannot exist in isolation. Word recognition and language comprehension should be explicitly connected, especially for developing bilinguals, and the foundational skills portion of the BUF provides a context for this connection. The unit's theme/topic/meaningful frame contributes to the selection of the words and phrases that are used within word recognition as part of the BUF, connecting decoding to language students are already hearing, speaking, and exploring. Additionally, because foundational skills do not always transfer across languages on their own, educators must explicitly identify and teach cross-linguistic connections, pointing out what is shared across languages while drawing deliberate attention to language-specific features that require distinct instruction.

Because this unit is developing English literacy, word recognition instruction in the BUF should be grounded in the Reading Foundational Skills and Language standards outlined in the CCSS for English Language Arts, with particular attention to the needs of multilingual learners. These standards are central to building accurate, language-specific literacy pathways for developing bilinguals and should be considered alongside cross-linguistic transfer — recognizing which skills and understandings students can leverage from Spanish literacy learning and which features of English require distinct, explicit instruction. Ideally, the selection of foundational skills and language standards (as well as speaking and listening standards) embedded in each learning opportunity should be informed both by student need — including language proficiency levels and prior exposure to concepts — and by a coherent literacy progression in the language of instruction, with unit content providing the meaningful context for application and reinforcement.

Once students have experienced inquiry around emotions, read many stories about characters experiencing emotion, and written an informational text about a particular emotion, they will be ready to engage in the summative assessment for the unit where they answer the question: **How do we show emotions?** Either as a whole class or in small groups, students can participate in emotional charades.

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During emotional charades, students would either choose an emotion to act out or choose from some options provided by the teacher. The options provided by the teacher would reflect emotions which have been explored previously through inquiry, reading, and writing. The teacher could put these emotions on strips of paper and place them in a bag or small container. Names of emotions may be written, drawn, or both, depending on the literacy levels of the students and how students have been previously exposed to the emotion. Each student would take a turn pulling a paper strip out and acting out the emotion without saying the name of the emotion. When the class guesses the emotion correctly, the student can then elaborate and verbally share one or two examples of when they have experienced (or would experience) the emotion they acted out **ID.K-2.4, DI.K-2.9.**

Disclaimer:

*The texts, websites and resources included in this unit have been suggested by librarians or collected from other sources. These books have not been vetted for content or readability level. They are not an exhaustive nor recommended list; they have been included as samples to confirm that texts on the topic and in the genre are available in the language of instruction. The district is responsible for obtaining and vetting texts for this unit.

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Biliteracy Unit Framework Components

Building Initial Oracy and Background Knowledge: Language Comprehension

Language resources, linguistic creativity, and cultural funds of knowledge

Instructional activities and strategies build the oracy and background knowledge that students will need in order to engage with inquiry experiences of the unit. Students will build their receptive and productive language around the terms of the standards, outcomes, and compelling questions associated with the inquiry. Oracy development continues as long as students need it and can be built in a variety of configurations: whole group, small group, in partners, or individually, as well as through a gradual release of responsibility.

- Concept Attainment of emotions and events that may cause them
    - Sentence prompts
        - *In the blue column, I notice _____.*
        - *In the white column, I notice ____.*
        - *I notice…. I think it goes in the ___ column.*
- Total Physical Response (TPR) of emotion terms - to build background knowledge and to build academic language
    - emotions
    - feel
    - glad/happy
    - sad
    - scared/afraid
    - excited
    - mad/angry
    - change
    - different
    - events
- **Sentence prompts:**
    - *You can feel _____.*

Steps to implement the Adapted Reader's Theater/TPR, with gradual release of responsibility:

1. Teacher narrates, supported by pictures, and students move
2. Teacher makes movements, and students, in whole group, identify stage
3. Volunteer students lead whole group
4. Student small groups or partnerships practice

Oracy is built around the following social justice standards, plus additional content-obligatory terms:
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.
JU.K-2.12 I know when people are treated unfairly.
AC.K-2.16 I care about those who are treated unfairly.

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Reading Comprehension

Before working on the reading standards, oracy and background knowledge on the reading standards is developed, focusing on the language (See above: Building Oracy and Background Knowledge).

Using strategies and a variety of literacy routines, the focus will be on **literary texts**. Oracy and background knowledge on the specific text is built prior to engagement with any new text.

Comprehensive literacy routines will include small group reading, choral reading, independent reading, mini-lessons with the suggested texts and/or other texts about emotions.

- Mini-lessons, whole group and small group
- Adapted Reader's Theater
- Shared reading of TPR, poems, LEA
- Small Group Reading of TPR, related content texts
- Interactive Read Alouds**: The Way I Feel, The Boy with Big, Big Feelings, When Sophie Gets Angry - Really, Really Angry, The Color Monster, Grumpy Monkey, The Crayons' Book of Feelings, I'm a Feel-O-Saur, In My Heart: A Book of Feelings
- Say Something Strategy:
    - I learned…
    - I know…
    - I want to remember…

  Lessons will focus on interpreting emotions of characters, comparing and contrasting the experiences of the characters, and using the illustrations and the story itself to answer questions about key details. Also, because of RL.K.4, some words will be intentionally undefined in the TPR so that they can learn to ask and answer questions about unknown words.

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.4 Ask and answer questions about unknown words in a text.

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).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Content – Social Justice Standards (Universal Theme of Emotions)

Once initial oracy and background knowledge is developed, students will engage with a variety of investigations and experiences around describing and identifying emotions of themselves and others.

These experiences may include picture sorting of various emotions, matching an experience to a potential emotional reaction and creating an oral story around it, practicing various scenarios and related emotions during dramatic play, watching short video clips of people and discussing their emotional reactions, reading stories about literary characters and the emotions they experience, and so on. They will discuss and learn how to describe their own emotions, how to identify the emotions of others, and how to react or help others in times of high intensity emotions. Students will also learn to recognize that emotions are neither good nor bad, they just are part of our life experiences **ID.K-2.4, DI.K-2.9.**

Video clips that teachers may find helpful* include:
Know Your Emotions
Identify the emotion...
Sesame Street: Name That Emotion with Murray! (NOTE: The characters describe emotions as feeling good or bad; all videos are suggestions only and their use is teacher discretion)

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

Scan the QR code to access the unpacked standards into outcomes:

Additional Standards:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Writing

Before working on writing standards, oracy and background knowledge is developed, focusing on the language of the standards.

Students will engage in multiple writing experiences through a gradual release of responsibility in order to practice the elements of process writing before engaging their final projects. Writing activities will be based on their investigations, experiences, and readings about emotions and events. Strategies and comprehensive literacy routines are focused on writing **informational factbooks**.

- **Guided/Shared Writing/LEA** – Focus on selecting a topic (that is an emotion) and supplying some information about it using shared research resources. May be created as a Language Experience Approach as a response to reading about characters' emotions
- **Writing, general** – Focus on staying on topic, supplying information about the topic, and responding to feedback for writing improvement.
- **Venn Diagram** – Comparing/contrasting characters' emotions in order to write about the similarities/differences in their responses to events. (Tied directly to reading)

Students will create their own factbook about a particular emotion. Their book may be a combination of drawing, dictating, and writing, and it will name the emotion that they are writing about as well as give

Students may also benefit from songs and chants to practice with the names of emotions, such as*

Kids Feelings and Emotions SONG Animation with A Little SPOT

Feelings | Emotions song | Children, Kids and Toddlers music for kindergarten | Miss Patty

Feelings - Hap Palmer

In addition, inquiry experiences may involve situations that evoke a mixture of emotions, such as when one person benefits over another in an unfair situation. Students will learn how to recognize these types of situations and practice advocating for the rights of others in developmentally appropriate ways **JU.K-2.12, AC.K-2.16, AC.K-2.18.**

As students participate in these inquiry experiences, they will engage in dialogue about what different emotions look like, as well as what kinds of emotions people may exhibit in given situations. This shared research will lend to students' broader understanding of how emotions work and that people may express emotions differently **(W.K.7).** This shared research may be captured in the form of a collaborative chart, including drawings, photographs, and labels. Teachers may use graphic, interactive, and sensory supports to help students collect and organize their ideas.

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some information about that emotion, such as what people may look like when expressing the emotion, how they may act, or what kinds of situations may cause a person to experience that emotion. **W.K.2**

During the factbook writing process, students may use information from their own experiences, experiences of characters in books they have read, or any other information gathered through the shared research of the class during inquiry and investigations throughout the unit. **W.K.7**

Students will also share their factbook with peers in order to gather feedback and suggestions and strengthen their writing. **W.K.5** This process of peer editing has been a part of several units of study but will continue to need scaffolding as student writing matures and as students give feedback on different genres of writing. Finished products may go into the class library for classmates to read during partner reading or independent reading times.

The writing instruction will focus on these writing standards:

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Scan the QR code to access the unpacked standards into outcomes:

Additional Standards:
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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.

The content instruction will focus on these social justice standards:

ID.K-2.4 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.

JU.K-2.12 I know when people are treated unfairly.

AC.K-2.16 I care about those who are treated unfairly.

AC.K-2.18 I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.

Scan the QR code to access the unpacked standards into outcomes:

Additional standards:

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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Foundational Skills and Fluency: Word Recognition

The teacher delivers foundational skills and language instruction according to the systematic sequence adopted by the district's word recognition program, using data gathered from the unit's reading and writing activities to inform pacing and instructional grouping. Word recognition is taught within the meaningful context of the unit topic, utilizing familiar vocabulary and terms to exemplify and explicitly practice foundational skills and language standards, and can be delivered in whole group, small group, or individually.

For example, *Reading Foundational Skills* standards that may be addressed include:

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- **a.** Follow words from left to right, top to bottom, and page by page.
- **b.** Recognize that spoken words are represented in written language by specific sequences of letters.
- **c.** Understand that words are separated by spaces in print.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

b. Recognize and produce rhyming words.

RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words.

d. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
e. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
f. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is , are, do does).*

RF.K.4 Read emergent-reader texts with purpose and understanding.

For example, *Language* standards that can be addressed include:

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print many upper- and lower-case letters.
b. Use frequently occurring nouns and verbs.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize the first word in a sentence and the pronoun I.
b. Recognize and name end punctuation.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
b. Continue a conversation through multiple exchanges.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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Summative Assessment

The summative assessment of Unit 5 allows students to demonstrate their knowledge of emotions as they answer the unit's essential question: **How do we show emotions?** The class may participate in a game of emotion charades, where a student selects an emotion that was previously discussed through inquiry, reading, and writing. They act out that emotion without saying the actual name, and classmates take turns guessing what emotion the actor is expressing. When the class guesses the emotion correctly, the student can then elaborate and verbally share one or two examples of when they have experienced (or would potentially experience) the emotion they acted out.

Students then take turns being the actors and the guessers, so that all the students in the class have the opportunity to share their knowledge about how we show emotions. Depending on the students, the teacher may have students randomly select an emotion to act out (such as by drawing it from a hat), or the teacher may have students decide on their own which emotion they would like to act out.

Additionally, the teacher may give the audience the opportunity to respond to the actor and the theoretical situation, showing how they would support or respond to the actor in that situation. For example, the actor may demonstrate the emotion *excitement* by smiling, jumping up and down, and saying, "I just can't wait!" His peers may guess "excited" and the actor explains that he feels excited because his family is going to adopt a puppy. A classmate may respond, "I can see why you are excited! Puppies are cute and fun to play with!"
ID.K-2.4, DI.K-2.9

COMPLETED SAMPLE Learning Plan for THIS Unit https://bit.ly/ELAEmotionsLP	
Day to Day Planning Template – English https://bit.ly/T4BLPT	
Day to Day Planning Template – Spanish https://bit.ly/T4BEP	
6-step Planning Framework for the Bridge https://bit.ly/BridgeFramework6Steps	
Sample Formative Assessment Templates https://bit.ly/Unit5FAs	

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The Bridge

Bridge Transfer
Side by Side with pictures
Steps 1, 2, 3, 4:

- **Step 1:** In English, review the TPR with the key vocabulary from the beginning of the unit (throughout the unit, as students gathered information, this TPR may have been changed and/or lengthened).
- **Step 2:** In English, ask students to discuss with a partner the important words they learned throughout the unit.
- Elicit and list the important words that students generate in blue on the left of a t-chart.
- **Step 3:** In Spanish, engage in the same TPR.
- **Step 4:** Once students have engaged in the TPR to the point that oracy has been built in Spanish and students have the academic language in Spanish, the teacher leads the students in adding the Spanish equivalent to the t-chart in green.

Anticipated Bridge Transfer Chart:

English	Picture	Español
The emotions		Las emociones
happy		feliz
sad		triste
mad		enojado/a
excited		emocionado/a
scared		asustado/a
confused		confundido/a
I feel…		Me siento…
The face		La cara
The body		El cuerpo
The events		Los acontecimientos

Bridge: Transfer Practice (includes Listening, Speaking, Reading, and Writing in the other language)
Step 6:

Step 6:
Students practice the TPR in Spanish for listening and speaking.

After sufficient acquisition of vocabulary in Spanish, the class writes, reads, and acts out a collaborative "Choose Your Adventure" story. The teacher writes 5-6 potential events in Spanish and puts them in a hat. Student volunteers choose the event blindly to decide upon the order.
For example:

- *El perro encuentra un hueso durante la caminata.*
- *El niño no puede encontrar a su perro.*
- *El perro no puede encontrar a su dueño.*
- *El perro y el niño se abrazan.*
- *El niño se cae durante la caminata.*

After the event is chosen, the teacher reads the part of the story, and the students act it out. They then respond with the emotional reaction that they believe should occur after that event, utilizing the Transfer Chart. If needed, sentence frames can be provided:
El niño se siente ____.
El perro se siente ____.
El perro y el niño se sienten ___.
The teacher records the story and the student contributions in a Shared Writing and prompts students to add transitions to the story (después, luego, al final). The story grows as each event and reaction is added. The class then reads the whole story and acts it out.

Bridge: Contrastive Analysis
Step 5:

Step 5:
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.

- Syntax and Grammar
  Articles in both English and Spanish.

English	Español
The emotions	Las emociones
The face	La cara
The events	Los acontecimientos
The body	El cuerpo

L.K.1 g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).

or

- Pragmatics – Some descriptions in Spanish change the last letter based on gender:
  If a girl says, "I'm excited," in Spanish, she says, "Estoy emocionada."
  If a boy says, "I'm excited," in Spanish, he says, "Estoy emocionado."

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Kindergarten Sample BUF: Universal Theme & English Language Arts Unit 5

Formative Assessment 1: Initial Oracy & Background Knowledge Anecdotal Record Chart - FOR TEACHER USE

ID.K-2.4 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.	Students will be able to: A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations

Sensory Supports	Graphic Supports	Interactive Supports
Pictures, photographs Physical movement	Graphic organizer/chart with columns Sentence frames	In strategic partnerships Whole group

Student Name:	**Receptive Language:** (Observed in **whole group, small group**, and/or **pairs**) With modeling and picture support, the student can show understanding of the academic language by pointing to a picture of or mimicking a movement for the academic language.	**Receptive Language:** (Observed when asked **individually** or during **independent** work) When prompted, the student can accurately show, point to, or otherwise match the language (words, phrases, and complete sentences) with the pictures, and the movements in a manner that shows understanding of the academic language.	**Productive Language:** (Observed in **whole group, small group**, and/or **pairs**) With modeling and picture support, the student can orally produce the academic language (words, phrases, and complete sentences) when a picture or movement that represents the academic language is referenced.	**Productive Language:** (Observed when asked **individually** or during **independent** work) When prompted, the student can accurately orally produce the academic language (words, phrases, and complete sentences) when shown the corresponding picture or the movement.
	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel
	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel
	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel

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