

Camden City School District
Biliteracy Unit Framework
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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| Grade: Kindergarten | | Unit# 3 | Science |
| Content Area: Language Arts integrated with Science | | Time Frame: 6-8 weeks | |
| | | Language in which this content area is taught: Spanish | |
| Theme: ‘Weather all Around ‘ | | Language Allocation for this grade: <u>80%</u> Spanish; <u>20%</u> English | |
| Big Ideas: | | | |
| <ul style="list-style-type: none"> • I want my students to ... <ul style="list-style-type: none"> ▪ understand that weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. ▪ understand that people measure these conditions to describe and record the weather and to notice patterns over time. ▪ understand that scientists look for patterns and order when making observations about the world. • I want my students to... <ul style="list-style-type: none"> ▪ think about ideas that are similar between different stories that are read to them ▪ express their opinions through oral dialogue, illustrations, and writing. ▪ use letter/sounds relationships and phonemic awareness to translate sounds to paper. ▪ use sounds to help decode high frequency words | | | |
| Standards | | | |
| <u>Next Generation Science Standards</u> K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] | <u>Common Core State Standards (CCSS)</u> <u>Speaking and Listening</u> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.K.1 Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al kindergarten. <ul style="list-style-type: none"> a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando). | <u>Spanish Language Development Standards (WIDA)</u> <ul style="list-style-type: none"> • WIDA. SLD. ESTÁNDAR 1 DLE: El lenguaje social y de instrucción Emergentes bilingües comunican con fines sociales y educacionales en el marco de la escuela • WIDA. SLD. ESTÁNDAR 2 DLE: El lenguaje de las artes de lenguaje Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en las materias de lengua y literatura • WIDA. SLD. ESTÁNDAR 4 DLE: El lenguaje de las ciencias naturales | |

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| <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.]</p> | <p>b. Continúan una conversación a través de múltiples intercambios</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.SL.K.2 Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende. ● CCSS.ELA-LITERACY.SL.K.3 Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende. <p><u>Reading: Informational</u></p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.K.1 Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto. ● CCSS.ELA-LITERACY.RI.K.3 Con sugerencias y apoyo describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto. ● CCSS.ELA-LITERACY.RI.K.7 Con sugerencias y apoyo, describen la relación entre las ilustraciones y el texto en el cual aparecen (por ejemplo: qué persona, lugar, cosa o idea en el texto representa una ilustración). ● CCSS.ELA-LITERACY.RI.K.10 Participan activamente en trabajos de lectura en grupo, con propósito y comprensión. <p><u>Reading: Literature</u></p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.K.1 | <p>Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de la ciencia</p> |
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| | <p>Con sugerencias y apoyo hacen y contestan preguntas sobre los detalles clave de un texto.</p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.RL.K.2 Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave.● CCSS.ELA-LITERACY.RL.K.3 Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento● CCSS.ELA-LITERACY.RL.K.5 Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo).● CCSS.ELA-LITERACY.RL.K.6 Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.● CCSS.ELA-LITERACY.RL.K.7 Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en las cuales aparecen (por ejemplo: que momento de un cuento representa la ilustración). <p><u>Writing</u></p> <ul style="list-style-type: none">● CCSS.ELA-LITERACY.W.K.1 Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cual es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o | |
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| | <p>preferencia sobre el tema o el libro (por ejemplo: Mi libro favorito es</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.W.K.2 Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.• CCSS.ELA-LITERACY.W.K.3 Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados, hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido. <p><u>Reading: Foundational</u></p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RF.K.1 Demuestran comprensión de la organización y características básicas de los materiales impresos<ul style="list-style-type: none">b. Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.c. Entienden que las palabras se separan por espacios en blanco en los materiales impresos.d. Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.• CCSS.ELA-LITERACY.RF.K.2<ul style="list-style-type: none">d. Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).Separan y | |
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| | <p>pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por).</p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.RF.K.3 Conocen y aplican a nivel de grado la fonética y las destrezas de análisis de palabras, en la decodificación de palabras, tanto en forma aislada como en un texto<ol style="list-style-type: none">a. Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante.b. Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales incluyendo el uso de la ye (y) como equivalente de la vocal i.*c. Leen a simple vista palabras comunes de uso frecuente (ejemplo: el, la, veo, un, una, mi, es). <p><u>Language:</u></p> <ul style="list-style-type: none">• CCSS.ELA-LITERACY.L.1 Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar<ol style="list-style-type: none">b. Usan sustantivos y verbos que se utilizan con frecuencia incluyendo el verbo ser y estar, empleando la concordancia correcta. | |
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| | <ul style="list-style-type: none"> f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje. • CCSS.ELA-LITERACY.L.2 Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. <ul style="list-style-type: none"> a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración. b. Reconocen y nombran la puntuación final. • CCSS.ELA-LITERACY.L.5 Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras. <ul style="list-style-type: none"> a. Clasifican objetos comunes en categorías (ejemplo: formas, alimentos) para obtener un sentido de los conceptos que representan las categorías. c. Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: el describir actividades divertidas en la escuela o en el parque que son coloridos). | |
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Content Targets: Language Arts, Social Studies

Learning Targets

Science

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)
- Identify different kinds of severe in their respective region. (K-ESS3-2)

Formative Assessments:

Task/Product A: "What's the weather outside?"

Product: Students will draw a picture and write a story of the weather for each day of the week.

Tool: Teacher Created Rubric

Student Configuration: Individual Presentation

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- Analyze how Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)

Language Arts

Speaking and Listening

Students will be able to:

- Participate in variety of rich structured conversations about grade appropriate topics and texts
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
- Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles)
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them

Reading

Students will be able to:

- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompting and use key details from the text
- Ask and answer questions about key details when prompting with who, what, where, when, why and how
- Determine what key details are in a text
- Understand what key details are
- Ask and answer questions about key details, with support
- Retell a familiar story, putting key details in a sequential order
- Provide a description of characters in a story using key details.

Task/Product B: “My favorite weather”

Product: Students will create a collage of their favorite weather and present it to the class.

Tool: Teacher Created Rubric

Student Configuration: Independent Work

Summative Assessment:

Task/Product C: ‘I am a Meteorologist’

Product: Students will utilize the information from texts to create a weather forecast and present it to the class.

Tool: Teacher Created Rubric

Student Configuration: Independent Work and Individual Presentation

Language Needed for this Unit

The words and sentences below are examples of the kind of language students will need for unit activities. In addition, to planning language instruction at the unit level, is helpful to identify the language needed at the lesson level. Student language proficiency levels are most important data points in planning for language development. The Can Do Descriptors from WIDA are a good tool to inform this work.

| Word (Vocabulary) | Sentence (Sentence Frames) | Discourse |
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| <u>Social Studies</u> <ul style="list-style-type: none"> Pregunta/Question Respuesta/Response Clasificar/Sort <u>Weather</u> <ul style="list-style-type: none"> Sunny/ Soleado Cloudy/ Nublado Rain/ Lluvia Snow/Nieve Hot/Caliente Cold/ Frío <u>Language Arts</u> | <ul style="list-style-type: none"> Partes de la oración: El verbo/ Parts of the sentence/ Verb | <ul style="list-style-type: none"> Conclusiones/ Conclusions Comprender a los personajes/ Understand characters Verificar/ Verify Aclarar/Clarify |

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| <ul style="list-style-type: none"> • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details. • Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text) • Identify the author and illustrator of a story • Explain the role of the author and illustrator in creating the text • Identify key illustrations of a story • Make clear the relationship between the illustrations and the story or text • Describe how the illustrations explain the story or text, with support • Compare similarities and differences in character’s experiences within a story • Participate in group reading activities • Articulate the purpose of the group reading activities • Model and develop engaging reading habits that lead to reading texts independently • Name all upper and lower case letters • Recognize that print has meaning and is made up of letters in a specific order • Recognize that spaces separate the words • Recognize specific words in a sentence or text • Name the sound for each letter in a word and then blend sounds to make a word • Apply understanding of long and short vowels in common spelling • Identify common high-frequency words by sight in isolation and also in a text | <p>Idea principal/ Main Idea</p> <ul style="list-style-type: none"> • Evidencia del texto/ text evidence | | <ul style="list-style-type: none"> • Clasificar y Categorizar: Palabras sensoriales/ Classify and categorize sensory words |
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- Compare similarly spelled words by identifying letter sounds that differ

Writing

Students will be able to:

- Express opinion or likes and dislikes about a topic or book
- State an opinion or preference
- Dictate thinking and/or illustrate ideas and write ideas
- Choose t self-selected topics
- Draw tell, write about topics that is well known
- Name what is being written about
- Supply additional information about the topic
- Tell, draw and write a story about something that happened
- Show what happens first
- Put the pages in order
- Tell what happens last

Begin to develop ability to support opinion or preference with a reason

See Word Study and Fluency section for learning targets related to Reading Foundational Skills (RF) and Language (L) that are based on the standards listed at the top of this BUF.

Language Development

These targets were chosen in consideration of the tasks students need to engage in as part of this unit. They also connect back to the CCSS for Language that students are expected to master and apply in both speaking and writing.

Building Oracy and Background Knowledge

Language of instruction: Spanish

Concept Attainment with TPR: Objects

- Use hand gestures to identify the weather(ie. soleado, nublado, lluvia, nieve, caliente, frío) As each motion is modeled by the teacher, students talk to a partner and ask the question “¿Què es?” The teacher asks a student to share out and emphasizing the hand gesture to the weather.

Concept Attainment with TPR: Activities

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- Use pictures from the texts that are part of this unit or clip art that identify the weather (ie. soleado, nublado, lluvia, nieve, caliente, frío) As each picture is revealed, students talk to a partner to answer the question, “¿Qué es?” The teacher asks a student to share out and emphasizing the hand gesture to the weather.

Reading Comprehension

Strategies to introduce each read aloud and build or review oracy before reading.

- Picture Walk

Strategies to support comprehension and ongoing oracy development:

- TPR(Teacher uses TPR as he/she reads key words)
- Active listening with TPR(Students use TPR when they hear key words)
- Scaffolded Partner Sharing (using visuals, such as copies of illustrations from the book, and/or sentences frames as scaffolds)
- Graphic organizers to map information.

Make copies of pictures from the book that illustrate key information. Put students in partners and give each pair one illustration. Model for students how to talk about the illustration (including a sentence frame such as “ *Esta imagen muestra...*”), they ask students to talk with their partner about the illustration they have. Teacher draws a graphic organizer appropriate for the information being mapped and poses a question to students (*¿Quién es en la photo?*)

Text: *¿Viene el Tormenta!*

- Content: **Listen** to a fantasy about the weather. **Explore** the effects of the weather.
- Language Arts: **Ask and answer questions** about information in the text.
- Language Development: Model present tense verbs

Text: **Nieve**

- Content: **Listen** to a fantasy about the weather. **Explore** the effects of the weather.
- Language Arts: **Identify/Describe** parts of a poem.
- Language Development: **Identify** sensory words

Text: *¿Cómo cambio el agua?*

- Content: **Listen** to an informational text about the weather. **Explore** how the weather changes according to the environment.
- Language Arts: **Ask and answer questions** about information in the text.
- Language Development: Model present tense verbs

Supplemental Texts: Benchamrk Publishing

- “*Día lluvioso, día soleado*”

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- “A la granja le gusta la lluvia”
- “El clima de las estaciones”
- “Stormy Start” (English)
- “Winter Carnival” (English)

Supplemental Texts: Reading A-Z

- “A Cold Day”
- “Winter”

Writing

Modeled/Shared Writing

Group Writing

For each of the group writing experiences, the teacher distributes pictures of family members. Students have an opportunity to talk with a partner about what is happening on the picture. When the teacher brings the group back, together, he/she asks for volunteers to share what is in their picture with the whole group. The students are prompted to use sentence frames and or/TPR to describe their picture. Then the child brings the picture up to the chart and the teacher writes the child’s description on the chart using predictable text. Includes modeling of purpose and use of capitalization and punctuation in a sentence.

Modeled/Shared Writing

Group Writing: Descriptive retelling of a read aloud

The teacher uses the graphic organizer used to record student’s retelling of the story.

Independent Writing

Writing about Reading

Students respond to questions about texts.

- ¿ Quién está en la foto?
 - Según el texto, a.....
- ¿ Qué haces con tu familia?
 - Según el texto, a.....

Independent Writing

Web Page with Captions

Each student will write a caption for two photos taken of them with their family. Students will use the following sentence frames to create their captions.

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Word Study and Fluency

- Using dictado created from the text of LEA, the teacher provides mini lessons on the following:

Foci of Mini Lessons

- Strong and weak vowels
 - Identify strong vowels (a, o, u) vs. weak vowels (i, e)
 - Identify which vowel is the strong vowel/weak one
- Sentence Features
 - Punctuation with interrogative/ exclamatory sentences (¿.....?/ ¡.....!)
 - First word capitalized
- Accent
 - Can change meaning of word

Activity to teach Syllables:

- Use the children’s names to teach phonemic awareness. Have each child pronounce their name, and the teacher will model by clapping their hands to determine how many syllables are in the child’s name. Teacher will also review beginning and ending sounds.

Summative Assessments are administered at this point, which is considered the end of the unit.

The Bridge: Strengthening Bridges between Languages

Language of instruction: Spanish to English

- Students collaboratively choose key words from unit of study, in Spanish
- TPR; students collaboratively create movements to associate with each key word.
- Students and teachers move to English, and associate each movement with the word in English. Students provide the English equivalent that they know, and teacher provides those terms students do not know in English.

Metalinguistic Focus

The *Language and Reading Foundational Standards* will be used as the metalinguistic focus for the Bridge. The following is a sample of possible foci for the Bridge. Teachers would use student writing, observations made by students, and the standards/learning targets found above for language and foundational skills as possible foci for the Bridge.

- Morphology – Example: Des/dis – students will identify affixes that have the same meaning in both Spanish and English
- Phonology o f/ph – students will identify the sound /f/ can be written ph in English but only f in Spanish
- Syntax and grammar o The use of accents in words is specific to Spanish

Extension Activity Standards

Language of instruction: English

Common Core State Standards (CCSS)

Speaking and Listening

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- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

Reading

- CCSS.ELA-LITERACY.RI.K.1
With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.K.4
With prompting and support, ask and answer questions about unknown words in a text.
- CCSS.ELA-LITERACY.RL.K.9
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Writing

- CCSS.ELA-LITERACY.W.K.1
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- CCSS.ELA-LITERACY.W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peer.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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Language

- CCSS.ELA-LITERACY.L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - f. Produce and expand complete sentences in shared language activities.
- CCSS.ELA-LITERACY.L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Formative Assessment:

Checklist and resources that respect the resources of the two-language learner