

**Unit 2.1: Bilingual and Proud**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student reads fictional and informational texts to develop a sense of being bilingual and proud by studying examples of bilingualism in his/her family, in texts, and in his/her community. He/She compares the Spanish and English languages to find commonalities between English and Spanish through cognates and other references and how knowing the two languages affect his/her life and the lives of those around them.
<b>Transversal Themes:</b>	Immigration, Multiculturalism, Music, Arts and Crafts, Theater
<b>Integration Ideas:</b>	Social Studies, History, Art, Music, Geography, Language Study

**Essential Questions (EQ) and Enduring Understandings (EU)**

**EQ1.** What does it mean to be bilingual?

**EU1.** Being bilingual is more than speaking two languages, it allows a person to move between different cultures and have more opportunities in life.

**EQ2.** How are English and Spanish similar and different?

**EU2.** English and Spanish both have roots in Latin and have cognates that can help users comprehend new vocabulary. Knowing one language helps understand and learn the other.

**EQ3.** Am I the same person when I speak in English or Spanish?

**EU3.** Language can bring out different aspects of our personality.

**EQ4.** Why do words matter?

**EU4.** We choose our words carefully because they represent how we think and feel, they demonstrate our knowledge of growing vocabulary, and they influence the lives of others around us.

**Transfer (T) and Acquisition (A) Goals**

**T1.** The student will leave the class able to use their understanding of bilingualism and its importance in society to develop their own identities as a bilingual speaker who can move through different cultures by speaking more than one language. He/she will make connections between his/her life and those around them, as well as with characters and people he/she reads about to better understand his/her life and its influences.

*The student acquires skills to...*

**A1.** Offer basic opinions and discuss topics in groups of varying size, using words and phrases acquired through conversations, reading, and being read to.

**A2.** Retell conversations and fictional and informational texts.

**A3.** Respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.

**A4.** Describe the connection between two individuals, events, ideas, or pieces of information in stories and informational text.

**A5.** Use information from personal experiences and a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.

**A6.** Collaborate with peers to draw and write texts using grade-level appropriate high frequency words (e.g., Dolch list).

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>2.L.1a</b>	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
<b>2.L.1b</b>	Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.
<b>2.L.1d</b>	Offer and respond to greetings/farewells using appropriate courtesy expressions.
<b>2.L.1f</b>	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
<b>Speaking</b>	
<b>2.S.1</b>	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.
<b>2.S.2a</b>	Offer forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.
<b>2.S.3</b>	Retell conversations and fictional and informational texts; and respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.
<b>2.S.4a</b>	Tell and elaborate on statements, opinions, or arguments with increasing independence.
<b>2.S.5</b>	Describe personal experiences, using extended vocabulary, a growing number of nouns, noun phrases, adjectives, and verbs, to provide details appropriate to the situation and with some reliance still on first language to fill in gaps in oral English.
<b>2.S.6a</b>	Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and domain-specific words in order to add detail while speaking.
<b>Reading</b>	
<b>2.R.1</b>	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.
<b>2.R.2I</b>	Identify the main topic and key details of an informational text.
<b>2.R.4I</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>Writing</b>	
<b>2.W.1</b>	Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>2.W.2</b>	Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>2.W.3</b>	Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>2.W.6</b>	Participate in shared research and writing projects.
<b>2.W.7</b>	Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.



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Language	
<b>2.LA.4c</b>	Use the root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).
<b>2.LA.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
	<ul style="list-style-type: none"> <li>The routines and rituals.</li> <li>Social behavior.</li> <li>The vocabulary related to unit.</li> <li>What it means to be bilingual and proud.</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Economy</li> <li>Export</li> <li>Famous</li> <li>Grow</li> <li>Important</li> <li>Recipe</li> <li>Research question</li> <li>Sell</li> <li>Tourism</li> <li>Word family, families</li> </ul>		<p><i>Social Language Observation</i></p> <ul style="list-style-type: none"> <li>During morning message, story time and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of student’s ability to follow instructions, and participate during read alouds.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Routines for the year</i></p> <ul style="list-style-type: none"> <li>The theme of this unit is “bilingual and proud,” to encourage students to think of themselves as bilingual by using their knowledge of Spanish to learn English. This is done by helping students find similarities between the two languages (cognates, alphabet, prefix or suffixes, etc.) and to show them how they can use their prior knowledge of Spanish to acquire English.</li> <li>The teacher selects a color marker for English and a color marker for Spanish. This way students are used to the pattern of a word (e. g., English words could be written in black and words in Spanish could be written in blue). This color-coding strategy helps with all of your activities throughout the unit and year (e.g., word walls, cognate word wall, posters, model writing, etc.).</li> <li>The teacher has a word wall throughout the year for the vocabulary selected from read alouds and from class activities and unit themes. In this unit, the teacher also has a cognate wall. It is used throughout the year as well because it builds up the students’ sense of success in English. In addition,</li> </ul>



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					<p>students learn sight words, so it is also helpful that these be a part of the word wall. For examples of how to select words for the word wall, look at the website: <a href="http://www.readingrockets.org/article/14343/">http://www.readingrockets.org/article/14343/</a> and the attachment, Resource 2– Using Word Walls to Improve Instruction.</p> <ul style="list-style-type: none"> <li>• Every class begins with a “morning message” to start the class. (E.g., Today is _____; we will _____.) to let the students know what they are doing. Teachers can also use this time to teach days of the week. The students fill in the blanks of words, and identify sight words and cognates, etc. (see attachment: Resource 5– Morning Message Reasons and Research).</li> </ul> <p><i>Greetings, Farewells, and Introductions</i></p> <ul style="list-style-type: none"> <li>• The teacher asks “How are English and Spanish similar?” when it comes to saying hello. The teacher has the students share their answers and examples. Share how greetings in English and Spanish are similar. The students create a list in Spanish of how they greet each other. The teacher sees if students know the English equivalent (in Kinder and Grade 1 they also have expectations to know greetings and have sung songs; see unit 1.3 for the song). The teacher has a poster that has introductions in English on one side (e.g., “Hello, my name is _____” or “How are you today?” “I am fine, thank you. How are you?”) and Spanish on the other side.</li> </ul>
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					<ul style="list-style-type: none"><li>• The teacher has the students practice greetings, introductions, and farewells in partners, through acting (creating a scenario: e.g., going to the market, going to the doctor, meeting a new friend) and has them use the greetings on the word wall or poster in their role play.</li><li>• The student draws comics where the characters are meeting each other and use appropriate greetings (see attachment: 2.1 Learning Activity – Comic Strip).</li><li>• The teacher searches for examples of greetings or introductions in storybooks and has students create a list of examples they find.</li></ul>
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<p><b>PRCS:</b>            2.L.1a            2.L.1b            2.L.1d            2.L.1f            2.LA.4c            2.R.1            2.R.21            2.R.31            2.S.1            2.S.2a            2.S.3            2.S.4a            2.S.5            2.S.6a            2.W.1            2.W.2            2.W.6            2.W.7</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ2/EU2            EQ3/EU3</p> <p><b>T/A:</b>            A1, A2            A3, A4</p>	<ul style="list-style-type: none"> <li>• What it means to be bilingual.</li> <li>• Cognates and false cognates.</li> <li>• The difference between informational and fictional accounts.</li> <li>• How to write questions for interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Context clues</li> <li>• Description</li> <li>• Economy</li> <li>• Export</li> <li>• Famous</li> <li>• Genre (historical fiction, realistic fiction, fantasy, non-fiction, biography, science fiction, poetry)</li> <li>• Grow</li> <li>• Important</li> <li>• Research question</li> <li>• Sell</li> <li>• Senses (feels like, smells like, tastes like, looks like, sounds like)</li> <li>• Tourist attractions</li> <li>• Visualization</li> <li>• Word family, families</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Spanish Me/English Me</b></p> <ul style="list-style-type: none"> <li>• After having heard from family members and reading aloud a variety of fictional and informational texts that deal with language learning and bilingual characters, the student creates a book on their life in Spanish and in English.</li> <li>• The student brainstorms in a T-Chart what activities he/she does in Spanish and in English. (If English is only spoken in school, where does he/she see or hear English (TV, music, movies)?)</li> <li>• To show a model, the teacher creates their own “Spanish Me/English Me” book to have students see how he/she exists in Spanish and English worlds. He/She has illustrations for the various sentences (example: Spanish me talks to my</li> </ul>	<p><b>Comparing self to a bilingual character/person (fictional or real life person)</b></p> <ul style="list-style-type: none"> <li>• From the read alouds of characters who are bilingual or are in the process of becoming bilingual, or from the guest speakers, the student describes the character traits of the character (see attachment: 2.1 Learning Activity – Character Map) and then, he/she compares themselves with the character/person using a graphic organizer (see attachment: 2.1 Other Evidence – Character Comparison) in order to find traits that the student has in common with the character during the language learning process.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Bilingual and Proud</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students “What does it mean to be bilingual and proud?” This question is at the center of the unit because the students’ own notions of self hopefully change as the unit goes on. The class defines what it means to be a bilingual. (Does it mean being perfect in two languages or does it mean you can communicate in two languages?) The teacher asks why it is helpful to be bilingual and whether or not it is a good thing to be bilingual and proud. Family members who are bilingual or learning new languages come in and share their stories. The teacher has the students prepare a set of questions for their guests about the experience and their feelings, including how they learned it and why they learned it. After each guest shares their story, students write thank you cards about what they learned from the guest’s talk or compare their experience to the speaker’s (verbally and in writing). They also keep a notebook journal where they write their own reflections about their own experiences and what they learn from the guests.</li> </ul>



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			<p>abuelita, laughs with my tias and primos, gets consejos from my mami. English me loves to listen to music, dance to Beyonce, and laugh at cartoons. Spanish me dances to salsa, sings along to Calle 13, and reads Condorito. English me shares in class, writes stories, and learns new words. I love the Spanish and English Me.)</p> <ul style="list-style-type: none"><li>• The teacher uses attachment 2.1 Performance Task – Descriptive Writing Rubric to assess writing process, word choice and sentence fluency. (The teacher only grades on topics that have been taught, e.g., if students have not learned irregular past tense, do not grade.)</li></ul>		
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<p><b>PRCS:</b> 2.L.1a 2.L.1f 2.R.1 2.R.2l 2.R.3l 2.S.1 2.S.3 2.S.4a 2.S.5 2.S.6a 2.W.1 2.W.2 2.W.6 2.W.7</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EQ2 EQ3/EQ3</p> <p><b>T/A:</b> A1 A2, A4</p>	<ul style="list-style-type: none"> <li>What it means to be bilingual.</li> <li>Cognates and false cognates.</li> <li>The difference between informational and fictional accounts.</li> <li>How to write questions for interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Context clues</li> <li>Description</li> <li>Economy</li> <li>Export</li> <li>Famous</li> <li>Genre (historical fiction, realistic fiction, fantasy, non-fiction, biography, science fiction, poetry)</li> <li>Grow</li> <li>Important</li> <li>Research question</li> <li>Sell</li> <li>Senses (feels like, smells like, tastes like, looks like, sounds like)</li> <li>Tourist attractions</li> <li>Visualization</li> <li>Word family, families</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Bilingual Poem</b></p> <ul style="list-style-type: none"> <li>Part of being bilingual is “code switching” or going between two languages when there is a word that fits the feeling better. The teacher reads the poem, “My Tongue is Like a Map” aloud (see attachment: 2.1 Performance Task -Bilingual Poem and Questions).</li> <li>The student discusses why some words are in English and some in Spanish. Do some words have more of a connection or history to one language? Also, the student compares how the speaker feels about being bilingual. Does he want to be bilingual? Why or why not? Are there any benefits to being bilingual (e.g., career opportunities)? Does the speaker change his feelings about being bilingual</li> </ul>	<ul style="list-style-type: none"> <li>The teacher reads aloud <i>Antonio’s Card</i> and has students create their own bilingual card to express their feelings about their family in English and Spanish. This book can also open up a discussion that no one family is exactly the same and how our feelings can come out differently in different languages.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Becoming Bilingual</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud books that deal with being bilingual and has the students discuss the question, “Am I the same person when I speak in English or Spanish?” <i>I Hate English!</i> is a good book about a girl who does not want to speak English because she loves her language from China. She shares how she feels when she speaks Chinese and how she gets over her disgust of English with time and trust. Or, <i>A Diary from Here to There</i>, about a girl’s worries immigrating to the US from Mexico and her fears of language. Another is, <i>One Green Apple</i>, about the experience of an immigrant from Iraq speaking her first word in English and reconciling developing a dual self in English and in Arabic. To discuss “Am I the same person in English and in Spanish?” the teacher reads aloud <i>My Name is Jorge on Both Sides of the River</i>. It is a collection of poems about an immigrant to the US who speaks Spanish. The poems deal with identity and language. The teacher has the students write their own poems as a response about their names in English and Spanish (e.g., Jorge/George).</li> </ul>



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			<p>throughout the poem? (e.g., when someone dreams in two languages it can show they are bilingual).</p> <ul style="list-style-type: none"><li>• The student writes a poem about becoming bilingual. See attachment, 2.1 Performance Task – Bilingual Poem and Questions for a model of brainstorming, sample poem, and sentence starters the student can use for their own bilingual poems. The student brainstorms using a Venn diagram to compare and contrast how he/she feels speaking in Spanish and speaking in English. In the Venn diagram the student writes down what feelings he/she has when learning in Spanish and English and brainstorms memories when he/she enjoyed learning in English, Spanish, or both languages.</li><li>• When drafting, the teacher makes sure their poem has both English words and Spanish words (to show code-switching). Students work in pairs to write their own poems because it can help with coming up with</li></ul>		
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			<p>words or ideas.</p> <ul style="list-style-type: none"><li>• During the revision process, the teacher uses the poem, “My Tongue is Like a Map” and sample, “Becoming Bilingual” as a model to ask if students have shared their feelings about English and Spanish and being bilingual. The teacher discusses with the class if and how their own feelings about being bilingual have changed throughout the unit.</li><li>• The students have peers help with spelling (looking at words on word wall, use picture dictionary) during the revision process.</li><li>• The teacher has the students create a class book of their bilingual poems and share their work with family and school community members to celebrate being “bilingual and proud.”</li></ul>		
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<p><b>PRCS:</b> 2.LA.6 2.W.2 2.W.3</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ4/EU4</p> <p><b>T/A:</b> A1 A4</p>	<ul style="list-style-type: none"> <li>The Sight Word vocabulary.</li> <li>The cognates and false cognates.</li> <li>The Dolch words.</li> <li>The differences and similarities between English and Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Different</li> <li>Similar</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Vocabulary Development – Writing Sight Words</b></p> <p>(See attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition.)</p> <ul style="list-style-type: none"> <li>Based on words selected for the whole class and on the individual words students want to know in English for their individual word lists, the teacher has a conference with each student to check if he/she understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently).</li> </ul>	<p><b>Sight Words/Dolch Words Monitoring</b></p> <ul style="list-style-type: none"> <li>The teacher instructs throughout the year a set of five to seven Dolch Words a week to improve the student’s fluency. Use attachment 2.1 Other Evidence – Dolch Checklist to monitor the student’s progress in acquiring Dolch Words.</li> <li>The teacher creates a cognate wall where the student can share cognates they find in read alouds or from the cognate activities. The teacher color codes the English and Spanish words.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>The teacher asks students, “How are English and Spanish similar and different?” and sees what they come up with! He/she helps students brainstorm examples of how English is similar and different (examples: share similar cognates, use the same alphabet, similar prefixes and suffixes, different way of conjugating verbs, placement of adjectives, and verbs in Spanish indicate subject, while English needs pronouns). They are now in their third year of English class, so students should be at level 2 (beginning) or level 3 (developing) in English (see attachment: Resource 6 – Performance Levels of ELLs).</li> <li>The teacher introduces the idea of “cognates.” Cognates are words that share the same etymology. He/she gives examples of words in Spanish they already know that are the same or very similar in English (e.g., animal, hamburger, color, banana, etc.). The teacher selects a list of words in English that students can guess their Spanish equivalents. They work in partners to find the Spanish cognate for the English words (use list: <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a></li> </ul>



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					<p>pdfs/articles/cognates.pdf). The class discusses false cognates. The teacher explains that some words sound similar in Spanish and English but are actually not the same word (e.g., soap/sopa, carpet/carpeta). For these words, students create false cognate books where they draw each word or write silly sentences with different pictures in a book or comic strip (e.g., “The man did not enjoy his soap” (with a picture of a man trying to eat a bar of soap instead of a bowl of soup, or “The student brought her carpet to class” (instead of carpeta, or folder).</p> <p><i>Writing: Sight Words/Dolch Words</i></p> <ul style="list-style-type: none"><li>• The teacher instructs five to seven sight words a week to have students improve writing fluency as well as reading fluency in English. He/she introduces them during morning message and has the students fill in the blanks of sentences as they get comfortable.</li><li>• The teacher makes note cards with the sight words (or downloads them from <a href="http://www.superteacherworksheets.com/dolch.html">http://www.superteacherworksheets.com/dolch.html</a>). With the note cards, students select them to write sentences, to act them out in front of the class, to play memory or matching games with a partner.</li><li>• Students search for the words in books with partners to reinforce the idea that these words are the most commonly found words in English.</li></ul>
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Ellen Levine**
  - *I Hate English!*
- **Leyla Torres**
  - *Subway Sparrow*
- **Jane Medina**
  - *My Name is Jorge on Both Sides of the River*
- **Eve Bunting**
  - *One Green Apple*
- **Helen Recorvits**
  - *My Name Is Yoon*
- **Susan Middleton Elya**
  - *Home at Last*
- **Norah Dooley**
  - *Everybody Cooks Rice*
- **Samuel Caraballo (set in Puerto Rico)**
  - *Mis Abuelos y Yo*
- **Rigoberto Gonzalez**
  - *Antonio's Card*
- **Amada Irma Perez**
  - *My Diary from Here to There*
- **Juan Felipe Herrera**
  - *Featherless/Desplumado*
- **Daniel A. Olivas**
  - *Benjamin and the Word*
- **Ofelia Dumas Lachtman**
  - *Pepita Talks Twice / Pepita habla dos veces*
- **Jan Romero Stevens**
  - *Carlos and the Carnival/ Carlos y la feria*

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- **Michael Grejniec**
  - *Good Morning, Good Night/ Buenos Dias, Buenas Noches*
- **Melody Moore Holmes (you can also use this book for the weather vocabulary)**
  - *Buenos Dias, Carlitos*
- **Shelley Moore Thomas (This is a story about the bed time routine)**
  - *Good Night, Good Knight*
- *Scott Foresman Reading – Collection 1.5 o Take Me There Book and Practice Book*
- **Diane Hoyt-Goldsmith (Finding Commonalities, pg. 10)**
  - *A Real Gift*

**Additional Resources**

- PDF of cognates and changes in word endings (e.g. information → informacion, classify → clasificar) to help students find patterns in cognates: <http://www.esdict.com/downloads/English%20Spanish%20Cognates.pdf>
- Dolch Words Bingo Games: <http://www.mrsperkins.com/dolch-games.html>
- Articles on the multiple benefits of being bilingual: [http://www.cal.org/earlylang/benefits/benefits\\_of\\_being\\_bilingual.html](http://www.cal.org/earlylang/benefits/benefits_of_being_bilingual.html)
- YouTube Benefits of Being Bilingual: [https://www.youtube.com/watch?v=ZANBvuS\\_iDU](https://www.youtube.com/watch?v=ZANBvuS_iDU)
- Different downloadable comic strips for teaching retelling, storytelling, vocabulary, and to use to brainstorm stories: <http://donnayoung.org/art/comics.htm>
- An interesting article about dreaming and thinking as bilingual or multilingual: <http://www.psychologytoday.com/blog/life-bilingual/201103/thinking-and-dreaming-in-two-or-more-languages>
- This site has pictures, worksheets and vocabulary ideas for all ESL levels: <http://www.eslflow.com/>
- Ideas for emotions and being bilingual: [http://sitemaker.umich.edu/356.hunemorder/lesson\\_plans](http://sitemaker.umich.edu/356.hunemorder/lesson_plans)
- Lesson plans on all topics for all grades: <http://www.everythingsl.net/lessons/>

**Unit 2.1: Bilingual and Proud**  
**English as a Second Language**  
**5 weeks of instruction**

## Performance Tasks

### *Bilingual Poem*

- Part of being bilingual is “code switching” or going between two languages when there is a word that fits the feeling better. The teacher reads aloud the poem, “My Tongue is Like a Map” (see attachment: 2.1 Performance Task – Bilingual Poem and Questions) and has the student discuss why some words are in English and some in Spanish. Do some words have more of a connection or history to one language? Also, he/she has the student compare how the speaker feels about being bilingual. Does he want to be bilingual? Why or why not? Are there any benefits to being bilingual (e.g., career opportunities)? Does the speaker change his feelings about being bilingual throughout the poem? (e.g., when someone dreams in two languages it can show they are bilingual).
- The student writes a poem about becoming bilingual. Using attachment 2.1 Performance Task – Bilingual Poem and Questions as a model for brainstorming, sample poem, and sentence starters, the student can develop his/her own bilingual poem. The teacher has the student brainstorm using a Venn diagram to compare and contrast how he/she feels speaking in Spanish and speaking in English. In the Venn diagram, the student writes down what feelings he/she has when learning in Spanish and English and brainstorms memories when he/she enjoyed learning in English, Spanish, or both languages.
- When drafting, the teacher makes sure the student’s poem has both English words and Spanish words (to show code-switching). The students work in pairs to write their own poems because it can help with coming up with words or ideas.
- During the revision process, the teacher uses the poem, “My Tongue is Like a Map” and sample, “Becoming Bilingual” as a model to ask if students have shared their feelings about English and Spanish and being bilingual. The teacher has a discussion with the class to see if and how their own feelings about being bilingual have changed throughout the unit.
- Students help each other with spelling (looking at words on word wall, use picture dictionary) during the revision process.
- The teacher has the students create a class book of their bilingual poems and share their work with family and school community members to celebrate being “bilingual and proud.”

### *Spanish Me/English Me*

- After having read aloud a variety of texts that deal with language learning and bilingual characters, the teacher has the student create a book on their life in Spanish and in English.
- The student brainstorms in a T-Chart what activities he/she does in Spanish and in English. (If English is only spoken in school, where does he/she see English or hear English (TV, music, movies)?).
- To show a model, the teacher creates his/her own “Spanish Me/English Me” book to have students see how he/she exists in Spanish and English worlds and has illustrations for the various sentences. (Example: Spanish me talks to my abuelita, laughs with my tias and primos, gets consejos from my mami. English me loves to listen to music, dance to Beyonce, and laugh at cartoons. Spanish me dances to salsa, sings along to Calle 13, and reads Condorito. English me shares in class, writes stories, and learns new words.) I love the Spanish and English me.
- The teacher uses attachment 2.1 Performance Task – Descriptive Writing Rubric to assess writing process, word choice and sentence fluency. (The teacher only grades on topics that have been taught, e.g., if students have not learned irregular past tense, do not grade.)

### *Vocabulary Development – Writing Sight Words*

- **Oral Assessment of Word Wall Vocabulary and Individual Vocabulary** (See attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition.) Based on words selected for the whole class and on the individual words students want to know in English for their individual word lists, the teacher has a conference with each student to check if he/she understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently).
- **Sight Words/Dolch Words Monitoring** The teacher instructs, throughout the year, a set of five to seven Dolch Words a week to improve students’ fluency. The teacher uses attachment 2.1 Other Evidence – Dolch Checklist to monitor the students’ progress in acquiring Dolch Words.





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**Suggested Sample Lessons**

- Lesson on teaching listening skills along with *I Hate English!* by Ellen Levine: <http://www.scholastic.com/teachers/lesson-plan/i-hate-english-discussion-guide>
- Article and activities on using cognates in the classroom: <http://www.readingrockets.org/article/14307/>
- 21 lessons to teach sight words, or Dolch Words (includes a downloadable file of all 21 lessons): <http://www.mrsperkins.com/activities.html>
- Downloadable Dolch words with activities: <http://www.superteacherworksheets.com/dolch.html>