

Bilingual Thematic Overview

Grade level 5th Theme The New Nation

Language Function(s): Cause and Effect & CEA is Informational

Signature Unit: 5th: [Suggested Pacing Guide](#)

Books provided: (highlight means not delivered)

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| 5th | Colonial Voices: Hear Them Speak: The Outbreak of the Boston Tea Party Told from Multiple Points-of-View! |
| 5th | Una Unión Más perfecta |
| 5th | Vida en las Colonias |

Spanish LA Minutes =

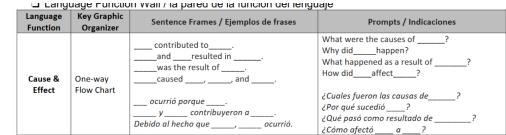
ELA Minutes =

ELD Min = 30 min (5 days)

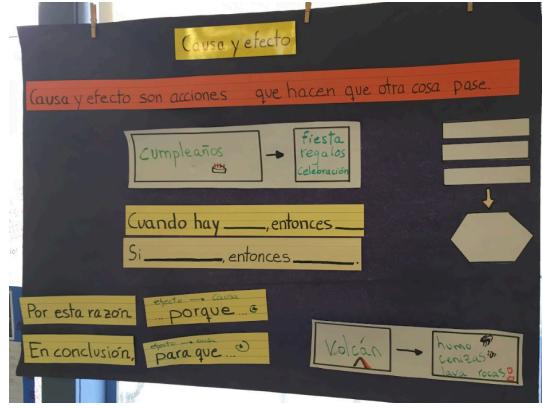
[Chants \(Spanish\)](#)

Focus for Learning:

- Guiding Question/ Pregunta guía:
- How do people from different perspectives resolve conflict?
- ¿Cómo resuelven los conflictos las personas con perspectivas diferentes?

| Weeks | Spanish Language Arts and Integrated Content | ELA and Integrated Content | Designated ELD |
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| 1 & 2 | <p>Focus for Learning:</p> <ul style="list-style-type: none"> • The colonies were originally controlled by Great Britain but were comprised of people who immigrated from all over the world / Las colonias estaban originalmente controladas por Gran Bretaña, pero estaban formadas por personas que emigraron de todo el mundo. • The colonies were made up of various social and cultural groups and their beliefs, ways of life, and economics impacted their perspectives / Las colonias estaban compuestas por diversos grupos sociales y culturales, y sus creencias, formas de vida y economía impactaron en sus perspectivas. • The introduction of slavery into America from the perspective of those enslaved / La introducción de la esclavitud en América desde la perspectiva de aquellos que estaban esclavizados. • The taxes, boycotts and rioting that eventually lead to the beginning of the American Revolution / Los impuestos, boicots y disturbios que eventualmente llevaron al inicio de la Revolución Americana. | | |
| Introducing the Theme | <p>Week 1</p> <p>Open the Unit</p> <ol style="list-style-type: none"> 1. Present the Essential Question 2. KWL 3. <u>Draw and Label</u>:13 colonias (3 days) part 1 only <u>Lesson plan/script</u> <u>Pictures file cards (pfc)</u> <p><u>Características de las colonias de nueva inglaterra</u></p> <p>Language Function- Cause and Effect</p> | <p>Open the Unit</p> <ol style="list-style-type: none"> 1. Present the Essential question (day 1) 2. Build Background knowledge on the Boston tea party & the Sons of Liberty. (<u>Gallery walk</u>) Students walk with a page that says I notice/I wonder and with a teammate discuss what they want to write about the image. <p>Colonial Voices Read a loud (3 days) <u>Use lesson plan</u> to do the 3 days add graphic organizer. Have students answer text dependant questions using According to the text, According to the chant. Explicitly</p> | <p>Language Function- from Colonial voices</p> <p></p> <p>Chants - highlight foundational skill and vocab from Chants</p> <p>Move to using the graphic organizer to write compare/contrast Students can practice Opinion language (using evidence from the text) by</p> |

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| | <p>Chant Booklet: Rap de la Revolución Americana (Fun/Fluency/movements)</p> | <p>teach how to respond using a quote vs using your own words to paraphrase what was learned in the text.</p> <p>Chant: Fighting for Freedom Booklet</p> <p>Chant: "Colonists Here, Colonists There" Print Booklet (in Fighting for Freedom hyperlink) Images, Sketches, and annotations on chart paper.</p> | <p>thinking about the different characters' perspectives. They can use the Graphic</p> <p>Graphic Organizer on day 3 to help support their thinking about colonia voices.</p> <p>Metalinguistic Vocabulary Chart</p> <p>Patriot - patriotas loyalists - loyalistas neutralists - neutralistas taxes - impuestos colonies - colonias colony - colonia colonist - colonista colonialism - colonialismo</p> <p>Writing for CEA #2 is Informational in Spanish</p> |
| | <p>WEEK 2 Draw & Label (reprocessing)</p> <p>Chant; rap de la revolucion (step 2 and step 3)</p> <p>t-graph Solución Pacífica de los conflictos</p> <p>Read Aloud: NewsELA La esclavitud en las colonias de nueva inglaterra</p> | <p>WEEK 2</p> <p>Chant: "Colonists Here, Colonists There" (step 3)</p> <p>Chant: Fighting for Freedom</p> <p>Foundational Skills</p> <ol style="list-style-type: none"> 1. highlight compound words. Define it have students add more compound words that fit into this context ex (battleground, serviceman, wagonwheel, horseshoe, firearm, | <p>WEEK 2</p> <p>Sentence Patterning Chart</p> <p>Spanish teacher uses colonist as the noun English teacher uses (patriots, loyalists, OR scholars) for noun</p> |

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| | <p>Focus: Vocabulary Focus: Cause/Effect</p>  | <p>guardhouse, headquarters, marksman, outpost)</p> <p><u>The dictado/Dictation :</u> The Sons of Liberty was a secret organization that participated in the Boston Tea Party</p> <p>teach correction chart for dictado</p> <p>New Read aloud (day 3) NewsELA Colonial America depended on the Enslavement of indigenous people</p> | |
| <p>3 & 4 Building Content Knowledge</p> | <p>Week 3</p> <p>NewsELA El liderazgo de las mujeres influyó de manera positiva en la revolución de las 13 colonias. (switch tab to Spanish, can switch lexile as well in newsela)</p> <p>Benchmark: Un Soldado llamado Loreta Janeta Velazquez</p> | <p>Week 3</p> <p>Draw and label Battles of the Revolution (Part 2) label cards) PFC</p> <p>Lesson plan for D&L (skip to page 7ish)</p> <p>Read "Betsy Ross" (2 days)</p> | <p>Week 3 - Try an OLA after D&L</p> <p>2 days Bring Chants - Focus point is Cognates in the chant</p> <p>Suffixes (metalinguistic chart)</p> |

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| | <p><u>The dictado</u> (3 days)</p> | <p>Read selections “Our Strange New Land: Elizabeth’s Jamestown Colony Diary”</p> | |
| | <p>Week 4</p> <p>Una Union Mas Perfecta (read aloud provided)</p> <p>Sentence patterning chart: sustantivo “Delegados”</p> <p>4. <u>Sentence Patterning Chart</u> (1-5th) <u>Video of how to for SPC</u> <u>SPC en Espanol</u></p> | <p>Week 4</p> <p><u>Study of Propaganda</u> (Have students pick a side and create propaganda posters; Patriot/Loyalist)</p> <p>Read selections “Our Strange New Land: Elizabeth’s Jamestown Colony Diary”</p> | <p>Week 4</p> <p>What are the similarities and differences between Elizabeth’s Jamestown Colony Diary and the enslaved man’s diary?</p> <p>Co-op Strip paragraph (facts based)</p> <p>Day 2: Create Venn Diagram</p> <p>Day 3: Topic Sentence: Groups faced many obstacles that impacted their way of life in the colonies.</p> <p>Each team comes up with a sentence based on what they've read and know on why life would be hard for someone. (Orally)</p> <p>Once each student knows the sentence,</p> |

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| <p>5 Deepening / Applying Content Knowledge Through Meaning Making</p> | <p>Week 5</p> <p>Review and prep for performance task</p> <p>Written task: Historical Narrative</p> <p>Write 1 journal entries (2-4 paragraphs) from the perspective of _____ (women, colonist, enslaved people) sharing their feelings and position on the American Revolution. What impact did it have on them, what role did they play, what are their feelings, to teach future generations (incoming 5th grade students) about the consequences of conflict. Be sure to include details about your group's daily life, religion, economics and the impact/contributions your group made during this time.</p> | <p>Week 5</p> <p>Review and prep for performance task.</p> <p>Poster Create a poster advertising the new nation / 13 colonies and why people should or should not immigrate from Great Britain. (3 reasons)</p> <p>Writing Write a paragraph to about colonialism. Specifically three reasons why people immigrated from Great Britain citing evidence from at least 2 texts.</p> | <p>Week 5</p> <p>- The Dictado</p> |
| | <p>Performance Task:</p> <p> 5th Grade CEA Informational SPANISH</p> <p> G5 2017 EL Ed Writing Rubrics with ELD St...</p> | <p>Performance Task/Oral Task: English</p> <p>Poster Create a poster advertising the new nation / 13 colonies and why people should or should not immigrate from Great Britain. (3 reasons) Have students orally present their poster to their class using Cause and Effect language</p> | |

Weekly Schedule:

| Semana 1 | | | | |
|----------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| ELA | | | | |
| SLA | | | | |
| ELD | | | | |
| Semana 2 | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | |
| Semana 3 | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | |
| Semana 4 | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Semana 5 | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Semana 6 | | | | |
|-----------------|----------------|------------------|-----------------|---------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
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