

Biliteracy Grade K Scope and Sequence: Unit 1 Module P

Module P

Enduring Understandings		
Readers understand that texts provide facts and details to help them understand a topic	Writers understand that a text names the topic and includes facts about it	Learners understand that the environment affects living things
Essential Questions: “ <i>Knows</i> ”		
How do readers use facts and details to better understand a text?	How do writers give information about a topic?	
Module Goals “ <i>Dos</i> ”		
Readers will use text features to demonstrate understanding of texts	Writers will compose an informative text that names the topic and includes facts about it	Learners will identify different environments and their effects on living things
Performance-Based Assessment: <i>Evidence of Learning</i>		
Informative/Explanatory Task: Write about a special home Children will select an animal from Hábitats de los animales. They will tell you about the animal and its home.		

Lesson	Reading Objective	Oracy	Reading Analysis		Writing Objective	Writing Tasks		
			Analysis			I Do (Teach & Model)	We Do (Prepare to Write)	You Do (Independent Writing Practice)
Language and Foundational Skills Lessons: Grade K								
Lesson 1:	Identifican el tema principal de un texto y vuelven a contar los detalles claves de este.	BK: Tell children: Vamos a leer sobre distintos lugares donde viven los animales. El lugar donde vive un animal se llama hábitat. Then say: Un animal tiene que vivir en un hábitat donde puede obtener alimento, agua y refugio Have partners choose an animal they are familiar with and discuss the following questions: ¿Dónde vive el animal? ¿Qué come? ¿Dónde creen que busca refugio? Have children share their ideas with the class and provide sentence frames such as the following: El/La ____ vive en _ Come _ . Busca refugio en__	Reading Analysis: Identificar el tema principal y los detalles clave Identify Main Topic and Key Details Suggested Thinking Map: Circle Map	Identify Main Topic and Key Details Read aloud the second sentence on p. 8. La oración dice que los bosques, las praderas y los desiertos son ejemplos de hábitats de la tierra. ¿Esta oración nos dice algo más acerca del tema de los hábitats de los animales? Sí, menciona diferentes hábitats de la tierra Guide children to identify other supporting details, such as the different water habitats named on p. 14. Have children explain why they chose each detail and where to write it	Escriben un detalle que describe un hábitat.	Set the Purpose: Teach & Model: Say: Un tipo de escritura informativa/explicativa describe o habla sobre alguien o algo. Tell children that today they will describe and draw the habitat they chose.	Display pp. 10–11 and read aloud the text. Ask: ¿Qué palabras usa el escritor para describir los desiertos? ¿Qué información agregan las fotos? Prepare Explain that when writers describe something, they tell what it looks like, sounds like, feels like, smells like, and/or tastes like. Children can describe the habitat in the photographs by telling what it looks like. Organize: As a class, choose a habitat to describe from Hábitats de los animales. Ask children to tell as much detail as they can about the photographs they see. Write: children’s responses on the board or chart paper. Use the list as a guide when children draw and add details. Model a sentence that describes a habitat in one of the photographs. “Muchas plantas verdes crecen en los lagos de agua dulce.”	INDEPENDENT PRACTICE Display the completed list of descriptive details about the habitat that children worked on together. Tell children that they will choose appropriate details from the list to describe the habitat they choose. Have them write a detail that includes a describing word about a habitat. COLLABORATIVE PRACTICE Have children work together in small groups so they can help each other write a detail about each child’s habitat. SHARE WRITING Ask volunteers to share their writing with the class. Ask the class to identify the words that tell what the habitat looks like.

Lesson 2:	Hacen y contestan preguntas sobre las palabras desconocidas de un texto	BK: Tell children: Vamos a volver a leer las primeras páginas de nuestro libro sobre los hábitats de los animales. Miremos las fotos en las páginas 4 y 5. ¿Qué animales ven? ¿Dónde vive cada animal? ¿En qué se diferencian estos hábitats? Divide the class into two groups. Assign one group “bosques,” and the other group “mar.” Have each group brainstorm other animals that live in each habitat, and discuss why they think each animal lives there. Then have each group share their ideas with the class. PRETEACH VOCABULARY <i>alimento and refugio</i>	Language Analysis: Usar las palabras para comprender un texto Use Words to Understand a Text Suggested Thinking Map:	Use Words to Understand a Text Display p. 5 of <i>Hábitats de los animales</i> . Read aloud the sentence and have children look at the photograph. La oración dice que los pulpos viven en el mar. Si no sé qué es un pulpo, puedo buscar pistas en la fotografía. La foto muestra un animal grande con brazos largos. Flota en el mar. Entonces, ¿un pulpo debe ser un animal que vive en el agua y tiene brazos largos!	Participan en una actividad de escritura informativa/explicativa compartida	Write Labels Set the Purpose Explain that when writing an informative/explanatory text, a writer sometimes includes photographs or illustrations with labels. Say: Un rótulo es una palabra o frase que se agrega a una imagen para presentar el nombre de una persona, un animal, un lugar o una cosa en esta.	Display p. 13 of <i>Hábitats de los animales</i> and model how to add labels to photographs. Use self-stick notes to label the tree and the leaves in the photograph. Ask: ¿Qué animal vive en este hábitat? (el mono) Prepare: Explain that a label is a quick way to tell readers what a photograph or illustration shows. Explain that by adding labels to their drawing, children can make sure people who see their work will know what each plant or animal is. Organize: Choose an informational text that has illustrations without captions or labels. Display a picture from the text. Model writing a label for an item in a picture. For example, “Esta foto muestra un búho y un petirrojo. Puedo agregar los rótulos búho y petirrojo junto a cada ave para que los lectores sepan cuál es cada una.” Write: Have children suggest items in another photograph or illustration that could be labeled. Write the labels, or have children volunteer to write labels to add to the text.	INDEPENDENT PRACTICE Have each child draw one of the plants and animals in their habitat and copy its name onto a self-stick note COLLABORATIVE PRACTICE Have children work in pairs to help each other label both children’s drawings. SHARE WRITING Ask volunteers to share their drawings and labels with the class. Ask the class to discuss how the labels help viewers better understand the drawing.
Lesson 3:	Describen las relaciones entre los sucesos, las ideas o los datos de un texto	BK: Tell children: Vamos a volver a leer otra parte del libro sobre los hábitats de los animales. ¿Sobre qué tipos de hábitats han aprendido hasta ahora? ¿Qué animales viven en esos hábitats? Have children answer in complete sentences. Provide sentence frames such as: Aprendimos sobre _____. Allí viven PRETEACH VOCABULARY Discuss the following words <i>océanos and lagos</i> ¿Cuál es más grande, un océano o un lago? ¿Alguna vez estuvieron en el océano o cerca de él? ¿Cuándo? ¿Qué animales vieron allí? ¿Alguna vez estuvieron en un lago o cerca de él?	Reading Analysis: Hacer conexiones en un texto Make Connections in a Text Suggested Thinking Map:	Making Connections Display the cover of <i>Hábitats de los animales</i> . Model how to use the cover photograph and title to identify the main idea of the book. Then review the completed graphic organizer. Model how to use the key details in the graphic organizer to tell more about the main idea. Have children add drawings to provide additional detail.	Dictan o escriben un dato sobre una planta o un animal	Write Facts Set the Purpose Explain that when writing an informative/explanatory text, a writer uses facts, things that can be proven true, to tell more about a topic. Tell them they will be revisiting the text to find facts about the plants and animals to add to their mural. Today they will choose a plant or animal to write or dictate a fact about. Teach & Model: Confirm children’s understanding of the use of facts by having them answer the following questions. Ask: ¿Qué es un dato? ¿De qué manera los datos permiten que los lectores aprendan sobre distintos temas?	Prepare: Remind children that someone conducted research to find facts for the text and information in <i>Hábitats de los animales</i> . Display another text with words and pictures about plants and/or animals. Organize: Explain that you will choose a plant or animal from the text you are displaying and write a fact about it. Model choosing a plant or animal (“Los árboles de hoja perenne son los que mantienen las hojas todo el año.”) Write: Model looking for and writing a fact about a plant or animal in the book you are displaying. (“Me parece interesante que los árboles de hoja perenne no pierdan las hojas en otoño. Voy a escribir ese dato sobre estos árboles.”)	INDEPENDENT PRACTICE Have children dictate or write a fact about a plant or animal from <i>Hábitats de los animales</i> . COLLABORATIVE PRACTICE Have children work in pairs to find and write a fact about one of their plants or animals. SHARE WRITING Ask volunteers to share their writing with the class. Ask the class to identify the fact the writer uses.

Lesson 4:	Hacen y contestan preguntas sobre los detalles claves de un texto	BK: Tell children: Hoy vamos a leer la última parte de nuestro libro, Hábitats de los animales. Hemos aprendido sobre distintos hábitats. ¿Sobre qué hábitats aprendieron? List the habitats on chart paper. Then explain that people live in a habitat, too. Discuss the following questions: ¿Las personas suelen vivir en la tierra o en el agua? ¿En su hábitat el estado del tiempo es frío o cálido? ¿Cómo cambia el estado del tiempo? ¿Qué animales viven en su hábitat? PRETEACH VOCABULARY Discuss the following words: <i>dañar and cuidar</i>	Reading Analysis: Usar los detalles clave para comprender un texto <i>Use Key Details to Understand a Text</i> Suggested Thinking Map:	<i>Use Key Details to Understand a Text</i> Miremos la página 19. ¿Qué preguntas tienen? ¿Las respuestas nos ayudarán a comprender el libro? Have children ask and answer questions about key details in Hábitats de los animales to clarify and confirm their understanding of the book.	Dictan o escriben para nombrar el tema de un texto informativo	Name a Topic Set the Purpose Explain that when writing informative/explanatory texts, writers often name the topic they are writing about. Remind children that a topic is what the text is mostly about. Say: <i>El escritor nombra el tema en el encabezado.</i> Un encabezado es una palabra o frase en la parte superior de una sección del texto que dice de qué trata la sección. También puede incluir una oración temática. Esta indica al lector de qué trata un texto o una sección. Teach & Model: Help children understand that the writer uses a heading to tell what a section of the text is about, and a topic sentence to tell readers more details about the topic of the section. <i>Display p. 8 of Hábitats de los animales. Ask:</i> ¿Cómo dice el escritor cuál es el tema de la sección?	Prepare: Remind children that writers choose topics and then structure the text around that topic. This includes headings and topic sentences. Organize: Model how a writer might choose a heading. (<i>Imaginen que escribo un libro sobre las ballenas del océano. Incluye distintas secciones que dicen cosas diferentes sobre las ballenas. Un encabezado podría ser: Cómo consiguen comida.</i>) Write: Model writing a topic sentence about the topic from the discussion above. <i>“Como mi libro es sobre las ballenas, mi oración temática podría ser: Las ballenas pueden nadar grandes distancias en el océano.”</i>	INDEPENDENT PRACTICE Have children choose a heading and a topic sentence to dictate or write. Have them put the heading above their picture and their sentence below it. COLLABORATIVE PRACTICE Have children work in small groups to help each other think of headings and topic sentences for each other’s drawings. SHARE WRITING Ask volunteers to share their writing with the class.
Lesson 5: Detective	Hacen y contestan preguntas sobre los detalles claves de un texto	BK: Tell children: Vamos a leer un cuento sobre una familia que ve una zarigüeya en un árbol afuera de su casa a la hora de dormir. Show children photographs of opossums Engage children in a discussion using these questions: ¿Qué saben sobre las zarigüeyas? Describan cómo es una zarigüeya. ¿La zarigüeya les recuerda a otros animales? ¿A cuáles? PRETEACH VOCABULARY Discuss the following words <i>nocturnos and silvestres</i>	Reading Analysis: Usar los detalles clave para comprender un texto <i>Use Key Details to Understand a Text</i> Suggested Thinking Map:	<i>Ask and Answer Questions</i> Model how to ask and answer another question about the story. ¿Por qué las zarigüeyas están en el jardín de la familia? Según el cuento, buscan comida cerca de donde viven las personas.	Participan en una actividad de escritura informativa/explicativa compartida	Describe a Home Set the Purpose: Remind children that when writing informative/explanatory texts, a writer uses details to describe, or tell more about, a person, place, or thing. Say: <i>Los escritores describen a una persona, lugar o cosa para ayudar a os lectores a comprender mejor de qué trata el texto. Agregan detalles usando palabras e ilustraciones.</i> Teach & Model: Help children understand that the writer gives details about animal homes and why they are good for the animals who live there. Display pp. 6–7 and read aloud the text. Ask: ¿Qué necesitan algunas tortugas en su hábitat? ¿Por qué?	Prepare: <i>Display p. 12</i> of Hábitats de los animales and read aloud the first sentence. Remind children of the definitons of a noun, a verb, and an adjective. Then have them identify each kind of word in the sentence. Organize: Model using strong adjectives to add details giving a simple and then a complex description of a classroom object. Ask children which description was better and why. Write: Model using adjectives and nouns to describe an animal’s habitat. <i>“El zorro ártico vive en la tundra donde hace mucho frío y el suelo está cubierto de nieve blanca y brillante.”</i>	INDEPENDENT PRACTICE Have children choose an animal’s habitat and draw a picture of it. Then have them dictate or write to tell a detail about the habitat. COLLABORATIVE PRACTICE Have children work in pairs to write a detail about their pictures. SHARE WRITING Ask the class to display their drawings and read their details aloud. Remind children to speak audibly.

Lesson 6:	Identifican las razones que da un autor para apoyar las ideas de un texto	BK: Tell children: Vamos a leer una selección sobre los animales que viven en diferentes tipos de lugares en la Tierra. Show children a few photos of some of the different environments discussed in the selection. Talk about the characteristics of these environments. Engage them in a discussion using questions such as the following: ¿Cómo es la vida en el Ártico? ¿Por qué creen que sería difícil vivir en un lugar que es frío y está cubierto de nieve? ¿Qué tipos de animales creen que pueden encontrar que viven en el Ártico? PRETEACH VOCABULARY Discuss the following words <i>mamífero</i> and <i>oxígeno</i>.	Reading Analysis: Hallar razones que apoyan ideas Find Reasons That Support Points Suggested Thinking Map:	Author’s Reasons Review the author’s point and the first supporting reason with children. Then ask: ¿Qué otra razón da el autor para explicar por qué es difícil vivir en las profundidades de los océanos? Según el texto, allí casi no hay alimentos. ¿Es una razón que apoya la idea de que es difícil vivir en las profundidades de los océanos? ¡Sí, lo es! Por eso voy a escribirla en el segundo recuadro	Dictan o escriben un título y una oración sobre un tema	Name a Topic Set the Purpose: Remind children that when writing informational texts, writers often name the topic they are writing about. Review that a topic is what the text is mostly about. Say: El escritor a menudo menciona el tema en el título del texto. A veces también menciona el tema en la primera página o cerca del principio del Texto. Teach & Model: Help children understand how the writer uses the title and sentences in the beginning of Hábitats de los animales. Say: El escritor da a los lectores una idea sobre el tema en el título del texto.	Prepare: Explain to children that asking questions about what they read is an important part of becoming a good reader and writer. When children write about a topic, they can use questions to focus what they will write about a topic. Organize: Display an unfamiliar book from the classroom library. Prompt children to identify the topic of the book using the pictures and title. Then model how to ask a question that relates to the topic. Explain that the answer to that question can tell more information about the topic. Write: Model for children how to use the question from the classroom book to write a sentence that names the topic they identified.	INDEPENDENT PRACTICE Ask children to choose a topic, draw a picture of their chosen topic, and write a word or title that names the topic. Then have them use questions to write or dictate a sentence that names the topic. COLLABORATIVE PRACTICE Have children work in small groups to choose a topic, create a drawing, and write the title and sentence that name the topic. SHARE WRITING Ask volunteers to share their writing with the class. Ask the class to use question words to ask other children questions about their writing and drawings
Lesson 7:	Describen las relaciones entre los sucesos, las ideas, o los datos de un texto.	BK: Say: Vamos a aprender más acerca de las casas de los animales. ¿Qué tipo de casa podría tener un perro? ¿Qué tipo de casa tiene un pájaro? ¿Qué necesitan los animales de su casa? Explain that pets have different kinds of homes than wild animals. Have children think of some animals that are not pets. List the names on the board. Then, have partners discuss the following questions: ¿Qué tipo de casa tiene cada animal? ¿Qué otros tipos de casas de animales vieron alguna vez en su patio trasero, el patio de la escuela o un parque? PRETEACH VOCABULARY Discuss the following words <i>naturaleza</i>, <i>sabana</i>, <i>túneles</i>, <i>cúpula</i>, and <i>campanarios</i>.	Reading Analysis: Relacionar los sucesos y las ideas de un texto Connect Events and Ideas in a Text Suggested Thinking Map:	Make connections Explain to children that to make a connection between two kinds of homes in the text, they should first look for ways that the homes are alike or different. Display photographs of a termite’s nest and a stork’s nest. Model how to make a connection between the nests using details in the photographs. Veo que los dos nidos son muy grandes. El nido de las termitas es alto y parece un castillo. El nido de la cigüeña está en la cima de un árbol.	Participan en una actividad de escritura informativa/ explicativa compartida	Tell Information Set the Purpose: Remind children that when writing informative/explanatory texts, writers tell information about a topic. Say: Un escritor usa palabras e ilustraciones o fotografías para presentar más información sobre el tema. Teach & Model: Explain that when telling information, a writer tells details, or small pieces of information, about the topic. Say: Los lectores leen las palabras y miran las ilustraciones del texto. Las palabras descriptivas les ayudan a ilustrar la información en su mente.	Prepare: Remind children that adding details to their writing, especially informational texts, is important so that the reader can understand more about the topic. Give children an example of a sentence you have written about a topic. Organize: Ask children questions about the example you gave. “¿Qué más les gustaría saber sobre el tema que no escuchan en el texto o ven en la Ilustración?” Write children’s suggestions. Write: Explain that after you have written a sentence about the topic, you can add details to tell readers more about your topic	INDEPENDENT PRACTICE Have children review the title and sentence they wrote in the previous lesson. Have them dictate or write a sentence and add details to their drawing to tell more information about their topic. COLLABORATIVE PRACTICE Have partners trade papers and suggest details to add to each other’s work. SHARE WRITING Ask volunteers to share their writing with the class. Ask the class to summarize the details each volunteer has written.

Lesson 8:	Identifican las razones que da un autor para apoyar las ideas de un texto	BK: Say: Vamos a volver a leer los textos informativos Hábitats de los animales y “Animales constructores”. Hablemos de lo que recordamos sobre estos dos textos. PRETEACH VOCABULARY Discuss the comparison words <i>pero, también, and ambos.</i> Explain that these are words we use to compare how things are alike and different.	Reading Analysis: Identificar las razones de los autores <i>Identify the Authors’ Reasons</i> Suggested Thinking Map:	<i>Identify the Authors’ Reasons</i> Review the first Main Idea graphic organizer with children. El autor de Hábitats de los animales dice que las personas deben proteger los hábitats. Para apoyar esa idea, explica que los cambios en el hábitat pueden dañar a los animales.	Dictan o escriben una explicacion sobre una planta o un animal	Write an Explanation Set the Purpose: Explain to children that when writing an informational text, writers often use facts, or pieces of true information, to explain something. Say: <i>Una explicación es la manera en que un escritor da razones o habla sobre algo usando más detalles.</i> Teach & Model: Using Hábitats de los animales as an example, Ask: ¿Qué detalles clave se presentan en el texto? ¿Por qué es importante saberlos? Display p. 18 of Hábitats de los animales and read aloud the text. Ask: ¿Qué detalles cuentan cómo afectan a los animales los cambios en los hábitats?	Prepare: Remind children that writing to inform or explain about a topic is different from writing a story. Writers gather information, or conduct research, to compose informational texts. Organize: Give children an example of a topic you may write a story about versus writing a book about a topic where you may need to gather information. Tell children that they will practice gathering information in order to tell about a plant or animal. Choose one habitat as a class and research it. Explain to children that they can use books, magazines that contain facts, and with guidance, the Internet to find information. Write: Have the class decide together which information to use to write about their topic. Model how to write about the topic. First, draw a picture of the topic and label it. Then use the research to write an explanation	INDEPENDENT PRACTICE Have children choose a plant or animal and draw a picture of that plant or animal in its home. Tell them to label their drawing with the name of the plant or animal. Then have them write a sentence that explains something about the plant or animal and its home. COLLABORATIVE PRACTICE Have children work in small groups to choose a plant or animal and draw and write about it. SHARE WRITING Ask volunteers to share their writing with the class. Ask the class to summarize each volunteer’s explanation.
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PBA- Informative/Explanatory

Elige un animal de **Hábitats de los animales**. Habla sobre el animal y su hogar.

- Acuérdate de:
- decir qué animal elegiste
 - hacer un dibujo del animal y de su hogar
 - hacer un dibujo, dictar o escribir una oración que hable del hogar del animal

Lista de Repaso

- Elegí un animal para hablar de él?
- ¿Usé información de Hábitats de los animales?
 - ¿Hice un dibujo del animal y su hogar?
 - ¿Hice un dibujo, dicté o escribí una oración sobre el hogar del animal?

[Module 1P Informative/Explanatory Rubric](#)
[Grade K Spanish Rubrics](#)

Vocabulario

ANCHOR TEXT *Habitats de los animales* Informational Text

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	English Cognates	Informational Links
mayoría	mayor	más, cantidad	majority	Topic
alimento	alimentar	comida, nutrición		Unit Theme
refugio	refugiar, refugiado	protección, asilo, amparo, casa	refuge	Unit Theme
soleados	sol, solar	cálido, día		Topic
montón		mucho, cantidad		Topic
indica	indicar, indicador	mostrar, señalar	partial cognate: indicate	Topic
ártico	antártico	polar, frío, nieve	Arctic	Topic
cálidos	calor, caluroso	temperatura, clima		Topic
húmedos	humedad	agua, clima	humid	Topic
salada	salar, sal	sazonar, sabor		Topic
rondan	rondar, ronda	rodean, alrededor, vueltas	false cognate: round	Topic
derrames	derramar, derramado	pérdidas, líquido		Topic
tala	talar, talado	cortar, árbol, bosque		Topic
demuestra	demostrar, demostrado, mostrar	enseña, manera	demonstrate	Topic
mencionar	mención, mencionado	nombrar, decir, enumerar	mention	Topic

SUPPORTING TEXT “La zarigüeya” Literary Text

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	English Cognates	Narrative Links
arce		árbol, bosque, miel, jarabe		Setting
acurrucados	acurrucar	acostados, apretujados, juntos		Plot
madrigueras		hogares, casas, huecos, cuevas		Setting

SUPPORTING TEXT “La vida está en todas partes” Informational Text

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	English Cognates	Informational Links
ambientes	medioambiente	entorno, área, clima	false cognate: ambients	Unit Theme
profundidades	profundo, profundidad	hondo, agua, mar, fondo		Topic
sobrevivir	vivir	supervivencia, fuerte, sano	survive	Unit Theme

SUPPORTING TEXT “Animales constructores” Informational Text

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	English Cognates	Informational Links
estructuras	estructurar, estructural	construcciones, edificaciones, edificios	structures	Topic
construir	construido, construcción	formar, hacer	construct	Unit Theme
diques		muro, construcción, barrera		Topic

Applying Enduring Understandings

Sample Prompt	Scaffolded Frames: Spanish	Scaffolded Frames: English
Tell about a fact or detail you learned about a habitat .	Aprendí que _____	I learned that _____.
Tell how you described an animal’s home in your informative writing in Spanish and English.	En mi oración, usé las palabras _____ para describir el hogar de _____.	In my sentence, I used the words _____ to describe a _____ home.
Why do animals need a home?	Los animales necesitan un hogar porque _____.	Animals need a home _____.

Instructional Resources

- [K-Language Expectations](#)
- [Leveled Language Frames](#)
- [Thinking Maps- Possible Signal Words](#) & [Spanish Thinking Maps One-page Guide](#)
- [Cooperative Learning Structures](#)
- [Tonos de significados para descripciones de los personajes](#)

Oracy: QSSSA: a structured conversation strategy
SIOP Strategies: Building Background Knowledge, Key Vocabulary & Scaffolding
Comprehensible input: using visuals, gestures, wait time, repetitions & sentence frames
Cross-Language Connections: Cognates, Dictado, Preview & Review, and Strategic use of language - vs. Concurrent Translation

Other: