

K-3 SEAL Thematic Plan

This Thematic Planner has been adapted to accommodate a 4-week unit. Strategies NOT planned for the unit have been removed from the planner to avoid confusion. Planning Resource pages have been created to give detailed information of each strategy complete with virtual considerations.

Theme:
Welcoming and Affirming Communities -
Creating Communities /Creando comunidades

Grade Level/District: 2nd and 3rd

Language Function(s)(Mod II):
Description

Dates: Start of the School Year

Writing Genre: Narrative

Enduring Understandings (2-3): What do I want the kids to know and be able to do at the end of the theme that they can apply later in their life? "So what?" **Entendimientos Necesarios (2-3):** ¿Qué quiero que los niños sepan y puedan hacer al final del tema que puedan aplicar a su vida en el futuro? "¿Y qué?"

Students will understand that.../Los estudiantes entenderán que

- Their social identities play an important role in helping them become influential social actors in their (home/classroom/school) communities. / *Sus identidades sociales desempeñan un papel importante para ayudarlos a convertirse en agentes sociales influyentes en sus comunidades (hogar/salón/escuela).*
- The ability to name their emotions and learn how to communicate those emotions is the foundation for building healthy relationships. / *La capacidad de nombrar sus emociones y aprender a comunicar esas emociones es la base para construir relaciones saludables.*
- Respecting, understanding, and embracing similarities and differences of each other allows us to develop an inclusive classroom community where empathy, appreciation and advocacy for others are at the center. / *Respetar, comprender y adoptar similitudes y diferencias entre nosotros nos permite desarrollar una comunidad en el salón inclusiva donde la empatía, el aprecio y la defensa de los demás está al centro.*

What do I love/what matters to me personally about this unit and topic? (Module 6)

Essential Questions: (Related to Enduring Understandings; promote inquiry, require explanation, and have no right answer)
Preguntas Esenciales: (Relacionado a entendimientos necesarios; promueve la investigación, requiere explicación y no tienen la respuesta correcta)

- What's unique about me that puts me in a position to help my community? / *¿Qué es algo único que a mí me permite ayudar a mi comunidad?*
- How does knowing how to communicate my emotions help me to build healthy relationships with my family, friends and community? / *¿De qué manera saber cómo comunicar mis emociones me ayuda a construir relaciones saludables con mi familia, amigos y comunidad?*
- How can I gain understanding of, show respect for, and embrace the similarities and differences among my community members and our cultures? (in order to.....create a more just, inclusive....) / *¿Cómo puedo obtener la comprensión de demostrar respeto y aceptar las similitudes y diferencias entre los miembros de mi comunidad y nuestras culturas? (para poder ... crear un..... más justo, inclusivo ...)*

We are a community of sociologists conducting a study about creating strong communities (Module III) / Somos una comunidad de sociólogos que realiza un estudio sobre la creación de comunidades sólidas (Módulo III)

FOCAL STANDARDS

Content Standards (Social Studies/Science):

Social Studies Standards:

2.3 Students explain governmental institutions and practices in the United States and other countries.

2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

Learning for Justice: Social Justice Standards:

Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups
3. Students will recognize that people's multiple identities interact and create unique complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people

Diversity

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Justice

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Action

17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Health Education Standards:

2nd Grade:

- 1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups
- 1.9.M List healthy ways to express affection, love, friendship, and concern.
- 7.2.M Show respect for individual differences.
- 8.1.M Object appropriately to teasing of peers that is based on personal characteristics.

3rd Grade:

- 1.1.M Describe examples of healthy social behaviors
- 4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
- 8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.
- 8.3.M Demonstrate the ability to support and respect people with differences.

ISTE Standards:

- 2. Digital Citizens - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

SLA/ELA Standards:

- RL.2** With prompting and support, retell familiar stories, including key details/ *Con sugerencias y apoyo, cuentan cuentos que les son familiares, incluyendo los detalles clave*
- SL.4** Describe familiar people, places, things and events, and, with prompting and support, provide additional detail/ *Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.*
- SL.5** Add drawings or other visual displays to descriptions as desired to provide additional details/ *Añaden dibujos y otros medios visuales a las descripciones según deseen para ofrecer detalles adicionales*
- SL.6** Speak audibly and express thoughts, feelings, and ideas clearly/ *Hablan en forma audible y expresan sus pensamientos, sentimientos e ideas con claridad*
- W.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order, and provide a reaction to what happened/ *Usan una combinación de dibujo, dictado y escritura para narrar*

SEAL Strategies that Target Standards:

- Dialogic Read Aloud
- Mini Literature Study
- Draw and Label
- Chants
- Academic Process Journal
- Language Function Wall
- T-graph for Self-Awareness
- Community Circles
- Sentence Patterning Chart
- Narrative Input

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.

ELD Standards:

I.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
I.C.10 - Composing/writing literary and informational texts to present, describe, and explain ideas and information
I.C.12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
II.B.3 Using verbs and verb phrases (**to be, and to have**)
II.C.6 - Connecting ideas

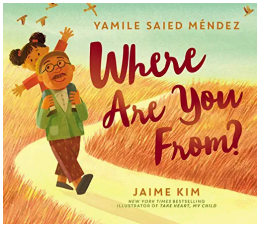
Possible Math Standards:

Key Vocabulary for Theme (30-60 words): *Think about Isabel Beck's Tier II/III words; include key vocabulary related to Language Functions*

English/Spanish	exclusion / exclusión	protest / protesta
advocacy / abogacía	explain / explicar	public virtue / virtud pública
ally / aliada-o	grief / dolor	racism / racismo
anger / coraje, enojo, rabia	ignore / ignorar	relationships / relaciones
anti-racism / anti racismo	inclusive / inclusivo-a	roles / papeles
bias / parcialidad, prejuicio	influential / influyente	sadness / tristeza
bystander / espectador-a	injustice / la injusticia	self-awareness / conciencia de sí mismo
character traits/las características	insult / insulto	self-care / cuidados personales
community / comunidad	language/el lenguaje	silent / silencio
		similarities / las similitudes, las semejanzas
culture/cultura	mental health / salud mental	social identities / identidades sociales
differences / diferencias	mindfulness / atención plena	stereotypes/ los estereotipos
diversity / diversidad	nations / naciones	tease / embromar, burlar

diplomacy / diplomacia	non-violence / no violencia	trust / confianza, confiar
emotional health / salud emocional	passions/pasiones	
	peaceful protest / protesta pacífica	
emotions / emociones	perspective / perspectiva	
empathy / empatía	prejudice / prejuicio	
equity / equidad	rules / reglas	

Planning Grid (Categorical Matrix): Note- The planning grid for this unit is the Mini-Literature Study Categorical Matrix.

Title	Identities	Challenges/Emotions	Actions for Allyship
<p>Where Are You From? Yamile Saied Mendez/Jaime Kim</p>  <p>Book is available in Spanish and English</p>	<p>Nationality Culture Language Family</p>	<p>When people keep questioning her; Where are you from? - even when she answers, she is doubted. She feels uncertainty, doubt, confusion</p> <p>She and her abuelo look like they don't belong.</p> <p>Abuelo wants her to feel proud about her heritage, connected to her ancestors and loved. Once she learns about her heritage, she feels curious, joyful and proud.</p>	<p>Learning not to repeatedly question someone's identity (where are you really from?)</p> <p>Discovering one's heritage, language, culture and ancestors are all important steps to knowing ourselves better. Showing respect for each other's identities helps us strengthen our abilities to be caring allies in our classrooms and communities.</p>


<p>My Papi Has a Motorcycle Isabel Quintero/Zeke Peña</p>  <p><i>Book is available in Spanish and English</i></p>	<p>Culture Family Language Passion Gender</p>	<p>Everything is changing around them. The community looks different and her local store is closing down. Dedicated, love, joy, worried proud</p>	<p>Daisy is bilingual - how can we be allies to those who speak multiple languages. (learn words in their language, honor their language...)</p> <p>How does speaking more than one language help us be allies with others?</p>
<p>Drawn Together Minh Le/Dan Santat</p> 	<p>Language Culture Family Gender</p>	<p>The boy and his Grandfather weren't connected to each other because of language and age. The boy felt boredom, frustration and confusion Once they connected through their art, they both felt connected, relief, joy, inspired, love</p>	<p>They took the time to get to know each other and found a commonality - drawing</p> <p>Can learning what you have in common help you know someone better, and help you be an ally?</p>
<p>Proudest Blue Ibtihaj Muhammead with S.K. ALi/Hatem Aly</p> 	<p>Religion Culture Family Gender Language</p>	<p>AAsiya gets bullied for wearing her hijab and Faizah, her sister feels worried, anxious, and upset.</p> <p>Asiyas friends are supportive and Mama's words are with them and she and Faizah feel grateful and strong.</p>	<p>Faizah is concerned for her sister and checks in on her well-being. They ignore and don't engage with bullies.</p> <p>The students are allies who are proud to be her friend.</p>

Designated ELD (Module II)

<p>Week 1 Into <i>To prepare for</i></p>	<ul style="list-style-type: none"> • Basic vocabulary related to content to prepare for unit • Lots of visuals, pictures, realia, drawings, etc. 	<ul style="list-style-type: none"> • Frontload language function & introduce Graphic Organizer(s) and practice with familiar content • Teach differentiated sentence and response frames • Use Language Function chants • Teach grammatical aspects related to language function and content • Lots of oral practice
<p>Week 2 Through <i>To prepare for & response to</i></p>	<ul style="list-style-type: none"> • Build background as needed to prepare or review • Based on Draw & Labels, Narrative, Read Alouds, etc. • Chant in English related to content • Build English vocabulary (Parts I & III) 	<ul style="list-style-type: none"> • Practice forms (language function, grammatical aspects, accurate production) with content • Utilize Graphic Organizers with sentence & response frames to deepen use of analytic language • Ask and answer questions about details • Respond to needs of students
<p>Weeks 3 & 4 Through <i>To prepare for & response to</i></p>	<ul style="list-style-type: none"> • Continue work of Week 2 throughout unit as needed in response to needs of students • Based on content/vocabulary and literature, focus on ELD Part II: Learning About How English Works A, B and C • Deepen use of language function with content • Determine test structure and features • Respond to needs of students 	
<p>Weeks 5 & 6 Beyond <i>To prepare for & response to</i></p>	<ul style="list-style-type: none"> • Prepare for Application of Content & Language for ELD Part I: Interacting in Meaningful Ways <ul style="list-style-type: none"> • I.C.9. Oral presentations demonstrating command of meaning (content) & form (language function, grammatical aspects) I.C.10. Writing demonstrating command of meaning (content) & form (language function, grammatical aspects) 	

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SEAL HIGH-LEVERAGE PEDAGOGICAL PRACTICES

 WITC	Exposure to Rich Literature and High Level Informational Text	
	<u>Fiction</u> <u>Unit Thematic Library</u>	<u>Non-Fiction</u>
<input type="checkbox"/> Narrative Input (optional) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Say Something</u> by Peggy Moss Narrative Input 		

Purposeful, Interactive Read Alouds
<input type="checkbox"/> Interactive Dialogic Read Aloud (Module II) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Where Are You From?/¿De dónde eres?</u> by Yamile Saied Méndez Dialogic Read Aloud <input type="checkbox"/> Literature Study (Module V) - Mini Literature Study

Structured Oral Interaction & Academic Discourse
✓ Think Pair Share
✓ Amplification and Teacher as Language Coach
✓ Language Separation & Signals
✓ Observation Pictures
✓ Language Function Wall

Complex, Precise Academic Vocabulary Development
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- Draw & Label
 - **Teacher D&L and Allyship Draw and Label**
- Content Based Chants **Creating Communities Chant Booklet**
 - Creating a Caring Community
 - Allies Here, There Chant
 - Qué bonito es ser bilingüe
 - Aliados
 - Description Chant
- Sentence Patterning Chart - using the Allies Here, There Chant (Module IV)
 - noun: allies

Graphic Organizers and Visuals (Module II)

For use during content instruction for all students and for integration of ELD into content

Purpose: Graphic organizers help organize information and scaffold more conceptual and analytic thinking by providing a VISUAL display of connections, patterns and the relationships between information. This is crucial for English Learners. Graphic organizers should include sentence frames as scaffolds for using the academic language to process, discuss and write about the information.

Virtual Learning Considerations:



- Use them frequently to synthesize content, reteach and provide students a structure with which to organize the content and **talk/write about it**
- Guide your students through how to draw these on their own or include printed copies in packet materials or APJ
- Could be done on a virtual whiteboard (i.e. SeeSaw) after a Read Aloud or Draw and Label or even on paper during a live video call
- Families can text a photo of student generated GO to teacher or upload it onto the classroom platform


Prepare for in D-ELD

- o Preview prior knowledge and language about theme
- o Introduce the GO Language Function through familiar content
- o Teach grammatical aspects related to the Language Function

Respond to in D-ELD

- o Work with the graphic organizer using appropriate visual scaffolds to orally practice creating sentences
- o Use graphic organizers and differentiated sentence frames to create joint writing
- o Chunk graphic organizer for increased comprehension

When	Graphic Organizer	Language Function Target Sentence Frames & Vocab
Into Diagnostic: -identify language structures to support during ELD and/or related to Language Arts -identify areas to build background related to content	Observation Pictures: (Used Into - Through - & Beyond)	Classification Statements: I know/think _____. I want to know _____.
	T-Graph for Social Skills: Self-Awareness What does it look like/sound like? 	Description Self-awareness looks like _____. Self-awareness sounds like _____.
Through As a vehicle for instruction: -practice language structures while learning/processing the content -deepen use of language structures during dedicated ELD	Categorical Matrix Use information from the matrix to describe identities, challenges/emotions, and actions for allyship. 	Description Identities include _____. Identities can consist of _____, _____, _____, and _____. The characters felt _____ because _____.
	Web Create a web describing the teacher (based on the teacher Draw and Label)	Description She/he is/has _____. They are _____. One characteristic of _____ is that she/he/they is/are _____.

	Fill in the web by writing and sketching all of the things that you and your families are “experts” at or know about. 	My family _____.
Beyond To apply more independently: -opportunities for students to use learned graphic organizers and apply language & content	Bridging School to Family Project Students will share their identity projects with small groups/class.	Description I am _____. I have _____, _____, _____. One characteristic about me is that I am _____. I love _____ and _____. _____ and _____ are all very important to me. My strengths include _____. By using these strengths _____, I contribute to my community by _____.

Authentic Writing
Focal Writing Type: Narrative
<div style="margin-left: 20px;"> <input type="checkbox"/> Identity Poems & Self-Expressive Writing (Module IV) <ul style="list-style-type: none"> o Identity Poems: <ul style="list-style-type: none"> ▪ I am Joyful Poems (3 versions) - English & Spanish ▪ Bilingual Poem by Alma Flor Ada ▪ Bilingual Poem Template - Bilingual, English & Spanish Versions </div> <div style="margin-left: 20px; margin-top: 20px;"> <input type="checkbox"/> Academic Process Journal (Module IV) <ul style="list-style-type: none"> o Creating Communities Academic Process Journal </div>

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Collaborative Practice and Skills of Teamwork (Module III)
<ul style="list-style-type: none"> ● T-Graph for Social Skills <ul style="list-style-type: none"> ○ Self-Awareness
<ul style="list-style-type: none"> ● Strategic Teacher-Led <ul style="list-style-type: none"> ○ Community Meetings

Language Development through Arts (Module III)
<ul style="list-style-type: none"> ● Independent/Teacher-Facilitate Art Integration - Jacob Lawrence Mentor Artist
World in the Classroom (Module IV)
<ul style="list-style-type: none"> ● Community Building <ul style="list-style-type: none"> ○ Community Meetings

- Language Exposure Activities
 - **Community Meetings**
 - **Bridging School to Family Project**
- Identity Expression Opportunities

Family Connection

Welcoming and Affirming Communities Unit Family Letter - English
Welcoming and Affirming Communities Unit Family Letter - Spanish

- Authentic Homework

- Home to School Connections

Home School Connection #1

In Response to “Where Are You From?” by Yamile Saied Mendez

Home School Connection #2

In Preparation for Community Meetings - Week 2

Home School Connection #3

Identity Strengths

- Incorporation of Family Experiences

- **Home to School Connections**

- **Bridging School to Family Project**

- **Family Interviews**