

# Bilingual Thematic Overview

Grade level   2   Theme: Problem Solvers

Language Function(s)   Cause/Effect  

Year long % LOTE                    % English                   

This theme is grounded in: LOTE or English

## SEAL :

K: [Suggested Pacing Guide](#)

1st: [Suggested Pacing Guide](#)

2nd: [Suggested Pacing Guide](#)

3rd: [Suggested Pacing Guide](#)

4th: [Suggested Pacing Guide](#)

5th: [Suggested Pacing Guide](#)

[One Stop SEAL Shop: Implementation Guidance with links](#)

## Language Function

- **Primary:** Cause/Effect
- **Secondary:** Opinion (CEA is English Opinion Writing)

2nd	The Youngest Marcher
2nd	Di Algo

1.

Make a copy [Dialogic Read Aloud Blank Template](#)

### Essential Questions:

How can I make a difference in my world?/¿Cómo puedo hacer una diferencia en mi mundo?

• How have individuals or groups influenced change and solved problems?/¿Cómo

han influido los individuos o grupos de personas en el cambio y han resuelto los problemas?

Students will understand that:

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

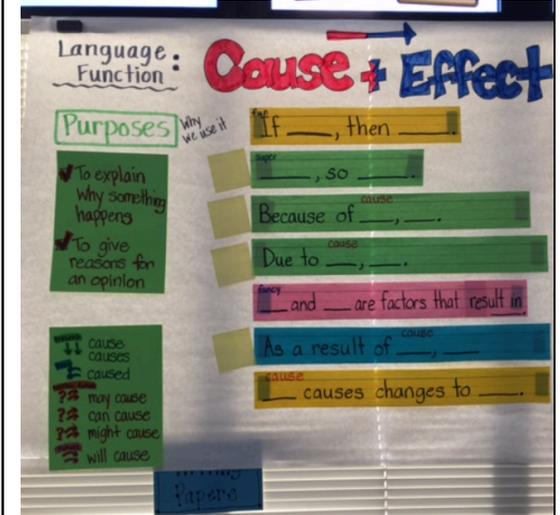
- structures exist to support communities, governments and nations as they interact with each other to solve problems./ Las estructuras existen para apoyar a las comunidades, a los gobiernos y a las naciones mientras que interactúan unos con otros para resolver los problemas.
- one person can make a difference. It's our responsibility to stand up for justice./Una persona puede hacer la diferencia. Es nuestra responsabilidad apoyar a la justicia.

Weeks	Spanish Language Arts and Integrated Content	English Language Arts and Integrated Content	Designated ELD
<p><b>1 &amp; 2</b></p> <p>Introducing the Theme</p>	<p><b>Week 1 What is a Problem Solver?/¿Qué es un solucionador de problemas?</b></p> <p><b>Unit Opening:</b> Essential Question</p> <p><a href="#">Gallery Walk</a> <a href="#">Picture File Cards</a> KWL</p> <p><b>Chant:</b> <a href="#">Tu puedes ser activista</a></p> <p><b>Read Aloud:</b> Di Algo</p> <p><b>T-Chart:</b> Determinación (cognate)</p>	<p><b>Week 1 What is a Problem Solver?/¿Qué es un solucionador de problemas?</b></p> <p><b>Unit Opening:</b></p> <p>Essential Question MindMap with change makers in the middle</p> <p><b>Draw and Label:</b> <a href="#">John Lewis</a></p> <p><b>Chant:</b> <a href="#">Activists Here, Activists there</a></p> <p><b>Read Aloud:</b> The Youngest Marcher <a href="#">Lesson Plan</a></p>	<p><b>Week 1 What is a Problem Solver?/¿Qué es un solucionador de problemas?</b></p> <p>Week 1 of ELD use the <a href="#">Lesson Planner Guide</a> (day 1-5 week 1) Language Function: cause/effect</p> <p><b>Sentence Patterning Chart:</b> John Lewis</p>

		<p>Time permitting: Deconstruction Text - focus vocabulary/idioms <a href="#">Lesson Plan</a></p>	
	<p><b>Week 2:</b></p> <p><b>Read Aloud: ¡No Es Justo!: Emma Tenayuca's Struggle for Justice</b></p> <p><b>Chant: same chant - steps 2 &amp; 3</b></p> <p><a href="#">The Dictado</a> : Cuando los activistas luchan juntos, mejoran el mundo. (M-W-F) <a href="#">video</a></p> <p><b>Sentence Patterning Chart</b></p>	<p><b>Week 2</b> <b>Draw and Label - Reprocess John Lewis</b></p> <p><b>Read Aloud: Our House is On Fire</b> available on Sora</p> <p><a href="#">Lesson Plan</a></p> <p><b>Chant: same chant - steps 2 &amp; 3</b></p> <p><b>Process Grid</b></p> <p><a href="#">Academic Process Journal</a></p>	<p><b>Week 2</b></p> <p>Week 2 of ELD use the <a href="#">Lesson Planner Guide</a> (day 1-5 week 2) Language Function: cause/effect</p> <p><b>Sentence Patterning Chart - John Lewis and Heroes</b></p>
<p><b>3</b></p> <p>Building Content Knowledge</p> <p>Focus for Learning: How do people make change?/ ¿Cómo</p>	<p><b>Week 3</b></p> <p>Read Aloud: El Lapiz Magico de Malala</p> <p><b>Chant: Heroes Chant</b></p> <p><b>Dictado: La contribución de Malala resultó para los derechos iguales.</b></p>	<p><b>Week 3:</b></p> <p><b>Chant: Heroes All Around</b></p> <p>Read aloud: Malala: My story of standing up for Girls Rights <a href="#">Lesson Plan</a> Mind Map/Process Grid</p>	<p><b>Week 3</b></p> <p><b>Chant: Cause and Effect Chant By Heather Skibbins (Tune: Ants Go Marching)</b> <b>When something happens it has a result – hurrah, hurrah</b> <b>The cause comes first and then the effect – hurrah, hurrah</b> <b>Actions result in consequence, It always needs to make some sense,</b></p>

hacen las personas para generar cambio?

In order to understand what happened,  
You must know the cause, BOOM!  
BOOM! BOOM!  
Cause and effect YouTube videos:



### Language Function

During ELD focus on using cause and effect language to talk about John Lewis, the youngest marcher.

			<p><b>Sentence Frames/Marcos de oraciones</b></p> <hr/> <ul style="list-style-type: none"> <li>• ____ caused ____</li> <li>• ____ <i>causa</i> ____</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• ____ and ____ were both actions that resulted in ____.</li> <li>• <i>Ambas</i> ____ y ____ <i> fueron acciones que resultaron en</i> ____.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• As a result of ____, ____ happened.</li> <li>• <i>Como resultado de</i> _____, _____ <i>ocurrió</i></li> </ul> <hr/> <ul style="list-style-type: none"> <li>• ____ contributed to ____</li> <li>• ____ <i>contribuyó a</i> ____</li> </ul>
<p><b>Week 4:</b>  <b>What happens when Problem Solvers meet resistance?/ ¿Qué sucede cuando los solucionadores de problemas encuentran resistencia? Strategies:</b></p>	<p><b>Week 4</b></p> <p>Read aloud - Continue with the same book. Pick out pages to type/print to create a reading strategy (point of view/ inferences)</p> <p><b>Chant: Same chant (steps 2 &amp; 3)</b></p> <p><b>Co-Op Strip Paragraph:</b> Emma Tenyauca era una héroe importante por varias razones.</p> <p>SEAL strategies that build towards and support this performance task: Dialogic Read Aloud, Cause &amp; Effect Graphic Organizer and Sentence Frames  Because she was _____, she was able to _____.</p>	<p><b>Week 4</b></p> <p>Read aloud - Continue with the same book. Pick out pages to type/print to create a reading strategy (point of view/ inferences)</p> <p><b>Chant: Same chant (steps 2 &amp; 3)</b></p> <p><b>Co-Op Strip Paragraph:</b></p> <p>John Lewis was an important activist during the civil rights movement.</p> <p><b>SEAL strategies that build towards and support this performance task: Dialogic Read Aloud, Cause &amp; Effect Graphic Organizer and Sentence Frames</b>  Because he was _____, he was able to _____.</p>	<p><b>Week 4</b></p> <p><b>Metalinguistic Charts</b></p> <p><b>Suffixes</b></p> <p><b>Tion/Cion</b></p>

	Emma was _____ , consequently _____ . When Emma _____ , _____ as a result.	John Lewis was _____ , consequently _____ . When John _____ , _____ as a result.	
<b>Week 5</b>  What happens when Problem Solvers meet resistance?/ ¿Qué sucede cuando los solucionadores de problemas encuentran resistencia? Strategies:	<b>Week 5</b>  Group Work <a href="#">Menu</a> (options) Poetry Draw & Label Super sentence with SPC  Chant:  <a href="#">Art Project</a> - poster - what is your message/slogan.mex Be you! Stand up for what's right!	<b>Week 5</b>  <a href="#">T-Chart for social skills?</a> <a href="#">Collaboration</a>  Chant: (students process in their journals) Fill out their process Grid  Arts Integration: Slide Deck - Pick their person and write 3 facts	<b>Week 5</b>  Sentence Patterning Chart  Language Function
<b>Week 6</b>  Deepening/ Applying Content Knowledge Through Meaning Making	<b>Week 6</b>  Review and performance task - Writing	<b>Week 6</b>  Review and performance task - Writing	<b>Week 6</b>  Review and performance task
	Written task: <a href="#">CEA WRITING TASK</a> Escribe e ilustra un texto ficción que describa un héroe utilizando el lenguaje de causa y efecto y secuencia. Asegúrese de concentrarse en los conflictos que enfrentó, las acciones que tomó y el impacto que ha tenido en el mundo. También incluye información sobre las características del personaje que le ayudan resolver el problema que enfrentó.		

	Write and illustrate a nonfiction informational text that describes a hero using cause and effect and sequence language. Be sure to focus on the conflicts he/she faced, the actions he/she took, and the impact he/she has had on the world. Also include information about the characteristics that helped the character solve the problem he or she faced	
<b>LOTE Written performance task</b> (if applicable)		<b>English Written performance task</b> (if applicable)
<b>LOTE Oral performance task</b> (if applicable)		<b>English Oral performance task</b> (if applicable)

<b>Chant Steps</b>
<p><b>Step 1</b> (3 days) - Fun and Fluency (tune, gestures, movements)</p> <p><b>Step 2:</b> (1-2 days) Highlighting words that students found interesting, new, or hard.</p> <p>Step 3: Foundational skills (whatever you are working on, silabas trabadas, what you see in the chant).</p>

<https://sealorg.app.box.com/s/uwp1alidt0ay4bzbd3w160sqlej76pw1>

**Weekly Schedule: Starting on WEEK 30th**

Semana 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA</b> Gallery Walk Mind Map "conflict D& L"	<b>ELA</b> D & L - Action and Impact  Chant: "Activists Here"	<b>ELA:</b> D & L "Traits" Read Aloud: Youngest Marcher <a href="#">First read</a>	<b>ELA</b> Word card review or draw and label and write about what they learned	<b>ELA</b>  Read Aloud: Youngest Marcher <a href="#">Second Read</a>
<b>SLA:</b> Gallery Walk KWL	<b>SLA :</b> Observar nuestros KWL y comenzar el Chant	<b>SLA :</b> Leer el libro "Di Algo"	<b>SLA:</b> Leer el libro "Di Algo"	<b>SLA:</b> Repasar la lectura "Di Algo" comenzar el <b>T-Chart</b>

	aprender el canto de "Tu Puedes ser Activista"		Si tiempo: vocabulario de la lectura . Pick out pages to type/print to create a reading strategy (point of view/ inferences)	<b>determinación</b> y terminar nuestro vocabulario.
<b>ELD/ SLD :</b> <a href="#">Week 1</a>	<b>ELD/ SLD</b> <a href="#">Week 1</a>	<b>ELD/ SLD</b> <a href="#">Week 1</a>	<b>ELD/ SLD</b> <a href="#">Week 1</a>	<b>ELD/ SLD</b> <a href="#">Week 1</a>
<b>Semana 2</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELA:</b> Mind Map- John Lewis  Chant step 2	<b>ELA:</b> Youngest Marcher <a href="#">Third Read</a>	<b>ELA:</b> Our House is On Fire <a href="#">(First Read)</a>  Chant Step 3	<b>ELA:</b> Process Grid	<b>ELA:</b>  Our House is On Fire <a href="#">(Second Read)</a>
<b>SLA:</b> Leer el libro "No es justo"  Dictados	<b>SLA:</b> continuar la lectura y ver vocabulario. . Pick out pages to type/print to create a reading strategy (point of view/ inferences)	<b>SLA:</b> Create sentence patterning chart  Dictados	<b>SLA:</b> Chant aprender el canto de "Tu Puedes ser Activista" <b>parte 2 &amp;3</b>	<b>SLA:</b> create o continuar el <b>T-chart determinación.</b>  Dictados
<b>ELD/SLD:</b> <a href="#">Week 2</a> John Lewis SPC (IN English)	<b>ELD/SLD:</b> <a href="#">Week 2</a>	<b>ELD/SLD:</b> <a href="#">Week 2</a>	<b>ELD/SLD:</b> <a href="#">Week 2</a>	<b>ELD/SLD:</b> <a href="#">Week 2</a>
<b>Semana 3</b>				

Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA:</b> Our House is Burning (Third Read)  Chant "Heros All Around"	<b>ELA:</b> Mind Map- Gretta Thunburg	<b>ELA:</b> Process Grid  Chant Part 2	<b>ELA:</b> Malala (First Read) Chant Part 3	<b>ELA:</b> Malala - Vocabulary building
<b>SLA: Vamos a leer</b> "El Lápiz Mágico de Malala"  <b>Dictados</b>	<b>SLA: Continuar con el libro</b> "El Lápiz Mágico de Malala" . Pick out pages to type/print to create a reading strategy (point of view/ inferences)	<b>SLA: Comenzar con el Héroe Chant</b>  <b>Dictados</b>	<b>SLA: Create sentence patterning chart</b>	<b>SLA: continuar creando el T-chart</b>  <b>Dictados</b>
<b>ELD/SLD:</b> During ELD focus on using cause and effect language to talk about John Lewis, Audrey Fay Hicks, Gretta Thunburg, Malala	<b>ELD/SLD:</b> During ELD focus on using cause and effect language to talk about John Lewis, Audrey Fay Hicks, Gretta Thunburg, Malala	<b>ELD/SLD:</b> During ELD focus on using cause and effect language to talk about John Lewis, Audrey Fay Hicks, Gretta Thunburg, Malala	<b>ELD/SLD:</b> During ELD focus on using cause and effect language to talk about John Lewis, Audrey Fay Hicks, Gretta Thunburg, Malala	<b>ELD/SLD:</b> During ELD focus on using cause and effect language to talk about John Lewis, Audrey Fay Hicks, Gretta Thunburg, Malala
<b>Semana 4</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA:</b> Malala (Second Read )	<b>ELA:</b> Malala Mind Map	<b>ELA:</b> Process Grid	<b>ELA:</b> Malala 3rd Read- annotate text for cause and effect	<b>ELA:</b>
<b>SLA:</b> Continue with the same book "El	<b>SLA: Create a Strip Paragraph:</b> Emma	<b>SLA: continue with Strip Paragraph:</b>	<b>SLA:</b> Comenzar con el Héroe Chant	<b>SLA:</b> Continuar con el Héroe Chant

lapiz Magico de Malala". Pick out pages to type/print to create a reading strategy (point of view/ inferences)  <b>Dictados</b>	Tenyauca era una héroe importante por varias razones.	Emma Tenyauca era una héroe importante por varias razones.  <b>Dictados</b>	<b>parte 2</b>	<b>parte 3 continue T-chart</b>  <b>Dictados</b>
<b>ELD/SLD:</b> Chant: Cause and Effect Chant By Heather Skibbins (Tune: Ants Go Marching)	<b>ELD/SLD:</b> Chant: Cause and Effect Chant By Heather Skibbins (Tune: Ants Go Marching)	<b>ELD/SLD: Language Function</b> :focus on using cause and effect language to talk about John Lewis, the youngest marcher.	<b>ELD/SLD: Language Function</b> :focus on using cause and effect language to talk about John Lewis, the youngest marcher.	<b>ELD/SLD: Language Function</b> :focus on using cause and effect language to talk about John Lewis, the youngest marcher.
<b>Semana 5</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELA:</b> Co Op Strip paragraph  Social skill T chart  team task	<b>ELA:</b> Co Op Strip paragraph  Social skill T chart  team task	<b>ELA:</b> Work on Slideshow	<b>ELA:</b> Work on Slideshow	<b>ELA:</b> Work on Slideshow
<b>SLA:</b> Start with <b>Group Work Menu</b> (options) <b>Poetry</b>	<b>SLA:</b> Continue <b>Group Work Menu</b> (options) <b>Poetry</b> Start <b>Draw &amp; Label</b> <b>Super sentence</b> with <b>SPC</b>	<b>SLA:</b> start to build an <b>Art Project</b> - poster - what is your message/slogan.mex <b>Be you! Stand up for what's right!</b>	<b>SLA:</b> continue with <b>Art Project</b> - poster - what is your message/slogan.mex <b>Be you! Stand up for what's right!</b>	<b>SLA:</b> Finish <b>Art Project</b> - poster - what is your message/slogan.mex <b>Be you! Stand up for what's right!</b>

ELD/SLD: SPC Heroes	ELD/SLD: <u>Metalinguistic Charts</u>  <u>Suffixes</u>	ELD/SLD: <u>Metalinguistic Charts</u>  <u>Suffixes</u>	ELD/SLD: <u>Metalinguistic Charts</u>  <u>Tion/Cion</u>	ELD/SLD: <u>Metalinguistic Charts</u>  <u>Tion/Cion</u>
Semana 6				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
ELA:	ELA:	ELA:	ELA:	ELA:
<b>SLA:</b> Semana de repaso con las lecturas : <b>Review and performance task - Writing</b>	<b>SLA:</b> Semana de repaso con las lecturas : <b>Review and performance task - Writing</b>	<b>SLA:</b> Semana de repaso con las lecturas : <b>Review and performance task - Writing</b>	<b>SLA:</b> Semana de repaso con las lecturas : <b>Review and performance task - Writing</b>	<b>SLA:</b> Semana de repaso con las lecturas : <b>Review and performance task - Writing</b>
ELD/SLD: Review and performance task				

**Prep Week 1 & 2:**

Draw and Label **3 each** ( Lucia English and Spanish)

KWL in Spanish **3** (Rene)

Mind Map in English **3** (Autumn)

T Chart - Determinación **3** (Rene)

Chants **3 each** (Autumn)

Print Out Cause/ Effect graphic organizer **75** (Autumn)

**Prep Week 3 & 4:**

Chants **3 each** (Autumn)

**Prep Week 5 & 6:**

Art poster model - **2** spanish ( Lucia - Spanish)

Slide Deck Template ( Autumn) - remember to share with me 😊

Metalinguistic Chart **3 each** (Autumn)

Process Grid English and Spanish **3 each** (Rene)