

Instructional Sample Practice for a First-Grade Thematic Unit on Farm Life Aligned to the Next Generation Learning Standards

Underlined sentences or words constitute hyperlinks. Sentences and words in bold are classroom activities that thread oral language, metalinguistic development, and flexible groupings throughout this unit.



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*Instructional Sample Practice for a First-Grade Thematic Unit on Farm Life Aligned to the
Next Generation Learning Standards*

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PS 414K

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Spotlight

This Instructional Sample Practice describes a unit for a first-grade, one-way, dual language classroom.¹ The teacher whose practice is described in this document implemented instruction through thematic units. Thematic unit planning consists of organizing instructional activities across the curriculum that are centered around one theme while making interdisciplinary connections across the curriculum. The thematic unit described in this document revolved around farm animals.

This sample is meant to be a tool for observation and reflection for teachers and those who support teachers working with Multilingual Learners (MLs).² Its purpose is to build understanding and experience with instruction aligned to [the New York State Next Generation English Language Arts Learning Standards](#), as well as the Lifelong Practices for Readers and Writers embedded within them, and most importantly, create a unit that seeks to develop the students' knowledge of the world beyond their young minds.

*In this instructional unit, **oral language** was embedded as the main vehicle for collaborative ideas, as well as a preamble to support reading and writing in two languages. The unit also incorporated activities that targeted **metalinguistic awareness** to support the gradual and dynamic development of linguistic knowledge within and across languages that took place in **flexible student groupings**.*

Overall Description of the Classroom Setting

Ms. Alvarez is in her third year of teaching –first grade at in a school located in Brooklyn, New York. She believes that creating a multilingual environment is crucial to a child's overall development and understanding of different cultures and learning styles. Ms. Alvarez strives to implement a **curriculum where speaking and listening are at the center**. She fosters **metalinguistic development** by supporting her students' conscious development of different factors that are part of language. For instance, reflecting on how prefixes in English and Spanish are alike and different. Ms. Alvarez plans her units carefully

¹ In a one-way dual language classroom, all the students share the same home language and are in the process of learning English.

² Under CR Part 154, "English Language Learners (ELLs)" are defined as students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English.

*In addition, a **Multilingual Learner (ML) definition was included to the Reopening Guidance in August**: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.*

These abbreviations are used in this document and also in NYSED guidance and other public materials.

while also establishing **flexible grouping** options for her students based on a variety of factors. These factors include, but are not limited to, cross-linguistic language ability³ and personal and academic interests. Through carefully planned out and structured thematic lessons, she is able to connect content across many academic subjects, resulting in students being given multiple opportunities to learn and talk about one topic.

There are 24 first-grade students in this dual language classroom, which is considered a one-way immersion model. This means that all students except one share Spanish as their home language and are in the process of learning English. Twenty out of the 24 students in the class were born in the United States. Twenty-three of her students speak Spanish at home except for the one Polish speaker, who speaks equal amounts of English and Polish with his parents. He is learning Spanish in Ms. Alvarez's class. Even though Ms. Alvarez does not use Polish as a language of instruction, she occasionally incorporates this language for two reasons. The first one is to make her student's background part of the community of learners, and the second is to use her student's linguistic resources to encourage metalinguistic awareness, as she does with all her students. By incorporating Polish in certain classroom charts across the room, her students have the opportunity to compare how the three languages (Spanish, English, and Polish) look in writing, making it a metalinguistic awareness activity that heightens multicultural and multilingual appreciation. At this point, it is important to discuss the role of translanguaging in the pedagogies created for MLs.

Translanguaging is a practice that brings together the students' entire linguistic repertoire (home and new languages) in ways that create spaces for deeper and more complex thinking. Translanguaging requires the creation of spaces where learning is intentional, strategic, agentive, and thoughtfully carried out (Fu, Hasjioannou, & Zhou, 2019; Espinosa & Lerner-Quam, 2019). In this instructional practice, you will notice the intentionality that teachers bring to the teaching of MLs in order to **foster oral communication** that takes place in **flexible and dynamic partnerships**. **Metalinguistic awareness**, in particular, is made possible when teachers have provided a classroom climate that is supportive of translanguaging practices (Velasco & Fialais, 2016).

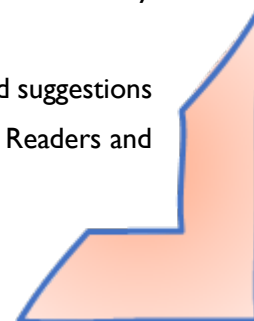
In order to organize her instruction, Ms. Alvarez uses the roller coaster model. This means that Spanish and English are taught for a half day each, continuing the next morning with the language that was

³ *Cross-linguistic language levels in MLs students refer to the different degrees of language proficiency or control that a MLs can demonstrate in the new and home language. A student with more control over English can be paired with one whose home language is stronger than her/his English proficiency.*

used the previous afternoon. This means that the day begins in one language (Spanish) and usually after lunch, the teacher starts teaching in the other language (English). On the following morning, Ms. Alvarez begins teaching in the language used during the previous afternoon (English) and after lunch the language of instruction would resume to Spanish again. The aim is to use both languages in all content areas. It also means that students, for instance, will engage in a read-aloud⁴ in English and then participate in a shared reading⁵ in Spanish. While she maintains language separation, she understands that in order to convey complexity of thinking, students need to capitalize on their entire linguistic repertoire.

Family involvement is key to Ms. Alvarez’s practice. She establishes strong lines of communication with her students’ families and makes herself available on a weekly basis by holding office hours after school to meet with them. She also communicates with families via email and mobile messages. Teachers of diverse learners need to ensure that communication with families happen in the mode and language preference of their choice. She encourages families to come into the classroom to talk about and share what is important to them. By asking for things such as songs, stories, and recipes, she builds culturally relevant bridges between school and home. Her overall objective is to affirm students’ identities as they develop culturally, linguistically, socio-emotionally, physically, and cognitively.

Even though this unit was developed for a dual language program, all teachers will find suggestions for modifications throughout the document as well the NGLS and the Lifelong Practices for Readers and Writers that are targeted in each section.



⁴ Read-Aloud is a literacy practice whereby the teacher reads to her classroom a book or text excerpt. The students are able to witness her think-alouds, or what the text is making the teacher think and feel as she shares these insights with her class. She models intonation and expression as she builds her students’ background knowledge. By doing classroom read-alouds, the students have access to material that in many occasions surpasses their reading ability. An interactive read-aloud entails asking questions to students about the text is making them feel or think.

⁵ Shared Reading is a literacy practice whereby the teacher shares with her class a written text (e.g., poem) or text excerpt and she models intonation and expression. Students have an opportunity to analyze different aspects of written language such as punctuation, capitalization, text structure and explore the meaning of new words.

Table 1: Road Map of the Instructional Thematic Unit on Farm Life for First Grade

All of the classroom practices described below can be mirrored in English and in the language other than English. These by no mean limit the variety of strategies that can support MLs.

Development of the Unit	Suggested Classroom Practices for Teachers	Suggestions for Modifications for All Teachers of MLs
Considering the possible thematic studies for the unit	<ul style="list-style-type: none"> Brainstorming topics that are appropriate for first grade that can be developed into learning segments throughout the unit. 	<ul style="list-style-type: none"> Teachers of MLs can support multilingual students to translate and exchange ideas in their home language with other students. The learning space includes students' home languages through charts, books, and resources.
Launching the thematic unit Setting up the classroom environment	<ul style="list-style-type: none"> Tapping on and building background knowledge about farm life. Whole group and partner conversations around what they know and want to know, with an emphasis on what they see around the classroom (books, pictures, posters, etc. about farms and farm animals) 	<ul style="list-style-type: none"> Teachers of MLs can build background knowledge by identifying the knowledge needed before delivering the lesson in the students' home languages. Background knowledge can be built by incorporating music, art, hands-on activities, and demonstrations such as a virtual field trips, video clips, readings, and other visuals in their home language.
Multimodal/multilingual experiences Partaking in a visual field trip to a farm Read-aloud in English Shared writing in Spanish	<ul style="list-style-type: none"> Students increase their background knowledge by brainstorming and engaging on a virtual field trip to a farm. Follow the activity with an interactive read-aloud in the language of the program. For example: a read-aloud in English and a shared writing in Spanish. 	<ul style="list-style-type: none"> Teachers of MLs can engage their students in reading aloud and creating a shared writing text in English. Visuals and vocabulary support should be provided to allow students to comprehend content. Show pictures of vocabulary labeled with their appropriate names in English and in their home language. Teachers of MLs can, show pictures, videos, or play an audiotape related to the topic or key vocabulary words.

<p>Developing metalinguistic awareness</p> <p>Analyzing morphemes in English and Spanish that refer to a profession (-er in English, as in baker, butcher, farmer and -ero in Spanish, as in panadero, carnicero, carpintero, granjero).</p> <p>Analyzing breadth of vocabulary knowledge in Spanish (multiple words for one referent) using the words cochino, puerco, and marrano. These are all words used to refer to pigs, and they are synonyms for dirty.</p>	<ul style="list-style-type: none"> • Students explore, in small groups based on language proficiency, morphological elements in the two languages, as well as multiple-meaning words in Spanish and English. 	<ul style="list-style-type: none"> • Teachers of MLs can teach multiple meanings in words and sentences in English and in the target language. • Teachers of MLs can teach similarities between sentence structure in English and in the target language. • Teachers of MLs can teach cognates and false cognates.
<p>Reading fiction</p> <p>Read-aloud of <u>Click, Clack, Moo: Cows That Type</u></p> <p>Read-aloud in Spanish of the same book: <u>Clic, clac, mouu Vacas escritoras</u></p>	<ul style="list-style-type: none"> • Read-aloud of fiction texts to expand students' background knowledge. • The students can examine the elements of the story and determine those that are real from those that are not. 	<ul style="list-style-type: none"> • Teachers of MLs can open up spaces where multilingual students listen the story in their home language or watch and listen to a read-aloud of the story online.
<p>Retelling of <u>Click, Clack, Moo: Cows That Type/ Clic, clac, muu: Vacas escritoras</u></p>	<ul style="list-style-type: none"> • Retelling is a skill that allows students to put together what they have learned. Students can engage in the retelling in both languages. • Work with a group of students who require additional support in developing this skill. 	<ul style="list-style-type: none"> • Teachers of MLs can open spaces where multilingual students can translate and exchange ideas in their home language with other students. • Teachers of MLs provide students with sentence frames to help them retell the story. • Teachers of MLs provide visuals with the sequence of the story to support retelling.
<p>Reading nonfiction books in Spanish (<u>Los Animales de la granja y sus crías</u> by Kiria Lamb and <u>Chickens Aren't the Only Ones:</u></p>	<ul style="list-style-type: none"> • Students can read nonfiction books in both English and Spanish, or in the language of the program. 	<ul style="list-style-type: none"> • Teachers of MLs can open up spaces where multilingual students can use academic vocabulary with visuals to understand the content.

<p><u>A Book About Animals Who Lay Eggs</u> by Ruth Heller</p>		
<p>Interactive Writing⁶</p>	<ul style="list-style-type: none"> The students can create a chart where the differences between nonfiction and fiction texts are outlined in both languages. 	<ul style="list-style-type: none"> Teachers of MLs can open up spaces where multilingual students can translate and exchange ideas in their home language with other students and encourage the use of more than one language. Teachers of MLs can consider flexible groupings for students to discuss the differences outlined in the chart.
<p>Singing songs in Spanish and English about farm animals</p>	<ul style="list-style-type: none"> Teachers can sing <u>Los Pollitos Dicen</u> and <u>Old McDonald Had a Farm</u>. Metalinguistic Awareness: <ul style="list-style-type: none"> The students can examine the formation of the diminutive in Spanish. 	<ul style="list-style-type: none"> Teachers of MLs can encourage their students to share songs in English and analyze the language embedded in them. Likewise, students can share songs in their home language and use a web-based translation in order to know the content of the song.
<p>Center Time</p> <ul style="list-style-type: none"> Math Center Science Center Designing Your Barn Center Butter Churning Center 	<ul style="list-style-type: none"> Center Time allows students to extend their knowledge about farm animals in many different directions. Design the centers to be in English and/or Spanish or the language of the program. 	<ul style="list-style-type: none"> Teachers of MLs could model meaningful conversations and encourage and monitor students to initiate such conversations as well.
<p>Writing a letter explaining an opinion with two reasons</p>	<ul style="list-style-type: none"> This activity was structured around addressing a letter to Farmer Brown, the main character in <u>Click, Clack, Moo: Cows That Type</u>. The students had to state their opinion about how he had treated the animals in his farm and include two reasons. 	<ul style="list-style-type: none"> Teachers of MLs can implement this activity as described in English while encouraging students to use their home language as a resource for drafting and clarifying their thinking.

⁶ In interactive writing, the students are the ones who hold the pen in front of the teacher and classmates. The students can practice spacing, punctuation, and the overall construction of a sentence.

Celebration of learning

- Concluding the thematic unit of study and sharing with parents through oral presentations.
- Teachers of MLs can foster oral language development and academic conversations by encouraging the students to use their home language when working together. Final products and/or presentations can be made stronger by practicing in small group settings.
- Teachers of MLs can remind students that it is okay to speak in the home language as they create their final products for the celebration of learning. Students are reminded of the languages audiences might speak and should prepare presentations in the appropriate language(s).



The Importance of Oral Language Development

Ms. Alvarez believes that language is a tool for communication, expression, creation, and the development of various social, emotional, and academic skills. She creates various opportunities throughout the day to allow for conversations to guide learning. Ms. Alvarez knows that students need to have opportunities that promote engagement in critical thinking, analysis, and searching for answers to their own questions. She pairs this belief with a [Responsive Classroom](#) approach (RC)⁷. This perspective argues that more meaningful learning opportunities are created when there is a focus on empathetic learning, cooperation, responsibility, and perseverance. Students are taught to reason and express themselves within an environment of care and respect for one another.

Promoting Metalinguistic Awareness

Metalinguistic awareness refers to the ability to think about, talk about, and analyze the language. Ms. Alvarez takes advantage of opportunities that arise naturally, such as comparing and contrasting Spanish and English vocabulary words with Polish vocabulary words and having her students notice differences and similarities. Other metalinguistic awareness activities are intentional, such as comparing suffixes (er/ero) in English and Spanish and understanding that these markers denote a profession (e.g., farmer/granjero).

Flexible Grouping

Ms. Alvarez believes that **flexible grouping** in first grade should be carefully crafted. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions (Chaiklin, 2003; Hattie, 2009). Ms. Alvarez pairs her students by cross linguistic language ability,⁸ interests, and their ability to work together.

⁷ “The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. ([Responsive Classroom](#) approach (RC))”

⁸ Cross-linguistic language ability refers to clustering children according to their English and Spanish proficiency. Students with more control over English can work with students who require more support but who might be more proficient in Spanish.

Importance of Developing Language and Content Through a Thematic Unit in First Grade

Ms. Alvarez understands that when planning a thematic study, student's interests, inquiry, curriculum needs, ages, and stages of linguistic and cognitive development all need to be considered in order to develop an effective thematic unit. Thematic units promote collaboration, contextualize language learning, expand skills, teach appreciation of cultural diversity, nurture investigation in children, and provide connections to different content areas, thus creating a web of understanding. Well-planned and intentionally designed thematic units can meet the needs of all students. This thematic unit allows Ms. Alvarez to utilize a variety of both fictional and nonfictional texts in both languages and create different learning centers.

Setting up the Classroom Environment for the Thematic Unit on Farm Animals

After careful consideration as to what topic to address in this thematic unit, Ms. Alvarez communicated with parents about their children's new unit of study. She did this through a monthly newsletter and email. Once she decided on the thematic study topic of farm animals, she considered the overarching questions that would guide this study: What is a farm? Who lives on a farm? Why is a farm important? What animals live on a farm? Who takes care of a farm?

To prepare the classroom environment, Ms. Alvarez gathered books, magazines, objects, songs, and videos about the theme in Spanish and English. To ensure that the Polish speaking student felt included and engaged in this unit, she also asked the family to

TEACHERS OF MLs CAN BUILD BACKGROUND KNOWLEDGE BY IDENTIFYING THE KNOWLEDGE NEEDED BEFORE DELIVERING THE LESSON IN THE STUDENTS' HOME LANGUAGES. BY ALSO INCORPORATING MUSIC, ART, HANDS-ON ACTIVITIES, AND DEMONSTRATIONS SUCH AS A VIRTUAL FIELD TRIPS, VIDEO CLIPS, READINGS, AND OTHER VISUALS IN THEIR HOME LANGUAGE

help her translate materials shown around the classroom. She also sent a letter home to all families sharing the content of the unit and asking them for items (readings, artifacts) they might have at home. This unit provided learning opportunities that included visiting a virtual farm and churning butter.

Launching the Thematic Unit about Farm Life with Read-Alouds in English and Spanish

Ms. Alvarez started the unit by letting students **share their background knowledge** on the topic of farm animals. The students in Ms. Alvarez's class have dry erase boards and a marker with them

LIFELONG PRACTICES FOR READERS AND WRITERS
ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS.

on the rug, so that they can draw and verbally **explain** their thoughts to their partners.

She used a KWL chart⁹ that was useful to find out what children knew and what they wanted to know. When filling out the K portion of the chart, Ms. Alvarez modeled by asking herself what she knew about life on a farm. Ms. Alvarez taught this portion of her unit in English, but accepted **contributions in Spanish or English**. She then created a trilingual (Spanish/English/Polish) word bank with the animals the students had brainstormed. At this point in her lesson, Ms. Alvarez presented probing questions which led to her students noticing that both Polish and Spanish use accent marks on some letters [świnia/pig]. As the conversation extended, the students discover that the markers in Polish appeared in consonants, but in Spanish they occasionally appear only on vowels (e.g., mamá). The students also noticed that the Polish krowa looks like the English one, cow. The students also noticed that none of the English and Spanish words in the word-bank resembled each other and were not cognates. Ms. Alvarez thought that these insights arose from the natural curiosity that bilingual/multilingual students have about languages, and that lead to analyzing and reflecting about language (metalinguistic awareness).

My Word Bank on Farm Life
Mi Banco De Palabras Sobre La Vida En Una Granja
Moja Lista Słów Życia Na Farmie

 farm granja Farmie	 cow vaca krowa	 pig cerdo świnia
 duck pato kaczka	 horse caballo konie	 chicken pollo kurczaka
 farmer granjero/a rolnik	 barn granero stodola	 egg huevo jajko
English Spanish Polish	inglés español polaco	angielski hiszpański polskie

The teacher covered the following standard:

- *I Speaking and Listening I: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).*

A Virtual Field Trip to a Farm

After the discussion about what students knew about farm animals, Ms. Alvarez and her students spent time watching a video that showed what a farm might look like. The video introduced a farmer who explains to a small group of children some of the characteristics the animals that live in this setting. The children in the video have, among other experiences, the chance to milk a cow. To watch the video Ms.

⁹ A KWL chart stands for what students **K**now, **W**hat they would like to know and what they have **L**earned. It is usually completed as a whole class as the teacher fills it in front of the students.

Alvarez used for this portion of the unit, please click [here](#). Ms. Alvarez had rotating seats on the rug, where the class met to engage in a whole-group discussion. On the rug, partnerships were based off cross-linguistic language ability. The students were asked to share with each other what they had learned about life on a farm from the video. In order to further support the students' participation, Ms. Alvarez provided the students with sentence frames in English and Spanish. This time the students were asked to carefully listen to one another so they could share with the class what they heard. Below are examples of the sentence frames she provided:

"My partner was ___ and s/he said _____."

"Mi pareja era ___ y dijo que _____."

The teacher covered the following standard:

- ***1 Speaking and Listening 5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.***

Read-Aloud in English And Shared Reading in Spanish

As the unit continued, Ms. Alvarez engaged in a read-aloud in English. She used the book by Mattern (2017) on farm animals published by National Geographic, which provides rich information and pictures that support comprehension. She had her students do a retelling about what they had learned, which took place mostly in English. She clustered her students in small groups based on cross-language proficiency. She asked them to share one idea they had learned. After, she took notes on chart paper using the language experience

TEACHERS OF MLS CAN ENGAGE THEIR STUDENTS IN READING ALOUD AND CREATING A SHARED WRITING TEXT IN ENGLISH.

VISUALS AND VOCABULARY SUPPORT SHOULD BE PROVIDED TO ALLOW STUDENTS TO COMPREHEND CONTENT. SHOW PICTURES OF VOCABULARY LABELED WITH THEIR APPROPRIATE NAMES IN ENGLISH AND IN THEIR HOME LANGUAGE.



LIFELONG PRACTICES FOR READERS:
THINK, WRITE, AND LISTEN TO UNDERSTAND.
LIFELONG PRACTICES FOR WRITERS:
THINK, WRITE, AND LISTEN TO SUPPORT
WRITING.

approach,¹⁰ a type of literacy engagement where the teacher takes notes of the children’s words and the class composes a collective text that helps the class collectively gather the information learned . Often, this is a text the children can read because it contains their own words and comes from a shared experience. This activity helps the teacher informally assess what the class as a whole learned about the content.

This activity was followed by a Shared writing that took place during Spanish time. This writing engagement allows for a more knowledgeable writer to demonstrate different aspects of how a text is composed.¹¹ The students were able to use what they had learned from the video, Read-Aloud, and retelling. The shared writing exercise required Ms. Alvarez to do the writing while her students decided on the brief summary. As a scribe, she modeled the decision-making process that takes place when writing. Punctuation, text organization, and word choice were some of the elements they discussed when the whole class participated in creating the short text. This activity also helped Ms. Alvarez assessing what her students were learning about writing, as well as content.

Table 2: Sample pages used by Ms. Alvarez (from Matten, 2017, p. 4-5) for a read-aloud in English and shared writing created by her students during Spanish learning Time

Lo que hemos aprendido acerca de las granjas

Hay muchos tipos de granjas. Hay granjas donde se cultivan verduras como tomates, cebollas y lechugas. Hay granjas donde hay animales. Nosotros estamos aprendiendo de los animales que viven en estas granjas.

Hay granjas donde hay vacas que producen leche. Los granjeros tienen que ordeñar a las vacas dos veces al día. Luego pueden vender la leche. En las granjas también puede haber cochinos, patos y gallinas. Los perros y los caballos ayudan a los granjeros a hacer su trabajo.

Translation: What we have learned about farms?

There are many types of farms. There are farms where vegetables such as tomatoes, onions, and lettuce are grown. There are farms where there are animals. We are learning about the animals that live on these farms.

The farms with cows produce milk. The farmers have to milk the cows twice a day. Then they sell the milk. Pigs, ducks, and chickens also live on the farm. Dogs and horses help farmers do their jobs.

¹⁰ The Language Experience Approach is a method for teaching literacy based on a child's existing experience of language. Students benefit from rich tasks that provide them with ample opportunities to hear, see, use and manipulate language in contextualized settings. Experience Approach visit https://www.sagepub.com/sites/default/files/upm-binaries/21108_Introduction_from_Nessel.pdf

¹¹ To learn more about shared writing you can visit <http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>



The teacher covered the following standards:


- *I Speaking and Listening 6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.*
- *I Reading 1: Develop and answer questions about key ideas and details in a text. (RI&RL)*
- *I Reading 2: Identify a main topic or idea in a text and retell important details. (RI&RL)*

Developing Metalinguistic Awareness

Ms. Alvarez created a short lesson that focused on developing students’ capacity to reflect and understand how language works. Ms. Alvarez placed this chart on her projector and waited to see what her students produced. The students noticed that in Spanish, the words that were presented (see Table 3) ended in either an “o” or an “a.” They discussed how this meant that the words were “a man” or “a woman.” Then, the students realized that all the words in Spanish ended with -ero/-era, and in English they ended with -er. *The teacher asked the students their thoughts on why there are different word endings to distinguish between a female and male in Spanish, but not in English.* They discussed what these word endings had to do with people who have that profession. The students also noticed how the words granja and granjero are similar, just as farm and farmer, and how the Spanish and English suffixes of -ria/-ery (i.e., panadería/bakery) can denote a place.

Table 3: Morpheme Analysis in English (er) and Spanish (ero/era)

Spanish Words	English Words	Pictures
<p>Granjero/granjera</p> <p>Los granjeros viven en una granja.</p>	<p>Farmer</p> <p><i>Farmers work in a farm.</i></p>	
<p>Panadero/panadera</p> <p>Los panaderos trabajan en una panadería.</p>	<p>Baker</p> <p><i>Bakers work in a bakery.</i></p>	

<p>Carpinteol/carpintera</p> <p>Los carpinteros trabajan en una carpintería.</p>	<p><i>Carpenter</i></p> <p><i>Carpenters work in a carpentry.</i></p>	
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The next activity Ms. Alvarez engaged in had to do with developing breadth of vocabulary knowledge. This is the idea that there are multiple words to refer to the same thing. Using her projector, Ms. Alvarez presented her students with the following chart:

TEACHERS OF MLs CAN TARGET MORPHOLOGICAL DEVELOPMENT AND BREADTH OF VOCABULARY (DIFFERENT WORDS TO EXPRESS THE SAME THING) AND OPEN UP SPACES WHERE MULTILINGUAL STUDENTS CAN TRANSLATE AND EXCHANGE IDEAS IN THEIR HOME LANGUAGE.

Table 4: Analyzing multiple words with the same meaning in English and Spanish.

			
pig	hog		swine
cochino	puerco	cerdo	marrano

In this exercise, Ms. Alvarez' students first had to guess which words were in English and which were in Spanish. The students read it and very quickly decided that English words were on the first line and the Spanish ones on the second. They understood that there were multiple words to refer to the same animal both in English and in Spanish, but there was one more word in Spanish than in English. One aspect that Ms. Alvarez made them notice is that cerdo,

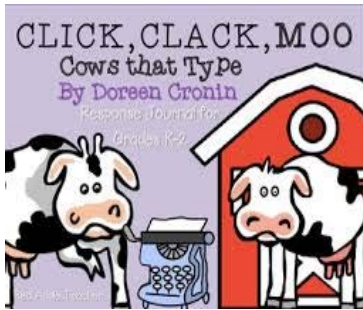
TEACHERS OF MLs CAN TEACH MULTIPLE MEANINGS IN WORDS AND SENTENCES IN ENGLISH AND IN THE TARGET LANGUAGE.

TEACHERS OF MLs CAN TEACH SIMILARITIES BETWEEN SENTENCE STRUCTURE IN ENGLISH AND IN THE TARGET LANGUAGE.

TEACHERS OF MLs CAN TEACH COGNATES AND FALSE COGNATES.

marrano, puerco can also mean “dirty” in Spanish. In English, the words pig and swine can also refer to an unpleasant person.

Read-Aloud of a Fiction Text



During her English block, Ms. Alvarez read *Click, Clack Moo: Cows That Type* (Cronin, 1992) a fiction book about cows that find an old typewriter and write a letter to the farmer. The cows are unhappy with their current living conditions and asked for blankets for themselves and for the hens. The farmer writes back and rejects it. The animals then go on a strike - no eggs and no milk. Again, through an exchange of notes, they make a deal. The cows hand in the typewriter in exchange for the blankets. The ducks, which carry the letters back and forth, use the typewriter to ask for a diving board. The illustration on the last page shows the ducks enjoying their pond with a diving board. In an interactive read-aloud, Ms. Alvarez read this book in English. She also had the Spanish version of the book, which she also read. The teacher introduced the book *Click, Clack Moo: Cows That Type* (Cronin & Lewin, 2012), and began with a picture walk, showing the cover of the book and inviting them to talk about the farm animals that they are seeing on the cover.

LIFELONG PRACTICES FOR READERS AND WRITERS:

ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH READING AND COMMUNICATING WITH OTHERS.

The questions that Ms. Alvarez incorporated in the introductory discussion were:

- What do you notice on the cover page?
- What farm animals do you see?

As she moved through the picture walk, she shared with the children key pages she had selected.

During this time, she asked the following questions:

- Where does this story take place? What farm animals you see on the cover?
- Who are the characters in this story?
- What are they doing? Why are they using typewriter What is a typewriter?
- What are they writing with a typewriter? What do you think is going on at the farm?

Next, she read the book aloud. She stopped at select pages and asked the students to predict what they thought might happen after. She called on students to share their thinking out loud. As students shared, she pointed to the pictures to support the construction of meaning to all students.

At the end of the read-aloud, they spent a few minutes discussing the text. Examples of the types of questions she posed were:

- Who did we meet in this story?
- What happened in the story?
- How did the story begin?

During her Spanish block time on the following day, Ms. Alvarez engaged her students in a second interactive read-aloud. This time reading the translated version of the same book. Ms. Alvarez asked students to turn to a partner and talk. The students were grouped according to how well they worked together. She posed the following questions:

¿Por qué el granjero Brown decidió darles las mantas a las vacas y a las gallinas?	El granjero Brown trabajaba en la granja. ¿a qué te gustaría dedicarte cuando crezcas?	¿De qué eran responsables las vacas en este cuento?
¿De qué eran responsables las gallinas en este cuento?	¿Por qué el granjero Brown no podía creer lo que veía?	El granjero Brown estaba furioso. ¿alguna vez te haz sentido así? ¿Cuándo?

Translation: Why did Farmer Brown give blankets to the cows and the hens? Farmer Brown worked on a farm. In this story, what were the cows responsible for? What were the hens responsible for? Why did Farmer Brown could not believe what he saw? Farmer Brown was furious. Have you ever felt like that? When?

Retelling of the story

At the end of the read-aloud in Spanish,



students were prompted to showcase all they had learned. Retelling is an important strategy that Ms. Alvarez often uses to determine how well

TEACHERS OF MLs CAN IMPLEMENT THIS ACTIVITY AS DESCRIBED IN ENGLISH BUT OFFERING OPPORTUNITIES FOR STUDENTS OF USING THEIR HOME LANGUAGE TO CLARIFY THEIR THINKING BY USING THEIR HOME LANGUAGE.

TEACHERS OF MLs PROVIDE STUDENTS WITH SENTENCE FRAMES TO HELP THEM RETELL THE STORY.

TEACHERS OF MLs PROVIDE VISUALS WITH THE SEQUENCE OF THE STORY TO SUPPORT RETELLING.

her students have comprehended a specific story and how they are putting together the information found in the text. Given that her students had been engaged in two interactive read-alouds in Spanish and English, she knew they were ready to engage in this activity. Ms. Alvarez grouped her students according to how well they know how to retell. She asked them to do two retellings to each other: one in English and one in Spanish.. She then arranged for the students who required more support to work with her. One of the strategies Ms. Alvarez uses is to ask for the retelling in the language that the student feels more comfortable using. In the small group of students with whom she was working, she first asked the student in need of support to do the retelling. She then asked the student to elaborate on certain parts. Ms. Alvarez knew that this was an important step, since students who found retelling challenging could recall more when prompted than they would in a free recall. Ms. Alvarez also audio recorded students’ retellings, since listening to themselves and peers also reinforces this skill. Listening skills are also an essential part of ELLs’ language and literacy development.

Ms. Alvarez found the Linguistic Demand Section of the BCCP Speaking and Listening Standard 2 for Grade 1 useful.

Common Core Grade 1 Standard (SL.1.2): Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	GRADE LEVEL ACADEMIC DEMAND <i>Ask and Answer Questions about Details Presented Orally</i>
<p>Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.</p> <p>Use words and phrases to ask and clarify information pertaining to a text:</p> <ul style="list-style-type: none"> • <i>WHO</i> questions and answers target the subject(s) who were involved in an event. • <i>WHERE</i> questions and answers refer to the place (or even circumstances) where an event takes place. • <i>WHY</i> questions refer to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference. • <i>WHAT</i> questions and answers refer to the event that took place. • <i>HOW</i> questions and answers refer to the sequence that leads to the main event (timelines, cycles, procedures can be part of explaining the <i>HOW</i> of an event). <i>HOW</i> can also be covered by <i>WHAT</i>, <i>WHERE</i> and <i>WHEN</i>. 	
<p style="text-align: center;">Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it refers to asking and answering questions if something is not understood. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 1st grade.</p>	

The teacher covered the following standards:

- *1 Reading 7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.*
- *1 Reading 3: Describe characters, settings, and major events in a story, or pieces of information in a text.*

Read-Aloud of a Nonfiction Text



Ms. Alvarez purposely organized the reading of the nonfiction book during the Spanish-speaking block. She chose to read *Los animales de la granja y sus crías* by Kiria Lamb (2016). She had introduced the fiction read-aloud of *Click, Clack, Moo: Cows That Type*, during the English-speaking block.

Ms. Alvarez purposely organized the reading of the nonfiction book during the Spanish-speaking block. She chose to read *Los animales de la granja y sus crías* by Kiria Lamb (2016). She had introduced the fiction read-aloud of *Click, Clack, Moo: Cows That Type*, during the English-speaking block.

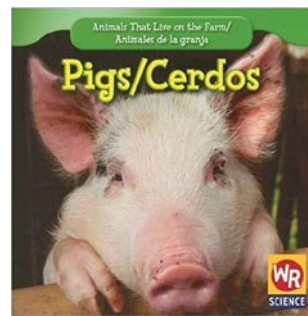
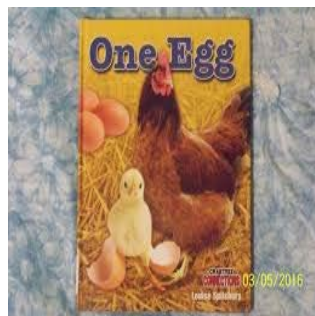
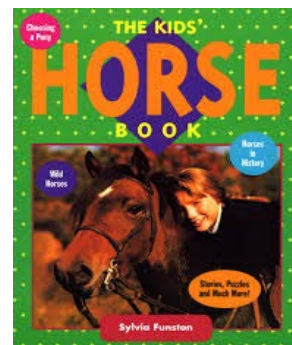
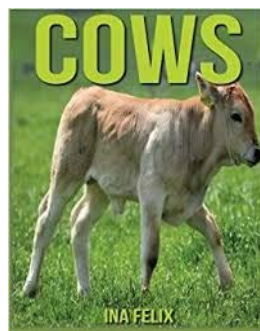
TEACHERS OF MLs CAN IMPLEMENT THIS ACTIVITY AS DESCRIBED IN ENGLISH AND OPEN UP SPACES WHERE MULTILINGUAL STUDENTS CAN TRANSLATE AND EXCHANGE IDEAS IN THEIR HOME LANGUAGE WITH OTHER STUDENTS.

Ms. Alvarez introduced the nonfiction texts by first discussing with the children the text features in these types of books, such as table of contents, diagrams/labels, and headings. This activity allowed them to familiarize with the different features that make up nonfiction texts.

LIFELONG PRACTICES FOR READERS:
READ FOR MULTIPLE PURPOSES, INCLUDING FOR LEARNING AND FOR PLEASURE.
SELF-SELECT TEXTS BASED ON INTEREST.

Over time, Ms. Alvarez also read other books that were specific to farm animals and had them available for her students to take home. Ms. Alvarez tried to integrate as many Spanish as she found, but

English books developing this topic outnumbered the Spanish ones.



Interactive Writing: Examining the Differences between Fiction and Nonfiction Texts

TEACHERS OF MLs CAN OPEN UP SPACES WHERE MULTILINGUAL STUDENTS LISTEN THE STORY IN THEIR HOME LANGUAGE OR BY WATCHING AND LISTENING TO A READ-ALOUD OF THE STORY ONLINE.

After engaging her students in English and Spanish fiction and nonfiction reading, Ms. Alvarez decided to continue this unit by asking her students to engage in an interactive writing¹² activity outlining the differences between fiction and nonfiction texts.

In interactive writing, the students and the teachers share the pen. The students created the following chart in both languages.

Table 5: An interactive writing exercise in which the students and teacher created a chart explaining the differences between fiction and nonfiction texts. The chart was first constructed in English. During the Spanish teaching time, the students added or translated information in this language.

Nonfiction books have/are... Los textos informativos (no ficción) tienen/son ...	Fiction texts have/are... Los textos de ficción tienen/son...
Table of contents/Tiene una tabla de contenido	Characters/Personajes
Lots of photos and captions/Tiene muchas fotos y pie de fotos	A setting (where it happens)/Lugar
Diagrams and can have drawings/Tiene diagramas y puede tener dibujos	A story. Something happens to the characters/ Un cuento. Algo les pasa a los personajes
Facts and is not a story/hechos y no es un cuento	Drawings. but few have photos/dibujos, pero casi nunca tienen fotos

¹² In shared writing, the teacher writes what she and her students decide in a collaborative manner. The texts tend to be longer and more complex. In Interactive Writing, the students are the ones who hold the pen in front of the teacher and classmates. The students can practice spacing, punctuation, and the overall construction of shorter texts.

The teacher covered the following standards:

- *1 Reading 5: Identify a variety of genres and explain differences between literary texts and informational texts. (RI&RL)*

Singing Songs About Farm Animals in English and Spanish

Ms. Alvarez also taught the children the song “[Los Pollitos Dicen](#),” a well-known song for children in Latin American countries. She wrote the song on chart paper. She asked a few children to draw images next to key words as they were trying to figure out the meaning of the song. They also listened to the lyrics of the song and learned the lyrics to [Old McDonald Had a Farm](#).

TEACHERS OF MLS CAN ENCOURAGE THEIR STUDENTS TO SHARE SONGS IN ENGLISH AND ANALYZE THE LANGUAGE EMBEDDED IN THEM. LIKEWISE, STUDENTS CAN SHARE SONGS IN THEIR HOME LANGUAGE AND USE A WEB-BASED TRANSLATION IN ORDER TO KNOW THE CONTENT OF THE SONG.

Los pollitos dicen

Pío pío pío
Cuando tienen hambre
Y cuando tienen frío

La gallina busca
El maíz y el trigo
Les da la comida
Y les presta abrigo

Bajos sus dos alas
Acurrucaditos
Duermen los pollitos

Hasta el otro día.

LIFELONG PRACTICES FOR WRITERS:
ENRICH PERSONAL LANGUAGE, BACKGROUND
KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND
COMMUNICATING WITH OTHERS.



Metalinguistic Awareness Using “Los Pollitos Dicen”

After spending some time learning the song, Ms. Alvarez studied with the children the diminutive in Spanish, *-ito*. She used a shared reading¹³ chart and only one of the song’s stanzas:

Bajos sus dos alas

*Acurrucad*itos**

*Duermen los poll*itos**

Hasta el otro día.

Ms. Alvarez wrote the diminutive *-ito* in red. The **students translated** the word *pollitos* into English (little chicken), and they noticed how it requires two words in English, whereas in Spanish, it only requires the addition *-ito* at the end of the word (*pollo*/chicken). One of the phrases that elicited questions was: *les presta abrigo/ bajo sus dos alas* (she lends them shelter/under her two wings). Ms. Alvarez explained the warmth the chicks needed and received from the hen by hiding under her wings.

The reading standard that the teacher covered was the following:

- *I Reading 4: Identify specific words that express feelings and senses. (RI&RL)*

LIFELONG PRACTICES FOR WRITERS:
EXPERIMENT AND PLAY WITH LANGUAGE

Center Time

Ms. Alvarez incorporated Center Time as part of her schedule because this learning structure allowed her to extend her teaching as a thematic unit. It also allowed her **students to group themselves according to their interests**. In this section, four centers are described: a Math Center, which presented a book in Spanish about classifying animals and toy farm animals to support classification; a Science Center, in which students had to investigate farm animals that lay eggs from those who don’t. This center presented material in English. There was also a Design Your Farm Center and a Butter Churning Center.

¹³ *In Shared Reading the students read a text that the teacher has previously selected. The teacher reads it modeling intonation and expression and uses the text to focus the students’ attention on certain features. In this case it was the construction of the diminutive in Spanish.*

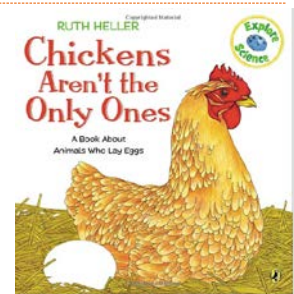
The Math Center

In this center, Ms. Alvarez placed a book in Spanish that presented different ways in which children could classify animals (Greathouse, 2011). The students were given toy farm animals and they choose different ways to classify them: size, color, number of legs, etc. These conversations took place in either English or Spanish. For Ms. Alvarez, the important element was that students were asking and answering questions from each other and were using what they had learned throughout the unit. She provided sets of pictures of various animals for this activity. Ms. Alvarez found the Linguistic Demand Section of the Speaking and Listening Standard 3 for Grade 1 beneficial to promote questioning.



The Science Center

Students who choose to work in this center found books about animals that lay eggs and books that explain how mammals, such as horses and sheep, are born. The students were able to share what they were learning with each other and the class. Ms. Alvarez found the BCCP Speaking and Listening Standard 3 for Grade 1 to be useful for supporting her students in talking to each other:



<p>Common Core Grade 1 Standard (SL.1.3): Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Ask and Answer Questions to Gather and Clarify Information</i></p>
<p>Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.</p>	
<p>Use who, what, where, why and how question forms to gather and clarify information: <i>Did you notice what ___ said? Who just said that? Where did you say it happened? When? Can you help me with ___? Would you like to add something? Can you repeat that part? What about ___?</i></p>	
<p>Example to Address the Linguistic Demands</p>	
<p>This standard does not have an example of a linguistic demand because it requires students to ask and answer questions. Sample texts can be found in the Reading for Information and Reading Literature standard 3 for 1st grade.</p>	

Designing Your Farm Center

In this center, students were encouraged to design an ideal farm, first by drawing it. Then, she provided blocks, Legos, and various other recyclable materials so students could plan and design the

layout of their own farms. While they are planning their layouts, Ms. Alvarez took pictures and posed questions:

TEACHERS MLs COULD MODEL MEANINGFUL CONVERSATIONS AND ENCOURAGE AND MONITOR STUDENTS TO INITIATE SUCH CONVERSATIONS AS WELL.

- What is in your farm?
- Why did you add this?
- What is this supposed to be?
- Can you tell me a bit more of...?

Butter Churning Center

Ms. Alvarez found [a recipe](#) for making butter in a jar. She invited two parents to come to the class and lead a group that would be making butter. Ms. Alvarez met with the parents to go over the steps she wanted them to follow as they worked with the kids. She asked the

Lifelong Practices for Writers:
Enrich personal language, background knowledge, and vocabulary through writing and communicating with others

parents to read the recipe with the students, pointing to each word as they read. They were to talk about ingredients and utensils by naming each one of these and placing them by the appropriate label. Next, they were to read the steps. Ms. Alvarez also took the time to share with the students the expectations and process for this activity. Once the small group of students finished making butter, they were asked to write a letter to someone at home explaining how to make butter. The students tried the butter. They also saved some for the writing celebration.

Writing: Culminating Activity

Ms. Alvarez noticed that the book *Click, Clack, Moo: Cows That Type*, and its Spanish version, was still her students' favorite read-aloud story. She therefore decided to use this interest to conclude her unit. Ms. Alvarez had her students write an opinion piece in which they had to incorporate two reasons for holding their opinion. She prompted her students by saying that they had read the book *Click, Clack, Moo: Cows That Type* in two languages. Farmer Brown was therefore bilingual, and the students could address the farmer in either of the two languages. The students would write a letter to Farmer Brown stating their opinion on how he had treated the ducks and cows in his farm. She organized students in groups of two or three. The main grouping criteria was the language in which they would write their letters. The students were encouraged to brainstorm and draw as a form of drafting. They labeled these drawings. Ms. Alvarez also gave them a graphic organizer to help them organize their text. She also gave them opportunities to conference with her and to talk to one another. She used a sample of her own

writing to create mini lessons that further illuminated the children’s development as writers. She provided an age-appropriate checklist for the children to self-assess their drafts.

Checklist:

Name: _____

Did I use capitalization? ___ Yes ___ No

Do I use periods? ___ Yes ___ No

How does my letter start? _____

Does it have date? ___ Yes ___ No

Does it have at least two opinions? ___ Yes ___ No

How does my letter end? _____

Does it have a signature? ___ Yes ___ No

¡Habla sobre tu opinión!
Talk about your opinion!



<u>Opinión</u> <u>Opinion</u>	<u>Razones</u> <u>Reasons</u>	<u>Ejemplos</u> <u>Examples</u>
		
Yo pienso... <u>I think...</u>	porque... <u>because...</u>	Por ejemplo... <u>For example...</u>
Me gusta... <u>I like...</u>	Una razón es... <u>One reason is...</u>	
	También... <u>Also...</u>	

The teacher covered the following standards:

- *1 Writing 4: Create a response to a text, author, theme, or personal experience (e.g., poem, dramatization, artwork, or other).*
- *1 Speaking and Listening 6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.*

End of Unit Celebration

TEACHERS OF MLs CAN IMPLEMENT THIS ACTIVITY AS DESCRIBED IN ENGLISH BUT ENCOURAGE STUDENTS TO USE THEIR HOME LANGUAGE AS A RESOURCE FOR DRAFTING AND CLARIFYING THEIR THINKING.

TEACHERS OF MLs CAN FOSTER ORAL LANGUAGE DEVELOPMENT AND ACADEMIC CONVERSATIONS BY ENCOURAGING THE STUDENTS TO USE THEIR HOME LANGUAGE WHEN WORKING TOGETHER. FINAL PRODUCTS AND/OR PRESENTATIONS CAN BE MADE STRONGER BY PRACTICING IN SMALL GROUP SETTINGS.

TEACHERS OF MLs CAN REMIND STUDENTS THAT IT IS OKAY TO SPEAK IN THE HOME LANGUAGE AS THEY CREATE THEIR FINAL PRODUCTS FOR THE CELEBRATION OF LEARNING.

STUDENTS ARE REMINDED OF THE LANGUAGES AUDIENCES MIGHT SPEAK AND SHOULD PREPARE PRESENTATIONS IN THE APPROPRIATE LANGUAGE(S).

To conclude this thematic unit, Ms. Alvarez and the children had a class publishing party. Administrators and families were invited. The different groups of students read their letters to Farmer Brown in either English or Spanish. Students shared with their families what they had learned about farms, as well as what ingredients, tools, and techniques were needed to make butter. The class was decorated with the children’s learning about farm animals. Table 6 presents a summary of the strategies related to oral language, metalinguistic

awareness, and flexible groupings that Ms. Alvarez implemented throughout this unit.

Table 6: Summary of the Strategies that Ms. Alvarez Used to Increase the Understanding, Engagement, and Participation of All Students

Oral Language Development, Metalinguistic Awareness, and Flexible Groupings.

These instructional strategies are meant to overlap. For instance, students working in a small group can use oral language to discuss word choices, translate words, and gain metalinguistic knowledge as well.

Oral Language Development	Metalinguistic Awareness	Flexible Groupings
<ul style="list-style-type: none"> Brainstorming in a whole class setting about farm animals the student knew Asking and answering questions during read-alouds in both languages Participating in the creation of a shared 	<ul style="list-style-type: none"> Comparing different languages in vocabulary chart Recognizing accent markers that are similar in Spanish and Polish Recognizing non-cognate words (e.g., horse/caballo) 	<ul style="list-style-type: none"> Grouping students according to cross-language proficiency Grouping students

<p>writing texts and in interactive writing</p> <ul style="list-style-type: none"> • Singing songs in both languages • Talking and sharing ideas in Center Time • Brainstorming when drawing, drafting, and creating an opinion piece • Sharing letters and what they learned in the culminating activity 	<ul style="list-style-type: none"> • <i>Understanding morphology markers (e.g., -er/-ero)</i> • <i>Analyzing the diminutive marker in Spanish (-ito/-ita) and comparing it to English</i> • <i>Analyzing multiple words in English and Spanish for the same referent (e.g., pig cochino, cerdo, swine, pig, hog)</i> 	<p><i>according to academic ability</i></p> <ul style="list-style-type: none"> • <i>Grouping students according to interests</i>
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Resources

Thematic units are a wonderful tool to make interdisciplinary connections across the curriculum and can provide opportunities and learning experiences that integrate math, science, social studies and art. Below are ways that Ms. Alvarez promoted **oral development, metalinguistic awareness, and flexible grouping** across all content areas:

Science

There are various nonfiction books about farms, farm life, and farm animals. Nonfiction book reading will help students expand their knowledge about farms and allow them to see how farms look in different regions and countries. Teachers can talk about various books).

- Students can compare and contrast different animals, using certain language such as “similar” “different,” “compare,” “contrast.”
- Students can investigate cognates in languages. Visuals for these cognates could be made available to the entire class.
- Students can grow an in-class farm, with soil and seeds. This will be an observation activity, where students will have science journals to record the seed’s [life cycle](#) and take turns being the “farmer” caring for the plant. Students can learn about plant life cycle (in different languages of the students) and vocabulary pertaining to the activity. This activity will take place over the course of two weeks. Students can use science journals or any kind of record-taking sheet to jot down changes

they see happening. If students have not mastered writing conventions, they should draw their noticing's individually. The whole class should participate in a share at the end of each recording. The share could take place in **small groups** based on language abilities or in a whole class setting. Sharing is vital in the promotion of **language development**. Students will get a chance to be the teacher and use acquired vocabulary to explain what they see happening. Students should be encouraged to make connections to their own prior knowledge on plants and life cycle.

- Students can study the life cycle of a chicken. Students can use their home language to do research about life cycle and then draw a picture.. Students could work in assigned groups for this activity. The assigned groups should be assigned informally to assess how well students understand what a life cycle is. These groups will help promote **oral language development**, as students will work together to learn and understand how process and order work.
- Ms. Alvarez set up an audio station with different recordings of farm animals and sounds with pictures to match. Students worked individually to match as many pictures to sounds as they can. Some students choose to partake in this activity in groups of two.

Science and Literacy

Students had to come up with their own definition of what makes a fiction book fiction and what makes a nonfiction book nonfiction . The teacher provided a collection of books that contained both types of books. Students were asked to classify them as fiction or nonfiction and explain their rationale.

Social Studies

In order to incorporate social studies into this thematic unit, Ms. Alvarez used maps. She engaged students in this activity by introducing them to the concept of maps. She prepared her resources and collected different kinds of maps to show the class. While exploring the maps (subway maps, world maps, street maps, geographical maps, school maps, etc.) students will engage in a whole class discussion about what they notice on all maps (titles, etc.) Students can talk about geography and make their own maps of farm, complete with map elements such as compass rose and a map key legend or scale. Vocabulary will need to be prepared beforehand. This activity could be tied with art, and students can make their maps 3-D using cardstock for a base and recyclable materials alongside markers, construction paper, tissue paper, etc. This could be a great activity to in which to include families. Teachers might consider this activity as a parent and me workshop, where family members work together to create a map. Students can draw a map of a farm based on their evolving understanding of farms.

Art

Drama is great element to include in a farm unit. Kids can use popsicle sticks, markers, glue, and paper to create their own puppets, through which they can tell stories. During choice/play time, students should have access to a station at which they could pretend to be farmers and/or animals. They should have props to illicit use of vocabulary and oral development. For example, students can dramatize the story, *Click, Clack Moo: Cows That Type* by retelling it using props.

Drama pairs well with *Click Clack Moo: Cows That Type* in other ways, as well. The teacher can use tableaux: first reading the book, then creating a conversation about what happened in the story, noting each plot point on the board (ex: cows writing the letter, farmer getting upset, hens going on strike, etc.) Tableaux use no words. Students act out the scenes with their body and expressions. This is a great retelling through drama. Every time, the teacher should choose different students to create each scene, so every student gets a turn. In order to promote language development in this activity, teacher could choose to choral read the book, or to have different students read pages of the book (each child should have a paper copy of the book for this activity). This exposes children to higher-level books, language, and sentence structure and conventions.

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