

Abuela Unit Plan

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Introduction

In light of the adoption of the PA Core, the Pennsylvania System of School Assessment (PSSA) has recently undergone a major transformation. Specifically, beginning in fourth grade students will now be expected to write Text Dependent Analysis (TDA) essays related to grade-level reading passages. TDAs are different than reading comprehension exercises where students are expected to demonstrate their understanding of a particular text by describing the gist of the plot or by describing facts that they learned. Instead, TDAs expect students to engage in a close reading of the text and carefully analyze the specific language used by the author in order to make an original argument related to information presented in the text and the choices the author made in constructing the text. One pressing issue for teachers is how to begin to develop the skills required to successfully engage in TDAs in the early elementary grades. A second pressing issue for teachers is how to support emergent bilinguals engage in this language-intensive analysis. This unit plan hopes to provide a model for addressing both of these issues.

This unit begins from the premise that the most effective way to support emergent bilinguals in developing the skills necessary for TDAs is to build on their already existing rich linguistic repertoire. With this in mind, this model unit is centered on *Abuela*, a bilingual picture book that is meant to tap into and validate the bilingual home language practices of these students. Yet, it is designed for much more than this. It is also designed to provide students with a foundation in the type of close reading that they will be expected to do on their own by the time they are in fourth grade. This foundation is developed both through explicit modeling by the teacher and opportunities for students to think like a bilingual writer as they create their own bilingual stories.

This unit plan was designed specifically for bilingual teachers who are implementing dual language education in the School District of Philadelphia. It was designed with the expectation that both the teacher and the students have at least some proficiency in both English and Spanish. Yet, we believe that the unit can be adapted to other environments and have included teacher notes throughout the unit plan suggesting how it might be adapted to other community contexts.

The unit is aligned with the first grade PA Core Standards. Yet, we believe that it can be easily modified to align with second grade and third grade PA Core Standards. The intended duration of the unit plan is one week. The unit develops as follows:

- **Day One** is intended to introduce students to *Abuela*. It is structured the way that a typical read-aloud is structured including before reading activities designed to build background knowledge, during reading activities designed to model effective reading comprehension strategies and after reading activities designed to extend understanding in ways that lay the groundwork for the subsequent lessons in the unit.
- **Day Two** is intended to both model a close reading of *Abuela* for students and model for them how to use insights from this close reading to write their own bilingual stories. The major goal of this lesson is to begin the process of getting students to think like a bilingual author and become aware of the ways that bilingual authors can use Spanish in dialogue as a way to develop their characters.
- **Day Three** is intended to continue to engage in a close reading of *Abuela*. The major goal of this lesson is to continue the process of getting students to think like a bilingual

author and become aware of the ways that bilingual authors can use context clues to help non-Spanish speaking readers understand the story.

- **Day Four** is intended to be a culminating reading of *Abuela* that provides students a final opportunity to experience the bilingualism of the text while also working to further develop their fluency skills in both English and Spanish.
- **Day Five** is intended to be an “Open Day” to allow teachers to make adjustments to the unit plan in ways that best fit the needs of their students. Though we make some suggestions of possible activities this lesson should be developed based on the interests articulated by the students and the challenges that they confronted throughout the week.

We understand that this timeframe may not be feasible for all teachers because of the many scheduling constraints that they confront as they develop their daily literacy blocks. With this in mind, we have attempted to develop each lesson in a way that would allow it to be divided into shorter lessons that could occur over multiple days as needed.

It is our hope that this unit plan can serve as a model for implementing culturally and linguistically responsive curricula in ways that are aligned with the PA Core.

Day One: Reading *Abuela*

<p>In this lesson students will:</p> <ul style="list-style-type: none"> • Engage in pre-reading through sharing in pairs • Develop meta-linguistic awareness • Read and discuss the story with each other and their teacher • Take turns talking and listening • Make personal connections to the text <p>PA Core Reading Literature: CC.1.3.2.A, CC.1.3.2.C, CC.1.3.2.G</p> <p>PA Core Speaking & Listening: CC.1.5.2.A, CC.1.5.2.F</p>	<p style="text-align: center;">Materials</p> <p style="text-align: center;"><i>Abuela</i></p> <p>Blank paper or Paper with a few lines for writing</p> <p>Pencils</p> <p>Crayons or markers</p> <p>Teacher’s photo of special someone</p> <p>Related books, ideally in both Spanish and English for Centers (e.g., <i>La Isla, I Love Saturdays y domingos, Dear Primo: A Letter to my Cousin, Going Home, Tío Armando, Home for Navidad</i>)</p>
<p>Building Background Knowledge</p> <p>1. Discuss a special adult</p> <p>Gather the class together and explain to them that today they are going to be reading a story about a special adult in the life of a young girl who speaks Spanish. Show the children photo of a special adult in your life who speaks Spanish and discuss one thing that you like to do with this special adult. Ask:</p> <p>Q: Who is a special adult in your life who speaks Spanish? What is one thing that you like to do with him or her?</p> <p>Have students turn to their partner and discuss the question for 2 minutes. Circulate to assist students who are struggling to answer the question. After 2 minutes signal for the students’ attention and have two to three volunteers share their examples.</p> <p>Gather the class together and have them talk in pairs about a special adult in their lives. To foster meta-linguistic awareness and thinking, ask children questions about the different terms they are using for the special adult (grandma, abuela, father, tía, etc.) and what language</p>	<p style="text-align: center;">Teacher Note:</p> <p>If you have students in your class who speak languages other than Spanish you can include those languages as well.</p> <p style="text-align: center;">Teacher Note:</p> <p>If children can’t think of a special adult in their lives who speaks Spanish, suggest that they consider choosing you or another adult in the school.</p> <p style="text-align: center;">Teacher Note:</p> <p>For students just beginning to speak in English, provide and model how to use the following sentence frames:</p> <p><i>My special adult is _____ .</i></p> <p><i>Mine is _____ .</i></p> <p>For students with higher levels of</p>

<p>these terms are in. Compare the different terms children use.</p> <p>2. Picture Walk</p> <p>Explain to the students that today they are going to be reading a book about a special adult in a girl's life who speaks Spanish. Show students the cover to <i>Abuela</i>. Have student predict, based on title, what language the book will be in. <i>Who do you think the special adult in this book will be/is?</i></p> <p>During the picture walk, slowly turn pages, prompting children to focus on the storyline. Begin by asking them about the title in Spanish. Ask questions about what they see happening and whether they have ever read a story like this before. Stop and point out words in Spanish and ask them to predict why some words are in Spanish but most in English. Ask why they think the title is in Spanish but most of the words are in English.</p> <p>Point out potentially difficult vocabulary/phrases: "swooping like a bird"; "we soared"; "boats in the harbor"; "aventura"; etc.</p>	<p>oral proficiency in English, provide and model how to use the following sentence frames:</p> <p><i>The special adult in my life is _____.</i></p> <p><i>(My) _____ is a special adult in my life.</i></p>
<p>Interacting with the Text</p> <p>3. Read Aloud</p> <p>During the read aloud ask prediction and comprehension questions about what is happening in the story. In addition have them make personal connections with the text.</p> <p>In particular focus on the narrative and begin to point out moments in the text where Spanish is being used.</p> <p>Prompts and comments for particular page numbers:</p> <ul style="list-style-type: none"> - (p. 1) Where are they going? (<i>the city, on the bus, for a bus ride</i>) - (p. 3-4) Where do you like to go with your special 	<p>Teacher Note:</p> <p>For some of these questions, you can have students talk in partners. Students can also use hand signals to show if they agree with their peers' comments and answers or if they were going to give the same answer if called on.</p> <p>*The pair talk could also be done with the general</p>

<p>friend? (<i>I like to go _____</i>)</p> <ul style="list-style-type: none"> - (p. 4-5) Does Rosalba understand what Abuela says? (<i>yes</i>) - (p. 7-8) <i>Swooping</i> is what birds do when they dive down and back up. (<i>Have you seen birds do this? What else do they do in the sky?</i>) - (p. 11-15) What kind of place(s) are they flying over? (<i>buildings, apartments, streets, people walking, cars and taxis, stores, train, subway, rooftops, water, river, boats</i>) - (p. 14-15) How does Abuela fly? (<i>her skirt is a sail</i>) - (p. 20) Where do you think Abuela is from? (<i>la/una isla, Puerto Rico, Cuba, La República Dominicana, de lejos</i>) - (p. 26-27) How do you think they find Rosalba's father? (<i>they look for his window, they look for the yellow building</i>) - (p. 28-29) Where do they end up / land? (<i>back in the park, on the tree</i>) - (p. 32) Where do you think they will go on their next adventure? (<i>many possible answers</i>) <p>General prompts:</p> <ul style="list-style-type: none"> - What language does Abuela speak? Rosalba? - What places do they visit? - Who and what do they see? - Do you think this is a true story? Why or why not? 	<p>questions/prompts.</p>
<p>Extending Understanding</p> <p>4. Draw special adult Have students remind each other of the special adult in their lives who speaks Spanish and one thing that they like to do with him or her. Tell children that they will return to their tables to draw a detailed picture of them and their special adult doing their favorite thing.</p> <p>Then have them return to their tables to draw a detailed picture of them doing their favorite thing together.</p>	<p>Extension activity</p> <p>If children have time, they can write 1-2 sentences about the special adult in their lives. This can be modified for various levels of writing in English:</p> <p><i>My special person/adult is _____ .</i></p> <p><i>_____ is my special person/</i></p>

<p>To wrap up, invite children to come back together to share their drawings or have them share at their tables.</p>	<p><i>adult (or person).</i></p> <p><i>I like to _____ with _____.</i></p> <p><i>I like to _____ and _____ with _____.</i></p>
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Day Two: Introducing Bilingual Writing

<p>In this lesson students the students:</p> <ul style="list-style-type: none"> • Read and discuss <i>Abuela</i>. • Take turns talking and listening • Analyze the bilingual writing techniques used by the author • Complete a shared writing and independent writing that uses bilingual writing techniques modeled after the author <p>PA Core Reading Literature: CC.1.3.2.B, CC.1.3.2.C, CC.1.3.2.G PA Core Writing: CC.1.4.2.M, CC.1.4.2.N PA Core Speaking & Listening: CC.1.5.2.A</p>	<p style="text-align: center;">Materials</p> <p style="text-align: center;"><i>Abuela</i></p> <p>Chart Paper and a Marker</p>
<p>Building Background Knowledge</p> <p>1. Discuss bilingual experiences Gather the class together and explain to them that today they are going to be talking about times when people use Spanish. Describe an experience where you used Spanish. Ask:</p> <p>Q: When was a time that you used Spanish?</p> <p>Have students turn to their partner and discuss the question for 2 minutes. Circulate to assist students who are struggling to answer the question. After 2 minutes signal for the students' attention and have two to three volunteers share their examples.</p> <p>2. Introducing the Story Show students the cover to <i>Abuela</i>. Ask them which character in the story speaks Spanish and which one of the characters speaks both English and Spanish. Remind them that Rosalba is just like them in that she speaks two languages.</p>	<p style="text-align: center;">Teacher Note:</p> <p>Teachers who do not know Spanish can give a fictional example or use another language that they speak.</p> <p style="text-align: center;">Teacher Note:</p> <p>The question can also include languages other than Spanish.</p> <p style="text-align: center;">Teacher Note:</p> <p>Encourage students who are struggling to think about a recent Spanish lesson.</p>
<p>Interacting with the Text</p> <p>3. Developing a Focus for Reading Before beginning the story tell students that sometimes</p>	

<p>authors who write stories in English will sometimes put words from different languages in the story. Ask:</p> <p>Q: Who remembers what language other than English is used in <i>Abuela</i>?</p> <p>After soliciting the answer Spanish tell the students that this time as you read everybody should pay attention to when Spanish is used.</p> <p>4. Reading the Story Use the following guide as you read the story:</p> <p>Pg. 1: What Spanish word is used on pg. 1? <i>Abuela.</i></p> <p>Pg. 2: Why does the author use the word <i>Abuela</i>? <i>Because this is what Rosalba calls her grandmother.</i></p> <p>Pg. 4-5: What Spanish phrases does the author use here? Why does the author use these phrases? <i>“El parque es lindo” and “tantos pájaros because Abuela only speaks Spanish.</i></p> <p>Pg. 8: What Spanish phrases does the author use here? Why does the author uses these phrases? <i>“Rosalba, el pájaro”, “Ven, Abuela” and “Sí, quiero volar” because Abuela only speaks Spanish and Rosalba speaks both English and Spanish.</i></p> <p>Pg. 10-15 can be used to further reinforce the idea that the author chose to use both English and Spanish to illustrate that <i>Abuela</i> speaks Spanish and that <i>Rosalba</i> speaks both English and Spanish as needed.</p>	<p>Teacher Note: For extra scaffolding ask each of these questions separately.</p> <p>Teacher Note: If students are not able to make the connection continue with the story and tell them to see if they notice a pattern.</p>
<p>Extending Understanding</p> <p>5. Introducing Shared Writing Tell students that you will now be writing a story together that use the same strategies. Tell the students about somebody that you know who only speaks Spanish. Tell</p>	<p>Teacher Note: This can be a fictional person if you do not know anybody who fits this description.</p>

them about a time that you did something with them and something that they told you in Spanish.

6. Guided Writing

On chart paper draw a picture of this particular event. Then write a sentence in English that describes what you were doing soliciting student input about wording as appropriate. Then write the quote in Spanish that this person said.

7. Free Writing Time

Have students re-visit the picture of a special person that speaks Spanish in their life. Tell them to write a story about the special person that includes them saying something in Spanish. Have the students open their writing notebook to the next empty page and write for 10-15 minutes.

Signal to let the students know when free writing time is over. If time allows, gather the class and invite students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their story.

8. Reflection

Ask:

Q: What did you learn about bilingual writing today? Turn to your partner.

Have partners discuss the question for a few minutes. Signal for the students attention and have a few volunteers share their answer with the class. Ask:

Q: What are some ideas that you have for bilingual writing?

Teacher Note:

In total the story should be three sentences: the first introducing the story, the second being the Spanish quote. Teachers who are not Spanish speakers may want to have the quote written out in advance.

Teacher Note:

Students who struggle to think of somebody can use the teacher or an invented person.

Day Three: Extending Bilingual Writing

<p>In this lesson students will:</p> <ul style="list-style-type: none"> • Read and discuss <i>Abuela</i> • Take turns talking and listening • Analyze the use of bilingual writing techniques in the text that provide context clues for monolingual readers • Complete shared and independent writing that uses bilingual writing techniques modeled after the author <p>PA Core Reading Literature: CC.1.4.2.B PA Core Writing: CC.1.4.2.M, CC.1.4.2.T PA Core Speaking & Listening: CC.1.5.2.A</p>	<p>Materials</p> <ul style="list-style-type: none"> • <i>Abuela</i> • Yesterday’s shared writing on chart paper • Marker (for teacher) • Construction paper and crayons/ markers (for kids)
<p>Building Background Knowledge</p> <p>1. Discussing bilingual experiences</p> <p>Gather the class together and tell them that today they will continue talking about bilingual experiences and reading <i>Abuela</i>. Share a story about a time that you translated for people who only spoke one language (e.g. a student, a monolingual colleague, etc.). Then ask:</p> <p>Q: What are some other ways that you have translated for people who only speak one language?</p> <p>Think, pair, share (Ask students to think about it, tell a partner, and then raise their hands if they want to share with the whole group)</p> <p>During pair sharing, circulate and if necessary, prompt students who are having trouble. Try to elicit students’ experiences translating for their parents or other adults, helping other students in school, helping to interpret during visits with relatives who speak only Spanish or only English, or other scenarios you think will be familiar to students.</p>	<p style="text-align: center;">Teacher note: As a variation, ask about an experience in which someone else translated for them.</p>

Interacting with the Text

5. Developing a focus for reading

Take out *Abuela* and remind students that yesterday they looked at how the author used Spanish and English in the story to show what languages each character speaks. Explain that today you will be reading the story to see how the author helps readers who might not know Spanish to understand the story.

6. Re-reading the story

Tell the students because you have read the story before you will begin in the middle of the story on p. 18.

Read p. 18 up until “I do too” and then think aloud:
“I wonder if someone who doesn’t speak Spanish would understand “Me gusta.” Let me see if the author has provided any clues to help.”

I notice that “Me gusta” is written in Spanish on this page. It says here “Me gusta, Abuela would say.” What is interesting to me is that the next sentence seems to explain this by saying “Abuela really likes her.” It looks like the author provided this translation as a context clue to help readers who do not understand Spanish.

I wonder if the author will continue to do this. Why don’t we keep reading to find out?

Continue on to pg. 20:

Q: What Spanish words are used on this page? Does the author provide context clues for readers who don’t know Spanish?

Ask students to talk with a partner about their answers.
Listen to make sure they have understood the pattern.

“Vamos al aeropuerto” and “cuidado” and he provides a translation of each saying that “she’d take me to the

Teacher note:

If students are not familiar with the term context clues, you could either omit it and use more general terms, (i.e. “uses English to explain the Spanish”) or you could provide a more detailed definition, (i.e. “hints that we find in the text that help us to understand a word that we don’t know”)

<p><i>airport” and “we’d have to be careful.”</i></p> <p>As you continue reading, ask students to raise their hands when they hear a Spanish word and when they hear the context clue.</p> <p>p. 22: <i>“Pero quiero volar más”</i> ...She wants to fly more p. 24: <i>“Descansemos un momento”</i> ...She wants to rest for a moment.</p> <p>If students have understood the idea you may want to stop here. Otherwise, you can continue through until the end of the story, discussing instances in which the author uses this strategy.</p> <p>Whenever you decide to stop reading, reiterate how the author uses both languages to tell us something about the characters (i.e. who speaks what language(s), from yesterday’s lesson) and to give a reader clues to understand the Spanish words. Connect this textual strategy back to students’ examples of how they or others they know have translated to help someone who was having trouble understanding.</p>	
<p>Extending Understanding</p> <p>7. Continuing Shared Writing</p> <p>Take out the picture of your special adult who speaks Spanish and the shared writing you began yesterday. Explain that today you’ll be adding the strategy you learned today.</p> <p>Read the two sentences you wrote yesterday aloud. Remind the students that not everybody reading this story is going to understand what the quote means. Solicit ideas on how best to provide context clues for non-Spanish speaking readers and then complete the story providing these context clues.</p>	<p>Teacher Note:</p> <p>In total, the model story (and the students’ independent stories) should include three sentences: the first introducing the story, the second being the Spanish quote and the third being the context clues for non-Spanish speaking readers.</p>

8. Continuing Independent Writing

Ask students to take out the pictures of their special adult and the sentences they began yesterday. Today they are going to add a sentence in English that provides context clues to understand the quote in Spanish. Encourage students to consult with each other first and then with you if they are having trouble.

9. Sharing and reflection

Ask students to share their stories with a partner or small group. Ask:

Q: How did your partner use English and Spanish in his/her writing today? What do you like best about his/ her story?

Teacher Note:

Encourage students who finish the writing early to add context with additional illustration or to add more sentences to their story.

Day Four: Readers' Theater

<p>In this lesson students will:</p> <ul style="list-style-type: none"> • Practice oral language (Spanish & English) as they perform the text of <i>Abuela</i> as adapted “readers’ theater” • Use Total Physical Response components to reinforce text comprehension <p>Foundational Skills: CC.1.1.2.E PA Core Reading Literature: CC.1.3.2.K PA Core Listening & Speaking: CC.1.5.2.A</p>	<p>Materials</p> <ul style="list-style-type: none"> • <i>Abuela</i> • Matching Spanish and English cards for each Spanish dialogue- English context clue pair (Cards are attached)
<p>Building Background Knowledge</p> <p>1. Introducing today’s activity</p> <p>Gather children together and explain that today they will be reading the story of <i>Abuela</i> one last time but that this time everyone in the class will get a chance to read in both English and Spanish.</p> <p>Explain that you will be passing out cards that they will read them in groups of two. After they do that, the whole class will read together.</p> <p>2. Modeling</p> <p>Choose two students to come to the front to model the pair practice. Show the class two of the cards—a Spanish and English pair—and read them out loud. Explain that in pairs, the first student will read the Spanish and the second student will read the English. Then ask the pair at the front to model this:</p> <p>S1: El parque es lindo. S2: I think the park is beautiful too.</p> <p>Pass out the cards to student pairs, first announcing the pair and then reading their lines aloud before handing them the cards. Do this for each pair of students, asking the class for quiet so that each person can hear what he or she has to read. Pass out the cards in order so that it is easy to identify who</p>	<p>Teacher note:</p> <p>When possible, organize students in balanced pairs, in which a student who is strong in English reading is paired with one who is strong in Spanish reading.</p> <p>Teacher Note:</p> <p>As an additional challenge (and to get kids moving, practicing oral language with multiple classmates, and practicing cooperative group work), pass out the cards without showing students who their partners are and have</p>

<p>read when.</p>	<p>them find their partners by approaching each other, reading their lines aloud, and matching their pictures. Similarly, you could ask the students to order themselves rather than pass out the cards in order.</p>
<p>Interacting with the Text</p> <p>1. Pair practice</p> <p>Ask students to practice their lines in pairs. If they can't read them independently, they can guess what their lines are based on the pictures/ their memory of the story and/or ask their partner for help. Circulate to help students who are struggling. Tell students to practice each line until they can read it loudly and clearly without stumbling. After several minutes, ask them to switch cards and read their partner's line.</p> <p>2. Group rehearsal (no narration)</p> <p>Once they have practiced on their own, have them practice reading their lines in order for the whole group. It may help to have students stand in a line and then sit once they have read aloud. Encourage them to read loudly and clearly so everyone in the room can hear them.</p> <p>3. Group performance (with narration)</p> <p>Finally, explain that now you will read the story all together, and that you will read the narrator's part. Gesture to children when it is their turn to read.</p>	
<p>Extending Understanding</p> <p>1. Reading aloud of shared writing</p> <p>Return to the shared writing that the class has done over the past few days and practice reading it aloud as a class (alternatively, you could make copies of the text and have the students practice reading it together in pairs or small groups).</p>	

2. Reading each other's' writing

Have students take out their bilingual stories that they have written in previous classes. Students can practice reading each other's stories aloud in small groups.

Day Five: Open Day

Continue Bilingual Stories

Have the students add more to their bilingual stories. They can add more details to their activity with their special adult and can be encouraged to include more dialogue in Spanish and context clues for non-Spanish speaking readers.

Write New Bilingual Stories

Have the students write new bilingual stories using some of the strategies learned throughout the week. Brainstorm ideas with students that can include a story about their classroom, their family or fictional characters. Remind them of some of the bilingual strategies that they learned this week and encourage them to use them in their stories.

Write Opinions About *Abuela*

Show the cover of *Abuela* and remind the students that they read the book several times this week. Ask:

Q: What do you remember about this book?

Have a few volunteers share their thinking. After the students have shared, ask:

Q: Do you like this book? Why? What part did you especially like or dislike?

Explain that the students will write their opinions about *Abuela* and then illustrate the part of the book they liked or disliked most.

Develop Metalinguistic Awareness

On page 16 of *Abuela* point out the many words that are both English and Spanish (*mangos, bananas, papayas, rodeo, patio, burro*). Ask how they would pronounce the word and why. Have students brainstorm and write other words that are the same in English and Spanish. Have them pronounce the words in both languages.

Teacher Note:

For extra scaffolding the teacher can conduct a shared writing that discusses his/her opinion of *Abuela* before having students write their own. The teacher may also provide sentence frames such as:

My favorite part of *Abuela* is

My least favorite part of
Abuela is