## Unit 2.1: Bilingual and Proud

**English as a Second Language**

5 weeks

### Stage 1 - Desired Results

#### Unit Summary
In this unit, students will develop a sense of being bilingual and proud by finding commonalities between English and Spanish through cognates and through examples of bilingualism in their families and in their environment.

**Transfer goal:** Students will leave the class able to use their knowledge of bilingualism to develop their own identities as a bilingual speaker who can move through different cultures by speaking more than one language.

#### Content Standards and Learning Expectations

**Listening and Speaking**

1. **L/S.2.3** Uses appropriate vocabulary and language patterns to identify, describe, and classify familiar concepts related to self, family, and environment, and to interact with peers.
2. **L/S.2.4** Demonstrates verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions in simple sentences.
3. **L/S.2.5** Expresses feelings, needs, ideas, and experiences; discusses learned concepts from content area or class readings using acquired language.

**Writing**

1. **W.2.4** Writes to express feelings, familiar topics, experiences, and describe a picture; uses high frequency words to write simple sentences of three to four words in length; applies correct word spacing.

### Big Ideas/Enduring Understandings:

- Being bilingual allows a person to move between different cultures and have more opportunities in life.
- English and Spanish both have roots in Latin and have cognates that can help comprehend new vocabulary.
- Language can bring out different aspects of our personality.

### Essential Questions:

- What does it mean to be bilingual?
- How are English and Spanish similar and different?
- How does knowing one language help the other?
- Am I the same person when I speak in English or Spanish?

### Content (Students will know...)

- English and Spanish are related to Latin and have a variety of cognates that can be used as a strategy for language acquisition
- False cognates, which are words that are similar in spelling, but have different meanings

### Skills (Students will be able to...)

- Use appropriate vocabulary and language patterns to identify, describe, and classify familiar concepts related to self, family, and environment, and to interact with peers.
- Demonstrate verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions in
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- Language is tied to identity and therefore, bilingualism means not only to be competent in two languages but also to exist and have identities and feelings attached to both languages
- Being bilingual can assist in travel, meeting new people, deepening one’s own knowledge of their first language, and can offer career opportunities
- Concepts related to family
- Forms of greetings, expressions, and feeling words

**Content Vocabulary**
- Bilingual, monolingual
- Proud, pride
- Frustrated, angry, depressed
- Immigrant, move
- Identity, self
- Persevere, keep trying, determined
- Cognate, false cognate
- Code-switching
- Vocabulary
- Meaning
- Similar, different
- Pair
- Match
- Sight words
- Sentences
- Greetings (hello, good morning, good afternoon, good evening, hi)
- Farewells (goodbye, bye, take care, see you later)
- Introductions (Hi my name is _____, what is yours? How are you? I’m _____ thank you. How about you?”

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<th>Stage 2 - Assessment Evidence</th>
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**Performance Tasks**
*Spanish Me/English Me*
- After having read aloud a variety of texts that deal with language learning and bilingual

**Other Evidence**
- **Sight Words/Dolch Words Monitoring**
  Throughout the year teach a set of five to seven Dolch Words a week to improve
characters, have the students create a book on their life in Spanish and in English

- Have students brainstorm in a T-Chart what activities he/she does in Spanish and in English (if English is only spoken in school, where does he/she see English or hear English (TV, music, movies)

- To show a model, create your own “Spanish Me/English Me” book to have students see how you exist in Spanish and English worlds. Have illustrations for the various sentences (example: Spanish me talks to my abuelita, laughs with my tias and primos, gets consejos from my mami. English me loves to listen to music, dance to Beyonce, and laugh at cartoons. Spanish me dances to salsa, sings along to Calle 13, and reads Condorito. English me shares in class, writes stories, and learns new words. I love the Spanish and English Me.)

- Use attachment 2.1 Performance Task – Descriptive Writing Rubric to assess writing process, word choice and sentence fluency. (Only grade on topics that have been taught, e.g. if students have not learned irregular past tense, do not grade)

**Bilingual Poem**

- Part of being bilingual is “code switching” or going between two languages when there is a word that fits the feeling better. Read aloud the poem, “My Tongue is Like a Map” (see attachment: 2.1 Performance Task – Bilingual Poem and Questions) and have students discuss why some words are in English and some in Spanish. Do some words have more of a connection or history to one language? Also have students compare how the speaker feels about being bilingual. Does he want to be bilingual? Why or why not? Are there any benefits to being bilingual (e.g. career opportunities)? Does the speaker change his feelings about being bilingual throughout the poem? (e.g. when someone dreams in two

- Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). Based on words you select for the whole class and on the individual words students want to know in English for their individual word list, have a conference for each student to check if the student understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently).

- Social Language Observation: During morning message, story time and instructions, use attachment, Resource 7 – Social Language Rubric to note growth of student’s ability to follow instructions, and participate during read alouds.

- Comparing self to a bilingual character From the read alouds of characters who are bilingual or are in the process of becoming bilingual, have students describe the character traits of the character (see attachment: 2.1 Learning Activity – Character Map) and then, have them compare themselves with the character using graphic organizer (see attachment: 2.1 Other Evidence – Character Comparison) in order to find traits that the students have in common with the character during the language learning process.

- Journal Writing Because this unit is focused on developing the students’ identity as a bilingual learner, have students reflect in a notebook on a daily or weekly basis throughout the unit. Some topics or prompts you can ask students to write about:
  - What they have learned from the story
  - How do I feel about English
  - How do I feel about Spanish
  - Do I hate English? Why or Why not?
### Stage 3 - Learning Plan

#### Learning Activities

**Routines for the year**

- The theme of this year is “bilingual and proud,” to encourage students to think of themselves as bilingual by using their knowledge of Spanish to learn English. This is done by helping students find similarities between the two languages (cognates, alphabet, prefix or suffixes, etc.) and to make

| Have students write a poem about becoming bilingual. See attachment, 2.1 Performance Task – Bilingual Poem and Questions for a model of brainstorming, sample poem, and sentence starters students can use for their own bilingual poems. Have students brainstorm using a Venn Diagram to compare and contrast how the student feels speaking in Spanish and Speaking in English. In the Venn diagram have students write down what feelings they have when learning in Spanish, English and brainstorm memories when they enjoyed learning in English, Spanish, or both languages. | What does bilingual mean? |
| When drafting, make sure their poem has both English words and Spanish words (to show code-switching). Have students work in pairs to write their own poems because it can help with coming up with words or ideas. | Am I bilingual? Why or Why not? |
| During the revision process, use the poem, “My Tongue is Like a Map” and sample, “Becoming Bilingual” as a model to ask if students have shared their feelings about English and Spanish and being bilingual. Have a discussion to see if their own feelings about being bilingual have changed throughout the unit. | How does being bilingual help me in life? |
| Have students have peers help with spelling (looking at words on word wall, use picture dictionary) during revision process. | Who do I know in my life that is bilingual? |
| Have students create a class book of their bilingual poems and share their work with family and school community members to celebrate being “bilingual and proud” | Can I be Puerto Rican and speak English? |
| | How are English and Spanish similar? |
| | How are English and Spanish different? |
| | Am I the same person in English? |
| | Based on a reading or discussion, ask students to free write, or come up with a topic for the class to write about |
them feel successful that they can use their prior knowledge of Spanish to acquire English.

- Select a color marker for English and a color marker for Spanish. This way students are used to the pattern of a word (e.g. English words could be written in black and words in Spanish could be written in blue). This color-coding strategy will help with all of your activities throughout the unit and year (e.g. word walls, cognate word wall, posters, model writing, etc.)

- Have a word wall throughout the year for the vocabulary selected from read alouds and from class activities and unit themes. In this unit, you will also have a cognate wall. It can be used throughout the year as well because it will build up the students’ sense of success in English. In addition, students will be learning sight words, so it is also helpful to have these be a part of the word wall. For examples of how to select words for the word wall, look at the website: http://www.readingrockets.org/article/14343/ and the attachment, Resource 2– Using Word Walls to Improve Instruction.

- Every class begins with a “morning message” to start the class. (E.g. Today is ______, we will _____.) to let the students know what they are doing and it is also when you can teach days of the week, have students fill in the blanks of words, identify sight words, cognates, etc. (see attachment: Resource 5– Morning Message Reasons and Research).

**Bilingual and Proud**

- Ask the students what they think when you ask, “What does it mean to be bilingual and proud?” This question will be at the center of the unit because the students’ own notions of self will hopefully change as the unit goes on. Have the class define what does it mean to be a bilingual (Is it being perfect in two languages or that you can communicate in two languages?) Ask why it is helpful to be bilingual and whether or not it is a good thing to be bilingual and proud.

- Have family members who are bilingual or learning a new language come in and share their stories. Have students prepare a set of questions for their guests about the experience and their feelings, how they learned it, why they learned it. After each guest shares their story, students can write thank you cards about what they learned from the guest’s talk and draw a picture of what influenced them. They can also keep a notebook journal where they can write their own reflections about their own experiences and what they learn from the guests.

- Have students find examples of bilingual text in magazines, newspapers, advertisements, TV, internet, radio stations, music (e.g. some singers like Shakira, Ricky Martin, Calle 13 or Pitbull use English and Spanish in its lyrics and they can write the examples down). Have a bilingual wall where students can post their examples.

- Have students share stories about how they feel when they speak English. Do they feel frustrated because they can’t communicate everything they think and feel? Do they feel excited to learn a new language? Have them draw pictures of how they feel when learning English or/and also complete a Venn Diagram of themselves speaking Spanish and English. What about them stays the same when they speak either language? (see attachment: 2.1 Learning Activity – Venn Diagram)

- Have them guess how long it will take to become fully bilingual (competent in both languages). Share how learning a new language takes time (7 to 10 years for academic language) and it takes a will or desire to learn it. Share your own story about learning to become bilingual and your own feelings of the experience to create a supportive space in the classroom that it’s okay to get frustrated, but to know speaking in a second language doesn’t reflect their ability or who they are.
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- Read aloud books that deal with being bilingual and have the students discuss the question, “Am I the same person when I speak in English or Spanish?” A good book is I Hate English! about a girl who does not want to speak English because she loves her language from China. She shares how she feels when she speaks Chinese and how she gets over her disgust of English with time and trust. Or A Diary from Here to There about a girl’s worries immigrating to the US from Mexico and her fears of language. Another is One Green Apple and the experience of an immigrant from Iraq speaking her first word in English and reconciling developing a dual self in English and in Arabic.

- To discuss “Am I the same person in English and in Spanish?” read aloud My Name is Jorge on Both Sides of the River a collection of poems about an immigrant to the US who speaks Spanish. Poems deal with identity and language. Have students write their own poems as a response about their names in English and Spanish (e.g. Jorge/George).

- Read aloud bilingual books that have the same story, but are in different languages. Select passages that have different rhythms and discuss which language makes that part in the story more powerful (E.g. Abuelo y Yo about a Puerto Rican family, Featherless about a boy in a wheelchair and his bird).

- Read aloud Antonio’s Card and have students create their own bilingual card to express their feelings about their family in English and Spanish. This book can also open up discussion to alternative families (adopted, single families, same sex families, living with grandparents, because no one family is the exact same) and how our feelings can come out differently in different languages.

- Read aloud a text with multiple languages (like Subway Sparrow) to discuss how when you live in a city you can meet people who speak a different language from you. How do the characters work together to solve a problem and they are speaking different languages? You can accompany this story with a story board or comic strip for a retelling (see attachment: 2.1 Learning Activity – Comic Strip).

Vocabulary Development

- Ask students, “How are English and Spanish similar and different?” see what they come up with! Help students brainstorm examples of how English is similar and different (examples: share similar cognates, use the same alphabet, similar prefixes and suffixes, different way of conjugating verbs, placement of adjectives, verbs in Spanish indicate subject, while English needs pronouns). They are now in their third year of English class, so students should be at level 2 (beginning) or level 3 (developing) in English (see attachment: Resource 6 – Performance Levels of ELLs).

- Introduce the idea of “cognates”. Cognates are words that share the same etymology. Give examples of words in Spanish they already know that are the same or very similar in English (e.g. animal, hamburger, color, banana, etc.). Select a list of words in English that students can guess their Spanish equivalents. Have them work in partners to find the Spanish cognate for the English words (use list: http://www.colorincolorado.org/pdfs/articles/cognates.pdf)

- Create a cognate wall where students can share cognates they find in read alouds or from your cognate activities. Make sure to color code the English and Spanish words.

- Play cognate matching game where students get a card and they have to find their cognate pair.

- When you read aloud and you find a cognate, ask the students “I found a cognate, what is it’s Spanish pair?” Create a list of cognates found in books and have them be a part of your cognate
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- Discuss “How are English and Spanish similar and different?” when false cognates are found. Explain that some words sound similar in Spanish and English but are actually not the same word (e.g. soap/sopa, carpet/carpeta). For these words students can create false cognate book where they draw each word or write silly sentences with different pictures in a book or comic strip (e.g. The man did not enjoy his soap (with a picture of a man trying to eat a bar of soap instead of a bowl of soup, or the student brought her carpet to class (instead of carpeta, or folder).

Greetings, Farewells, and Introductions
- Ask “How are English and Spanish Similar?” when it comes to saying hello. Have students share their answers and examples. Share how greetings in English and Spanish are similar. Have students create a list in Spanish of how they greet each other. See if students know the English equivalent (in Kinder and Grade 1 they also have expectations to know greetings and have sung songs; see unit 1.3 for the song). Have a poster that has introductions in English on one side (e.g. “Hello, my name is ____” or “How are you today?” “I am fine, thank you. How are you?”) and Spanish on the other side.
- Have students practice greetings, introduction, and farewells in partners, through acting (have them create a scenario: e.g. going to the market, going to the doctor, meeting a new friend) and have them use the greetings on the word wall or poster in their role play.
- Have students draw comics where the characters are meeting each other and use appropriate greetings (see attachment: 2.1 Learning Activity – Comic Strip).
- Search for examples of greetings or introductions in storybooks. Have students create a list of examples they find.

Writing: Sight Words/Dolch Words
- Teach five to seven sight words a week to have students improve writing fluency as well as reading fluency in English. Introduce them during morning message, have students fill in the blanks of sentences as they get comfortable.
- Make note cards with the sight words (or download them from http://www.superteacherworksheets.com/dolch.html) with the note cards, students can select them to write sentences, to act them out in front of the class, to play memory or matching games with a partner.
- Have students search for the words in books with partners to reinforce the idea that these words are the most commonly found words in English.

Sample Lessons
- Lesson on teaching listening skills along with I Hate English! by Ellen Levine: http://www.scholastic.com/teachers/lesson-plan/i-hate-english-discussion-guide
- Article and Activities on using cognates in the classroom: http://www.readingrockets.org/article/14307/
- 21 lessons to teach sight words, or Dolch Words (includes a downloadable file of all 21 lessons: http://www.mrsperkins.com/activities.html)
- Downloadable Dolch words with activities: http://www.superteacherworksheets.com/dolch.html
Additional Resources

- PDF of cognates and changes in word endings (e.g. information → informacion, classify → classificar) to help students find patterns in cognates:
- Dolch Words Bingo Games: http://www.mrsperkins.com/dolch-games.html
- Articles on the multiple benefits of being bilingual:
- Different downloadable comic strips for teaching retelling, storytelling, vocabulary, and to use to brainstorm stories: http://donnayoung.org/art/comics.htm
- An interesting article about dreaming and thinking as bilingual or multilingual:
  http://www.psychologytoday.com/blog/life-bilingual/201103/thinking-and-dreaming-in-two-or-more-languages

Literature Connections

- I Hate English! by Ellen Levine
- Subway Sparrow by Leyla Torres
- My Name is Jorge on Both Sides of the River by Jane Medina
- One Green Apple by Eve Bunting
- My Name Is Yoon by Helen Recorvits
- Home at Last by Susan Middleton Elya
- Everybody Cooks Rice by Norah Dooley
- Bilingual Books:
  - Mis Abuelos y Yo by Samuel Caraballo (set in Puerto Rico)
  - Antonio’s Card by Rigoberto Gonzalez
  - My Diary from Here to There by Amada Irma Perez
  - Featherless/Desplumado by Juan Felipe Herrera
  - Benjamin and the Word by Daniel A. Olivas
  - Pepita Talks Twice / Pepita habla dos veces by Ofelia Dumas Lachtman
  - Carlos and the Carnival/ Carlos y la feria by Jan Romero Stevens
- Greeting Books
  - Good Morning, Good Night/ Buenos Dias, Buenas Noches by Michael Grejniec
  - Buenos Dias, Carlitos by Melody Moore Holmes (you can also use this book for the weather vocabulary)
  - Good Night, Good Knight by Shelley Moore Thomas (This is a story about the bed time routine)
- Scott Foresman Reading – Collection 1.5
  - Take Me There Book and Practice Book
  - A Real Gift by Diane Hoyt-Goldsmith page 10 (Finding Commonalities)