

Appendix A: Unit 17 from my personal lesson plans

Unit 17	Letter(s)	Week(s)	Vocabulary/Sight words	SIOP & OTHER VOCAB.
Un día de la vida	D	27-28	<p>-de, día, doy, dos, diez, donde, dónde, digo, decir</p> <p>-dominó, dado, dientes, dinosaurio, diamante, delfín, dinero, duende, ducha, dedo, día, dulces, dibujo animado, doctor(a), dragón, dentista, desayuno</p> <p>-delante, detrás, debajo, a la derecha, dibujar, dormir, divertido(a), dentro</p>	<p>-animales del desierto y del océano</p> <p>-daily routine words</p>
Grammar and Associated Vocabulary		<p>-exposure to daily routine words: reflexives (<i>despertarse, cepillarse el pelo, bañarse, acostarse</i>)</p> <p>-exposure to <i>decir</i> and <i>dar</i></p> <p>-positional words</p>		
Language Arts		<p>Standards/EQ:</p> <p>-CCSS.ELA-LITERACY.RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>-CCSS.ELA-LITERACY.RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>-CCSS.ELA-LITERACY.RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>-CCSS.ELA-LITERACY.RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>-CCSS.ELA-LITERACY.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>		

	<p>-CCSS.ELA-LITERACY.W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>-CCSS.ELA-LITERACY.W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>¿Qué hago si no entiendo la palabra?</i></p> <p><i>¿Por qué escribió el autor/la autora este texto?</i></p> <p><i>¿Por qué revisamos y editamos?</i></p> <p><i>¿Cómo puedo publicar/compartir mi escritura con el mundo?</i></p>
<p>Literacy centers</p>	<ul style="list-style-type: none"> -match letter D words with picture on pocket charts -da, de, di, do, du, d at beginning of a word vs. d in middle of two vowels practice -trace and wipe with letter D words -TinyTap letter, word identification game (Miller) -Riddle.com vocabulary (Miller) -practice reading two different D's with teacher Other -cuaderno amarillo, diccionario, libritos, cancionero -sight words station
<p>Reading/Literacy</p>	<p>dr</p> <p><i>-Dina, la soñadora:</i></p> <p><i>-Si te encuentras un dragón:</i> cosquillea, espalda, nariz, piernas, patas, cola, barba, contento</p> <p><i>-Contar a la hora de dormir (RAZ-A)</i></p> <p><i>-Yo me visto (RAZ-A)</i></p>
<p>Comprehension strategy(ies)</p>	<ul style="list-style-type: none"> -leer la obra de un compañero -el acento/tilde

	<p>-how to guess what an unknown word means</p> <p>-recontar y contestar preguntas específicas sobre el texto</p>
<p>Writing</p>	<p>-Write: A Day in the Life, using speech bubbles</p> <p>-revise</p> <p>-publish</p> <p>-use speech bubbles to show someone speaking in your story</p>
<p>Math</p>	<p>Standards/EQ:</p> <p>-CCSS.MATH.CONTENT.K.OA.A.1: Represent addition and subtraction with objects, fingers, mental images, drawings; sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>-CCSS.MATH.CONTENT.K.OA.A.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>-CCSS.MATH.CONTENT.K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p><i>¿Cómo leemos y resolvemos los problemas cuento?</i></p> <p><i>¿Qué es la resta?</i></p> <p><i>¿Por qué es importante contar de 5 en 5, de 10 en 10?</i></p>
<p>Math Centers</p>	<p>-Dreambox (iPad)</p> <p>-addition (dominoes, dice, and adding machine)</p> <p>-TinyTap games (Miller)</p> <p>-Math notebook for word problems</p> <p>-subtraction with beads</p> <p>-manipulatives give and take game</p> <p>-subtraction bowling! (Miller)</p> <p>-equations around the room</p>

	<p>-subtraction foldables</p> <p>-Math notebooks (word problems)</p>
Positional adjectives	<p>-posiciones (delante, detrás, debajo, al lado, encima, derecha, izquierda)</p> <p>-subtraction problems</p> <p>-dime</p> <p>-0-100, 5s and 10s, 2s</p>
Social Studies	<p>Standards/EQ:</p> <p>-K.C.1.1: Explain similarities in self and others.</p> <p><i>¿Cuántos días en una semana? ¿En un mes? ¿En un año?</i></p> <p><i>¿Todos dormimos durante la noche?</i></p>
How people live	<p>-¿Cuántos días en una semana? ¿En un mes? ¿En un año? Does everybody sleep at night? Why/why not?</p>
Science/Art Project(s)	<p>Standards/EQ:</p> <p>- K.L.1.2 Compare characteristics of living and nonliving things in terms of their: • Structure • Growth • Changes • Movement • Basic needs</p> <p><i>¿Cómo vivían los dinosaurios?</i></p> <p><i>¿Qué es un dragón?</i></p>
dragon, dinosaur	<p>-dinosaurio de papel</p> <p>-hacer un dragón (<i>Household items</i> book, paper plates, p. 32)</p>
Music/Culture	<p>-la vida en el desierto</p>
Technology integration	<p>21st-century skills</p> <p>Personal responsibility</p>
Reflection	

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