

Family Learning Guide: Bilingual & Dual Language Grades K-2

Marking Period 1: 11/2/2020-1/29/21



Welcome to the Family Learning Guide!



Dear Families,

Thank you for reading this Family Learning Guide. We are excited to work with you as partners during these challenging times to ensure that all our students receive an excellent education.

As reflected in our district's strategic plan – The District Model of Excellence or DME – we are working hard every day to provide all our students with the resources that they need to thrive.

We have developed this resource to support student learning – especially at-home learning – and we are excited to work with you and develop more tools and resources to support your children in their learning.

Please reach out with any questions or concerns and suggestions on how to make this guide more useful in the future.

Your partners at Hartford Public Schools



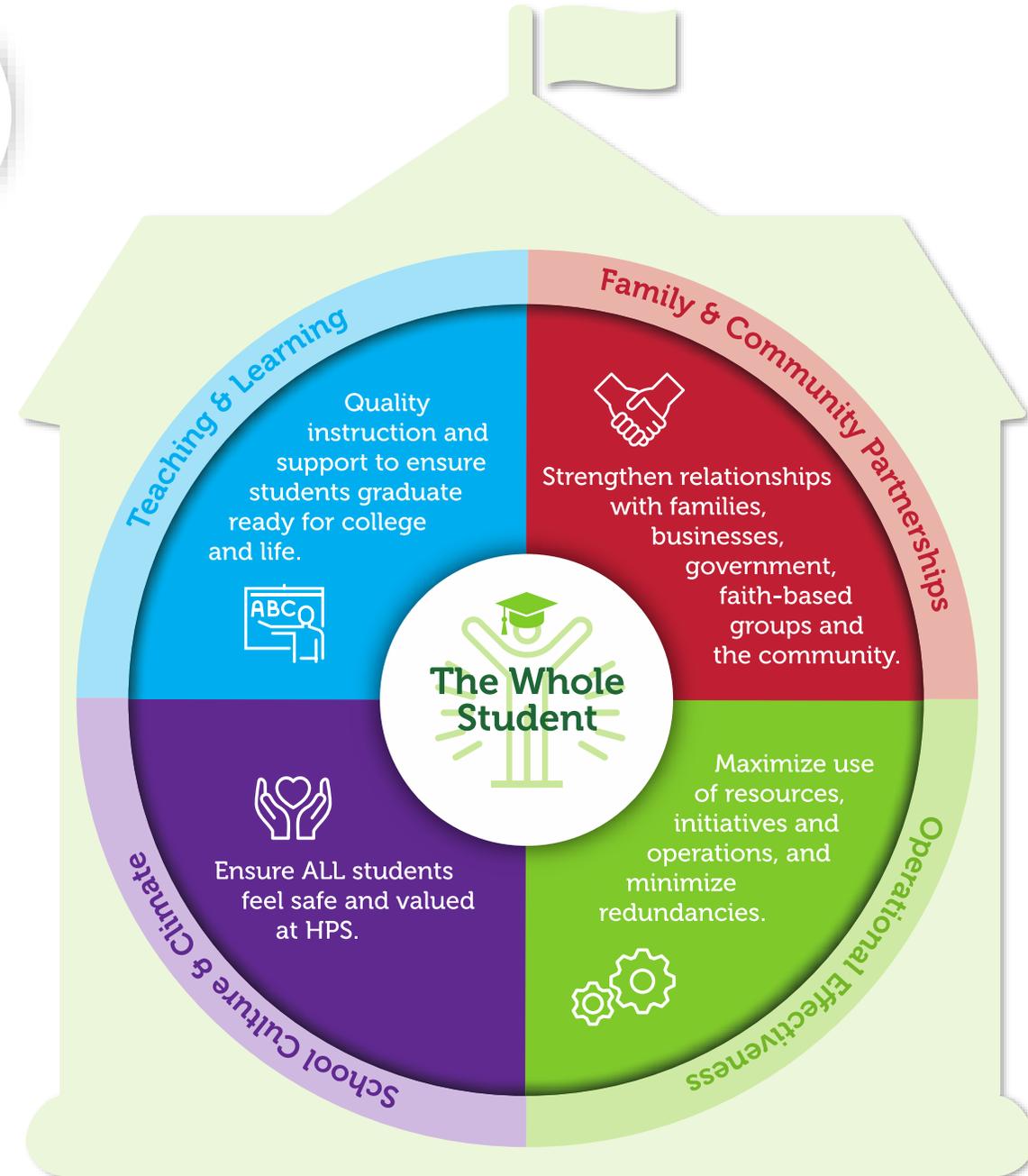
Contact Daisy Torres,
860-519-2074 for questions
about
this guide.

We are committed to excellence and equity for all our students.



The District Model of Excellence is our roadmap for providing every child in Hartford with access to a high-quality public school.

We are committed to **excellence** and **equity** for all our students. This means that we cannot and will not allow the pandemic to interrupt high quality instruction for our students.



Introducing the Family Learning Guide



WHAT IS A FAMILY LEARNING GUIDE?

This is a resource developed by the team at Hartford Public Schools to provide you – our families – with an advance look at what your children will be learning in the coming weeks.

Learning requires partnership between families and schools. During the pandemic, this is even more true and we want to be your partner in this challenging time.



HOW SHOULD YOU USE IT?

1. Review the sample learning objectives so that you can reinforce them at home;
2. Review the resources to support at-home learning so that you can make sure your children have the right supplies;
3. Reach out to your school or the team at the Hartford Public schools if you have any questions!





Emergent Bilingual and Dual Language Classrooms Family Learning Guides

What are the marking period dates for this Family Learning Guide?

11/2/2020 through 1/29/21

What are the specific units covered in this Family Learning Guide?

1. Literacy-Dual Language and Bilingual Kindergarten
2. Literacy Bilingual Grade 1
3. Literacy Bilingual Grade 2
4. Math-Dual Language and Bilingual Kindergarten
5. Math-Bilingual Grade 1
6. Math-Bilingual Grade 2



Family Learning Guide Literacy: Bilingual/Dual Language Kindergarten



Unit Topic(s):

Unit 3- Las reglas de la casa y en la escuela.

Unit 4- Los escritores nos cuentan muchas historias

Unit 5- La tecnología en la casa y en la escuela

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can ask questions and answer questions about the story providing details about the text.
- I can retell familiar stories including details. I can recognize common types of text such as a storybook, poem.
- I can identify the name of the author and illustrator of a story and define what they do.
- I can identify basic similarities in and differences between two texts on the same topic.
- I can use sketches, letters, and words to write about a topic.
- I can look around them to find ideas on what to write about.
- I can name and recognize the vowels, a, e, i, o and u, and the consonant l, s, n, d, f, b, v
- I can combine and segment consonant and vowel sounds for l, s, n, d, f, b and v to form sa, se, si, so, su, / na, ne ni, no, nu/ fa, fe, fi, fo, fu.
- I can make the sounds for the vowels, a, e, i, o and u, and the consonant l, s, n, d, f, b, v

HOW WILL WE TEACH YOUR CHILD?

- Whole-group read alouds to engage students in complex text.
- Discussion about the texts, specifically around unknown words and key details in a text.
- Discussion around the lessons we can learn from characters in texts we read.
- Teacher models and supports students in marking syllable patterns while building words
- Teacher dictates a word and students write the word to practice the spelling patterns
- Responding to questions before, during and after reading a book. • “What do you think will happen next?” • “Where is this story happening?” • “What do you think the problem was in the story and was the problem solved?”
- Read two stories that have the same characters and explain how they are the same and different.

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

Access to a device with audio and internet to follow along with the class and the teacher.

[Guía de alfabetización familiar para el aprendizaje a distancia p. 8-16](#)



Unit Topic(s): Comparison of Numbers to 10 (*Module 3 Topics E-G*)

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can compare groups of objects using the words “greater than”, “less than”, or “equal to” by matching and counting.
- I can compare two numbers between 1 and 10 when they are written as numerals.

HOW WILL WE TEACH YOUR CHILD?

You can expect to see your child do the following:

- Draw lines matching items in one group with items in another to determine whether there are enough.
- Draw more items to make the number of items in each group the same.
- Color and compare different numbers of objects arranged in two lines. Tell which number of objects is more or less than the other number of objects.
- Count to compare two groups of objects that are scattered about. Tell which group has more or fewer objects.
- Draw a set of objects that has 1 more, 1 less, or the same number as the given set.
- Count and compare sets of objects arranged in two lines. Tell which set has more or fewer objects.
- Using squares to represent a tower or train of cubes, draw more or fewer squares than a given tower or train. Then count and compare.
- Compare numbers without using drawings or physical objects. For example, shown two numbers, students record which number is more and which is less than the other numbers

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- [Tema E: Consejos para los padres](#)
- [Tema F: Consejos para los padres](#)
- [Tema G: Consejos para los padres \(Spanish\)](#)
- [Recursos para las familias: Imagine Learning](#)

Family Learning Guide Literacy: Bilingual Grade 1



Unit Topic(s):

Unit 3- Un buen miembro de la comunidad

Unit 4: Toda historia tiene un narrador

Unit 5: La tecnología en el trabajo

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can describe the characters, setting, problem, and solution when retelling a story.
- I can orally describe characters, settings and events of a story.
- I can compare and contrast things that happen to characters in stories, as well as texts about the same topic
- I can make connections between people, events, and ideas
- I can use text features in order to gain full understanding of informational text
- I can participate in shared projects
- I can teach a reader about a topic by writing facts about a topic
- I can identify syllables and initial sounds
- I can read regularly spelled one-syllable words
- I can understand that words can be changed by changing the initial, medial, or final sound (e.g., cat to bat)
- I can recognize grade level appropriate words that do not follow a predictable pattern (trick words)

HOW WILL WE TEACH YOUR CHILD?

- Whole-group read alouds to engage students in complex text.
- Discussion about the texts, specifically around unknown words and key details in a text.
- Discussing the beginning and tell the important details and events that happened in a story.
- Responding to questions before, during and after reading a book. • “What do you think will happen next?” • “Where is this story happening?” • “What do you think the problem was in the story and was the problem solved?”
- Read two stories that have the same characters and explain how they are the same and different.
- Read informational texts that have similar themes. Discuss the connection between the two texts
- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text).
- Combine syllables to form familiar two-syllable words, for example: bo + ta = bnota; be + bé = bebé; bo+la = bola; ju+go = jugo; ge+ma= gema, gi+ro= giro

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

Access to a device with audio and internet to follow along with the class and the teacher.

[Guía de alfabetización familiar para el aprendizaje a distancia p. 8-16](#)

Family Learning Guide: Math

Bilingual Grade 1



Unit Topic(s): Introduction to Place Value Through Addition and Subtraction Within 20 (Module 2)

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can solve addition and subtraction word problems up to 20 using a variety of strategies.
- I can solve addition word problems (using 3 whole numbers, whose sum is ≥ 20) using a variety of strategies.
- I can add and subtract using strategies called “properties of operations”.
- I can explain how addition and subtraction are related.
- I can add and subtract with fluency within 10.
- I can explain what each digit in a two-digit number represents.

HOW WILL WE TEACH YOUR CHILD?

You can expect to see your child do the following:

- Change the order of addends in an addition problem to make ten. *For example, consider the problem $1 + 5 + 9 = 9 + 1 + 5 = 10 + 5 = 15$.*
- Solve problems by using the make ten and take from ten strategies.
- Use the Read, Draw, Write (RDW) process to solve word problems.
- Use 5-group formations (rows) and number bonds to model subtracting 7, 8, and 9 from teen numbers.
- Use the take from ten and counting on strategies to subtract from teen numbers and relate the strategies to making ten.
- Decide which subtraction strategy is best for a given problem, and critique peers’ solutions.
- Determine whether two expressions (e.g., $3 + 4$ and $6 + 2$), when set equal to each other, make a true number sentence. *For example, is $3 + 4 = 6 + 2$ true or false?*
- Break apart teen numbers into a ten and some ones, using math drawings and number bonds.
- Make teen numbers by combining a ten and some ones, using math drawings and number bonds

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- [Tema A: Consejos para los padres](#)
- [Tema B: Consejos para los padres](#)
- [Tema C: Consejos para los padres](#)
- [Tema D: Consejos para los padres](#)
- [Recursos para las familias: Imagine Learning](#)

Family Learning Guide Literacy: Bilingual Grade 2



Unit Topic(s): Foundations Unit Topics

Unit 5 : Vowel teams au, aw and multisyllabic words Trick words : against, knew, know, always, often, once

Unit 6: Vowel-consonant-e (cape), the consonant s can make an /s/ sound and /z/ sound Trick words: only, house, move, right, place together

Unit 7: Open syllables (go, flu, we, I), y as a vowel Trick Words: eight, large, change, city, every, family, night, carry, something

Unit 8: r-controlled syllable (bark, horn) Trick Words: world, answer, different

Read Aloud Unit Topic(s):

- Responding to Injustice in our Communities: *How can individuals respond when confronted with injustice and create change in their communities?*
- Reaching New Heights

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

1. I can describe how characters in a story respond to major events and challenges
2. I can describe the connections between a series of historical events, scientific ideas or concepts, or steps procedures in a text.
3. I can use pictures and words from the text to describe a story's character, setting and plot.
4. I can use context clues to determine the meaning of unknown words and phrases in an informational text.
5. I can explain how images help a reader make meaning from informational text.

HOW WILL WE TEACH YOUR CHILD?

- Whole group teacher read-alouds of books about overcoming injustice and reaching new heights connected to learning goals
- Discussing together questions about the text such as why characters took certain actions, what events impacted characters, summarizing the achievements of characters, and what details from the book help you understand different parts of the story.
- Discussing together questions about the text such as the scientific or historical ideas presented in the text and the connections between these ideas.
- Using the CLOSE Reading Protocol to promote understanding of the text.
- Referring to anchor charts and other visual aids to engage and support learners
- Discussing together the essential question driving each unit.
- Practicing hearing and saying different sounds found in the English language and connecting that to patterns in the words we read
- Using the tapping strategy to help students say each sound in a word and put individual sounds together to form words.

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- Access to a device with audio, microphone and internet to follow along with the class and the teacher. [Guía de alfabetización familiar para el aprendizaje a distancia p. 8-16](#)
- Headphones (optional)
- Paper and pencil, as needed.
- Access to the digital platforms.
- At-home Foundations kit



Unit Topic(s): Place Value, Counting, and Comparison of Numbers to 1,000 (*Module 3*)

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can explain what the three digits of a three-digit number represent.
- I can count within 1000.
- I can skip count by 5s, 10s and 100s.
- I can read and write numbers to 1000 using numerals, number names, and expanded form.
- I can compare three-digit numbers using the symbols $>$, $=$, and $<$.

HOW WILL WE TEACH YOUR CHILD?

You can expect to see your child doing the following:

- Order units from largest to smallest. *For example, 3 hundreds, 5 tens, 9 ones.*
- Skip-count by hundreds, tens, and ones to reach a given number.
- Use place value charts, number bonds, expanded form, and standard form to express the value of numbers up to 1,000, showing the value of each digit.
- Name the value of the digit in any given place in a three-digit number. *For example, the value of the 6 in 364 is 60, or 6 tens.*
- Count combinations of \$100, \$10, and \$1 bills.
- Use an empty number line to model how to count in various orders. *For example, count first by tens and then by hundreds, or count first by hundreds and then by tens.*
- Exchange units of equal value, for example, 30 ones for 3 tens, or 4 hundreds for 40 tens.
- Use the RDW process to solve word problems involving three-digit numbers.
- Compare and order numbers, using the words greater than, less than, or equal to as well as the comparison symbols ($>$, $<$, $=$). Compare numbers in different forms; for example, 307 is greater than 30 tens.
- Identify the number that is 1, 10, or 100 more than or less than a given number.

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

- [Temas A y B: Consejos para los padres](#)
- [Tema C: Consejos para los padres](#)
- [Tema D: Consejos para los padres](#)
- [Tema E: Consejos para los padres](#)
- [Tema F: Consejos para los padres](#)

- [Tema G: Consejos para los padres](#)
- [Grade 2 Module 3 Homework Helpers](#)
- [Zearn Helpers for Parents](#)
- [Zearn Math Helpers for Students](#)