



LESSON PLAN

Miracle Forest



Grade level: K-3

Subjects: English language arts, science, history, and bilingual education

Duration: 5 weeks

Languages: English and Spanish

Learning objective:

- ✿ Develop bilingual vocabulary in English and Spanish.
- ✿ Understand the importance of environmental conservation.
- ✿ Enhance comprehension skills through reading and discussion.
- ✿ Engage in creative and critical thinking through art and writing activities.



WEEK 1

Story exploration and vocabulary



Subjects: English language arts (ELA) and Spanish language arts (SLA)

Objective: Identify essential vocabulary in both English and Spanish, understand the story's main idea, and recognize characters.

Activities:

- ✿ Read-aloud session: Read *Miracle Forest* to the class, first in English and then in Spanish. Encourage students to notice similarities and differences in the text.

 - ✿ Discussion: Talk about the main characters and setting. Use both languages to ensure comprehension.

 - ✿ Vocabulary worksheet: List key vocabulary words from the story (e.g., “forest,” “miracle,” “animal,” “árbol,” “milagro,” “animal”). Invite students to match words with pictures and write the words in both languages.
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Common Core alignment:

ELA-LITERACY.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

SLA-LITERACY.RL.K.4: Identify basic features of a Spanish text (e.g., words, syllables).



WEEK 2

Bilingual sentence construction



Subjects: English language arts and Spanish language arts

Objective: Use the story's vocabulary to develop sentence construction skills in both English and Spanish.

Activities:

- ✿ Sentence matching: Provide students with sentence fragments in English and Spanish. Invite them to match and complete sentences using the vocabulary words from the story.
 - ✿ Writing exercise: Invite students to write simple sentences about the story in both languages. Younger students can dictate sentences, while older students write them independently.
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Common Core alignment:

ELA-LITERACY.L.K.2.D: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

SLA-LITERACY.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in Spanish.



WEEK 3

Science exploration: The ecosystem of a forest



Subject: Science

Objective: Understand the basic components of a forest ecosystem and the importance of protecting it.

Activities:

✿ Discussion: Talk about what makes up a forest ecosystem (trees, animals, and plants). Use bilingual terms to reinforce learning.

✿ Ecosystem worksheet: Invite students to label parts of a forest ecosystem in both English and Spanish (e.g., “tree/árbol,” “bird/pájaro”).

✿ Interactive activity: Create a mini-forest diorama using natural materials (leaves, twigs, and gravel). Label the parts in both languages.

Common Core alignment:

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS: K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals and the places they live.



WEEK 4

Understanding coexistence: Social studies



Subject: Social studies and science

Objective: Explore the concept of coexistence within the forest and in human communities.

Activities:

- ✿ Discussion: Discuss how animals, plants, and humans coexist in the forest. Relate this to how people coexist in communities.
 - ✿ Role-playing activity: Invites students to act out different roles (e.g., a tree, an animal, a human) to show how they interact and depend on each other.
 - ✿ Coexistence worksheet: Draw, write, or share about how animals and people can live peacefully in the forest together. Provide bilingual prompts.
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Common Core alignment:

1.5 SOCIAL STUDIES: Identify and describe ways people can change the environment to improve the community or ecosystem.

SLA-SOCIAL STUDIES: Describe the role of people in shaping the environment, emphasizing bilingual vocabulary.



WEEK 5

Creative expression: Art and music integration



Subjects: Art, music, and physical education

Objective: Use creative expression to reinforce the story's themes and bilingual vocabulary.

Activities:

- ✿ Art project: Create a bilingual *Miracle Forest* mural with students. Each student contributes an element (animal, tree, etc.) labeled in both English and Spanish.
 - ✿ Music activity: Learn and sing a simple song about the forest in both languages. Incorporate movements to represent different animals or plants in the forest.
 - ✿ Physical education tie-in: Organize a “forest walk” around the school or playground, identifying objects that Paolo could find in a forest and naming them in both languages.
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Common Core alignment:

VA: Cr1.2.Ka (Visual Arts): Engage in exploration and imaginative play with materials.
MU: Pr4.1.Ka (Music): Demonstrate awareness of music as a form of communication.
PE standards: Participate in physical activities that involve movement and coordination, emphasizing bilingual commands.




BILINGUAL WORKSHEET



Vocabulary worksheet:


Instructions: Match each English word with its Spanish equivalent and draw a picture to represent it.

 Example:
forest (bosque): Draw a picture of a forest.

 Match the English word to its Spanish counterpart:
forest/bosque
miracle/milagro
tree/árbol

Sentence construction worksheet:

Instructions: Complete the sentences in both English and Spanish using words from the story.

 Example:
The _____ lives in the _____ .
El _____ vive en el _____ .

Ecosystem labeling worksheet:

Instructions: Label the parts of a forest ecosystem in English and Spanish.

- ✿ Example:
 - tree (árbol)
 - bird (pájaro)
 - flower (flor)

- ✿ “I Can Help Protect the Forest”: Draw or write one way you can help the environment.

- ✿ Provide a space for drawing and writing with a sentence starter: “I can help by ...”

Coexistence worksheet:

Instructions: Draw, write, or share about how animals and humans can live together in the forest. Use both English and Spanish words.

- ✿ Prompt:
 - How can we help animals in the forest?
 - ¿Cómo podemos ayudar a los animales en el bosque?

- ✿ Provide space for students to draw and write.



EXTENSION ACTIVITIES



- ✿ Reading comprehension: Pair with other bilingual books about nature to compare and contrast different stories.
- ✿ Science exploration: Investigate different types of forests worldwide, using bilingual vocabulary to describe them.
- ✿ Community involvement: Plan a bilingual nature walk for families, encouraging students to share their learning.

These activities are designed to develop bilingual vocabulary, an understanding of environmental conservation, and creative and critical thinking, all while aligning with the Common Core standards.