

Unit 1.1: My Emotions
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student listens to and discusses books about feelings and opposites to develop reading skills and habits, such as identifying main ideas and supporting details. He/She expands his/her academic and content-specific vocabulary, in order to retell stories, describe story characters, and talk about him/herself and his/her experiences using emotion words and opposites.
Transversal Themes:	Communities, Feelings, Senses, Multiculturalism
Integration Ideas:	Art, Social Studies, Science

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** Why read?
EU1. Reading helps us understand our own stories, the stories of others, and the world around us.
- EQ2.** What makes me feel good?
EU2. Sharing our feelings helps us better sympathize with others, an important part of being a productive member of the community.
- EQ3.** How do words help us understand meaning?
EU3. Words and a rich vocabulary enable us to understand and communicate more effectively and deliberately.
- EQ4.** How does understanding characters, their actions and feelings help you better understand the story?
EU4. When we read, we make connections to what we know in our life, other texts and the world around us. This helps us better understand the characters and their actions.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the classroom being able to use academic and content-area vocabulary such as feeling words and opposites to describe, recite, and retell stories. The student will be able to recount information and ideas about characters and their emotions in order to relate to their experiences, make connections, provide opinions, and improve comprehension.

The student acquires skills to...

- A1.** Ask and answer questions appropriate to a topic.
- A2.** Participate in discussions by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with more elaborated responses-transitioning from one- or two-word responses to phrases and simple sentences.
- A3.** Offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).
- A4.** Describe ideas, phenomena, and text elements (e.g., setting, characters) based on an understanding of what they hear, view, and read.

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Puerto Rico Core Standards (PRCS)	
Listening	
1.L.1a	Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., <i>I like...</i>).
1.L.1b	Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.
1.L.1c	Listen and respond to simple commands and instructions or directions with 3 or more steps.
1.L.1e	Listen and participate in rhymes, songs, chants, etc.
Speaking	
1.S.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with more elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences.
1.S.2b	Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings).
1.S.2c	Expand sentences to provide some details (e.g., Who? What? When?) about a familiar or new activity or process.
1.S.3	Respond to conversations, read-alouds, text, and oral presentations orally using a growing number of general academic and content-specific words and relying less on physical actions or other means of nonverbal communication.
1.S.4a	Tell and elaborate on statements, opinions, or arguments using language models or sentence starters.
1.S.5	Describe personal experiences, using some new vocabulary and details about familiar topics, appropriate to the situation.
1.S.6a	Retell texts and recount personal or familiar experiences, and describe activities, topics, or objects, using some newly acquired vocabulary and details appropriate to the situation.
Reading	
1.R.1	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.
1.R.10	Read nursery rhymes, folk tales, and other texts of appropriate complexity.
1.R.2I	Identify the main topic and key details of an informational text that is read aloud.
1.R.2L	Retell familiar stories, including key details.
1.R.3I	Describe individuals, events, ideas, or pieces of information in an informational text.
1.R.3L	Describe characters, settings, and major events in a story, using key details.
1.R.4I	Ask and answer questions about unknown words in an informational text, and use illustrations to determine the meaning of unknown words.
1.R.4L	Ask and answer questions about unknown words in a literary text, and use illustrations to determine the meaning of unknown words.



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1.R.7	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.
1.R.9I	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.R.9L	Identify the adventures and experiences of characters in familiar stories.
Reading Foundational Skills	
1.R.FS.12a	Decode regularly spelled one-syllable words.
1.R.FS.12c	Know final -e as rule for representing long vowel sounds.
1.R.FS.13a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Writing	
1.W.1	Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.
1.W.2	Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.
1.W.7	Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question.
Language	
1.LA.5a	Sort and categorize words (e.g., colors, clothing) to show comprehension and define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
1.LA.5b	Make and apply connections between words and their use (e.g., big park, small room).
1.LA.6	Use words and phrases acquired through conversations and read-alouds.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
PRCS: 1.R.FS.12a 1.R.FS.12c 1.R.FS.13a		<ul style="list-style-type: none"> Calendar Days of the week Message Months of the year Rhyme Weather chart Word wall 		<p><i>Rhyme a Week</i></p> <ul style="list-style-type: none"> Based on the nursery rhymes and activities from the website: http://curry.virginia.edu/go/wil/rimes_and_rhymes.htm, the teacher uses attachment: 1.1 Other Evidence – Word Rhyme Assessment to assess student’s ability to identify rhyme (word ending that is spelled the same and rhymes). Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). Based on words selected for the whole class and on the individual words the student wants to know in English for his/her individual word list, the teacher has a conference for each student to check if he/she understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Routines for the Year</i></p> <ul style="list-style-type: none"> The teacher begins every class with a “morning message” (e.g., Today is _____; we will _____.), in order to let the student know what he/she is doing. It is also when you can teach days of the week, have the student fill in the blanks of words, identify letters and sight words, etc. (see attachment: Resource 5 – Morning Message Reasons and Research). If there is time, there is also a morning meeting routine you can set up to begin every class: morning message/sharing time/game/announcements. See website for routine: http://www.mrsgoldclass.com/MorningMeeting4Teachers.htm. The teacher has the routine of “Rhyme a Week” for the whole year. The teacher uses a nursery rhyme for every two weeks to introduce word rhymes. The teacher acts them out, uses vocabulary cards to have the student hear, identify, and find the rhymes in other readings. The teacher uses lessons from website: http://curry.virginia.edu/go/wil/rimes_and_rhymes.htm to teach rhymes and word families. Despite the website saying once a week, the teacher structures



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				<ul style="list-style-type: none">• Social Language Observation: During morning message, story time and instructions, the teacher uses attachment Resource 7– Social Language Rubric to note growth of the student’s ability to follow instructions and to participate during read alouds.	<p>the activity to the needs of his/her class (e.g., every two weeks). The teacher can begin this activity after the morning message to create a routine.</p> <ul style="list-style-type: none">• The teacher selects vocabulary from the read alouds to introduce to the class word wall. The teacher has the student act these words out, use them in sentences with a partner and draws pictures to familiarize him/her with the words (see attachment: Resource 2 – Using Word Walls to Improve Instruction).• The student has his/her own set of words he/she wants to know in English, while the teacher keeps an individual word list notebook to keep track of words used by the student (see attachment: Resource 3 – Individual Word Lists).• Rubrics are used for the entire year to assess the level of language development. The student progresses at his/her own developmental level (meaning no one is expected to be achieving the top score of the rubric at the beginning of the year). The teacher adjusts activities to the level of the student (i.e., picture-based, imaginative writing (including initial and final letter sounds) to misspelled words, to correctly spelled words). The teacher can refer to stages of second language acquisition, http://www.everythingsl.net/insecurities/language_stages.php and see attachments: Resource 6 - Performance Levels of ELLs (English Language Learners), and Resource 4 – Developmental Stages of Writing.
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<p>PRCS: 1.LA.2e 1.LA.4a 1.LA.5a 1.LA.5b 1.LA.5c 1.LA.6 1.W.1 1.W.2</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A2 A4</p>	<ul style="list-style-type: none"> • Opposites (up, down, short, tall, heavy, light, big, small, dark, light, happy, sad, loud, quiet etc.). • Prepositions (on, in, above, under, out, in, at). 	<ul style="list-style-type: none"> • Antonym • Emotions • Feelings (e.g., happy, sad, good, bad, silly, angry, scared, loved) • I can _____ • Inside • Opposites vocabulary (e.g., small, big, tall, short, loud, quiet, up, down, day, night, right, left, heavy, light, wet, dry, young, old, difficult, easy) • Outside • Rhyme 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Write a Class Book</p> <ul style="list-style-type: none"> • To make the Performance Task on feelings more rigorous or to integrate the study of opposites and feelings, students can make a class book. • After reading “Alexander and the Terrible, Horrible, No Good, Very Bad Day,” the student writes an opposite version about him/herself. • The teacher gives the student a page entitled “My Great, Fabulous, Terrific, and Wonderful Day.” • The teacher talks about how he/she is writing the “opposite” book and works with the student to incorporate new vocabulary (feelings) and scaffold support as needed. 	<ul style="list-style-type: none"> • The teacher reinforces the concept of opposites by playing Simon says. <ul style="list-style-type: none"> ○ Simon says: Stand inside the circle. ○ Simon says: Stand outside the circle. ○ Simon says: Shake your hands very fast. ○ Simon says: Move your hands very slowly. ○ Simon says: Loudly yell "hooray!" ○ Simon says: Quietly whisper "hooray!" ○ Simon says: Run in place. ○ Simon says: Stand very still. ○ Simon says: Make a sad face. ○ Simon says: Make a happy face. • http://www.scholastic.com/teachers/lesson-plan/activity-plan-2-3-do-opposite-dance • The teacher has an “Opposites Day” to teach the word antonym. The teacher writes opposite vocabulary on index cards and has the student write some on bingo board (see attachment); instead of covering the word called, cover the opposite for 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Opposites</p> <ul style="list-style-type: none"> • The teacher can introduce opposites while developing vocabulary for the Me A to Z book. The teacher talks to the student about opposites and encourages him/her to come up with examples of what he/she thinks opposites are. The teacher selects books on opposites (e.g., <i>Clifford's Opposites</i> by Norman Bridwell) and reads aloud to find words that would describe the student (small, big, tall, short, loud, quiet, etc.). • The teacher finds examples around the room or items brought from home that are opposites. The teacher has the student make a class dictionary of opposites. The teacher assigns him/her words and has him/her illustrate.



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			<ul style="list-style-type: none">The student reads his/her story to the class and/or shares the illustrations.	<p>opposite day.</p> <ul style="list-style-type: none">https://www.visualthesaurus.com/cm/lessons/its-opposite-day/Bingo_Chart.pdf https://www.visualthesaurus.com/cm/lessons/its-opposite-day/The teacher downloads or creates opposite cards (using http://www.kizclub.com/opposites.htm as a resource) and has the student work with a partner to match the opposites or play concentration. (Cards are face down and the students take turns flipping two cards at a time trying to make a match. After they flip them, if there is no match, they have to place them face down again.) The teacher has the student talk about how he/she feel using opposite vocabulary.	
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Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 1.L.1a 1.L.1b 1.L.1c 1.L.1e 1.R.1 1.R.10 1.R.2I 1.R.2L 1.R.3I 1.R.7 1.R.9.L 1.S.1 1.S.2b 1.S.2c 1.S.3 1.S.4a 1.S.5 1.S.6a 1.W.1 1.W.2 1.W.7</p> <p>EQ/EU: EU1/EQ1</p> <p>T/A: A1 A2</p>	<ul style="list-style-type: none"> The importance of reading. The ways (how and why) to make reading routines. How to see themselves as readers, and recognizes what good readers do. The feelings associated with being a good reader (connection to unit of feelings). How to listen and respond to basic commands, instructions, and routine questions during story time. 	<ul style="list-style-type: none"> Describe Description Emotions vocabulary (e.g., good, bad, sad, happy, quiet, young, old, difficult, easy) Favorite Feelings (e.g., happy, sad, good, bad, silly, angry, scared, loved) I feel good reading because Library Prepositions 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p>	<p>Library Visit</p> <ul style="list-style-type: none"> The teacher takes the student on a field trip to the library (in the school or community) and has a librarian share about why he/she loves books and give a tour where the student can find books of his/her own interest in any language. <p>Reader’s Notebook</p> <ul style="list-style-type: none"> The teacher uses an ongoing reader’s notebook as an interactive journal for the student to write about him/herself as a reader. Answering such questions as “Why read? What do good readers do? Where is his/her favorite place to read? What does he/she like to read?” These can also be posted on illustrated cards as part of a bulletin board. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Why Read?</p> <ul style="list-style-type: none"> The teacher opens up the unit with the question, “Why Read?” He/She has the student describe him/herself as a reader and then come up with a classroom list with a partner of reasons to read. The teacher uses this to refer back to all year. The teacher asks the student where he/she likes to read, what he/she likes to read, and with whom he/she likes to read. The teacher asks the question, “Where can you read?” This would be a great way of talking about prepositions (under a table? On a chair? On a sofa? In your bed? At the beach?). The teacher reads aloud “Lupe Lupita Where Are you? Lupe Lupita, ¿dónde estás?” and asks, “Would you want to read there?” The student draws a picture of him/herself reading and writes a caption for the illustration, i.e., where he/she likes to read, and hangs it up in the classroom. The student can also bring in his/her favorite book and give a book talk about why that book is good to read. The teacher reads “Reading Makes You Feel Good” and “A Quiet Place to Read” to help students identify with readers. The



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					teacher develops the student's identity as a reader throughout the unit by having him/her self-identify as a reader.
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	
<p>PRCS: 1.L.1a 1.L.1b 1.L.1c 1.L.1e 1.LA.5a 1.LA.5b 1.LA.6 1.R.1 1.R.10 1.R.2I 1.R.2L 1.R.3L 1.R.4I 1.R.4L 1.R.7 1.R.9I 1.R.9L 1.S.1 1.S.2b 1.S.2c 1.S.3 1.S.4a 1.S.5 1.S.6a 1.S.6b 1.W.1 1.W.2 1.W.7</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p>	<ul style="list-style-type: none"> How to use expressions to demonstrate engagement. How to use verbal and nonverbal forms of communication to express feelings, needs, and experiences. How to react to pictures and simple language cues after listening to read alouds. 	<ul style="list-style-type: none"> Emotions Feelings (e.g., happy, sad, good, bad, silly, angry, scared, loved) I can _____ I feel _____ because _____ I feel good reading because _____ Inside Outside Rhyme Word family 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>My Feelings Poem</p> <p>The teacher reads aloud “The Feelings Book” to discuss different feelings. The teacher has the student create a feelings Poem, drawing one page a day with a different feeling he/she has following the pattern:</p> <ul style="list-style-type: none"> I feel happy when _____ I feel sad when _____ I feel silly when _____ I feel angry when _____ I feel good when _____ I feel bad when _____ I feel scared when _____ I feel loved when _____ <ul style="list-style-type: none"> Deep inside I can always feel loved. <p>The teacher uses attachment, 1.1 Performance Task – Descriptive Writing Rubric to score the student’s writing process, letter and words, and handwriting and spelling.</p>	<ul style="list-style-type: none"> The student acts out the pictures from his/her class book on feelings and shares with a partner what he/she can do. The teacher reads aloud a “Feel Good” book and has the student act out each picture of what makes the author feel good and relate it to him/self and his/her own experiences, just like in the above activity. The student fills out a concept map to show he/she understands the main points of the story. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Feelings</p> <ul style="list-style-type: none"> The teacher reads aloud “I Can, Yo Puedo” to share activities kids can do that make them feel proud. The teacher asks the questions, “What makes you happy?” “What makes you sad?” “What makes you proud” and has the student share with a partner. The teacher brainstorms a list with the student before having a show and tell where the student brings in photos, toys, anything that makes him/her happy. The teacher uses this opportunity to create an individual word list for the student to help him/her with his/her Me A to Z book called “I Feel _____”, using the feelings vocabulary. The student does one entry.



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T/A: A1 A4					
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 1.L.1a 1.L.1c 1.L.1e 1.R.1 1.R.2l 1.R.2L 1.R.3l 1.R.7 1.S.1 1.S.2b 1.S.2c 1.S.3 1.S.4a 1.S.5 1.S.6a 1.W.1 1.W.2 1.W.7</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A3 A4</p>	<ul style="list-style-type: none"> The main idea and key or supporting details. Story elements such as character and setting. The main idea and supporting detail (fiction and informational text). How to compare through language and Venn diagram. Connections to self, others and story characters. 	<ul style="list-style-type: none"> Characters Details, supporting or key Evidence Fiction Graphic organizer Illustrate Informational text Main idea Paragraph Setting Text Venn Diagram 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Main Idea and Supporting Detail</p> <ul style="list-style-type: none"> For a fictional text the student can use the one above (see Opposites PT) or one chosen by the teacher or class. The student writes a short paragraph individually, in pairs, or in small groups providing details about what the book was about. The student identifies story details, the character’s experiences and/or makes comparisons to other stories and characters. To describe events, ideas, or pieces of information in an informational text, a suggested text is “Bringing the Rain to Kapiti Plain” or another grade level informational text. The teacher has the student use the graphic organizer below to form his/her thoughts 	<ul style="list-style-type: none"> http://achildrenspoemaday.wordpress.com/tag/poem-about-feelings-for-kids/ This is a poem about feelings. Students form groups to memorize, read, and recite. It fits the theme of using words and how words express ideas, feelings, and thoughts of main characters. Words also support the main idea and supporting details. After a brainstorm of vocabulary, the student writes his/her own poem, too. (See vocabulary in the poem – excellent for topic-related vocabulary.) The teacher uses a reader’s notebook and gives the student sentence starters or questions to describe ideas and key details of informational and fictional texts. The student can tell the setting, the characters, and what he/she likes about the story. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Main Idea and Supporting Detail</p> <ul style="list-style-type: none"> The teacher finds texts with strong leading characters that the student can read independently or with a teacher. The teacher reads at least two aloud every day to reinforce and model content and skills. The student questions from the read aloud as well as when he/she reads independently (if appropriate for the student). The teacher introduces the text by saying, “Today we are going to use details from a story, like the words and phrases used by the author, to describe a character.” The teacher asks for example, “Who is the main character in this story? How do you know?” The student provides examples from the text as he/she answers the questions. “What words and phrases did the author use to describe the character?” The teacher records the student’s answers on chart paper. The teacher has the student draw pictures of the characters and use words or sentences from the stories’ unit vocabulary (on chart paper) to describe them. The



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			<p>and then transfer them into a paragraph.</p> <ul style="list-style-type: none">• He/She can then illustrate and present by reading or acting out.• http://my.hrw.com/nsmedia/intgos/html/PDFs/Main_Idea_and_Details_Chart.pdf• The teacher uses attachment, 1.1 Performance Task – Descriptive Writing Rubric to score the student’s writing process, letter and words, and handwriting and spelling.		<p>teacher discusses how words and pictures help us visualize and describe a character.</p> <ul style="list-style-type: none">• http://www.readwritethink.org/files/resources/lesson_images/lesson1045/concept.pdf
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Todd Parr**
 - *Reading Makes You Feel Good*
- **Todd Parr**
 - *The Feelings Book*
- **Nancy Carlson**
 - *ABC I Like Me!*
- **Lisa Blecker**
 - *The Good in Me from A to Z by Dottie*
- **Gladys Rosa-Mendoza**
 - *I Can, Yo Puedo*
- **Judy Lalli**
 - *I Like Being Me: Poems for Children About Feeling Special, Appreciating Others, and Getting Along*
- **Douglas Wood**
 - *A Quiet Place*
- **Judith Viorst**
 - *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- **Gladys Rosa-Mendoza**
 - *Lupe Lupita Where Are you? Lupe Lupita, ¿dónde estás?*
- **P.D. Eastman**
 - *Go Dog Go*
- **Sandra Boynton**
 - *Opposites*
- **Dr. Seuss**
 - *The Foot Book*
- **P.D. Eastman**
 - *Big Dog... Little Dog*
- **Stan and Jan Berenstain**
 - *Inside Outside Upside Down*

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- **Ian Falconer**
 - *Olivia's Opposites*
- **Margaret Wise Brown**
 - *Two Little Trains*
- **Eric Carle**
 - *Eric Carle's Opposites*
- **H. A. Rey**
 - *Curious George's Opposites*
- **Judy Schachner**
 - *Skippyjon Jones: Up and Down*
- **Laura Va**
 - *Black? White! Day? Night! A Book of Opposites*
- **Tove Jansson ccaro Seeger**
 - *Moomin's Little Book of Opposites*
- *Good Times We Share Book and Practice Book*
- **T.J. Polve On Level Reader 4 page 2 (Classifying)**
 - *Can Pig Nap?*
- **by Barbara Herzic On Level Reader 4 page 2 (Fact and Fantasy)**
 - *I like to Hop!*

Additional Resources

- Ideas for opposite activities: <http://www.scholastic.com/teachers/lesson-plan/activity-plan-2-3-do-opposite-dance>
- About me book topics: <http://teachers.net/lessons/posts/1310.html>
- Opposites worksheets, board game and card games: http://bogglesworldesl.com/opposite_worksheets.htm
- Good ideas for teaching main idea and detail: <http://thepicturebookteachersedition.blogspot.com/2014/03/the-importance-of-main-idea.html>
- Main idea with read alouds: http://www.readwritethink.org/files/resources/lesson_images/lesson1045/concept.pdf
- Lesson ideas on poetry and the senses—here for I feel...I like: <http://www.readwritethink.org/classroom-resources/lesson-plans/theme-poems-using-five-30582.html?tab=4#tabs>
- This is a list of fiction books for this grade level to be used for many lessons: <http://www.burkinsandyaris.com/our-top-ten-fiction-books-for-teaching-everything>
- <https://www.teachervision.com/skill-builder/lesson-plan/48709.html>

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Performance Tasks

Main Idea and Supporting Detail

For a fictional text the student can use the one above or one chosen by the teacher or class. The student writes a short paragraph individually, in pairs, or small groups providing details about what the book was about. The student can identify story details, the character's experiences, and/or make comparisons to other stories and characters.

To describe events, ideas or pieces of information in an informational text, a suggested text is "Bringing the Rain to Kapiti Plain" or another grade level informational text. The teacher has the student use the graphic organizer below to form his/her thoughts and then transfer them into a paragraph.

The student then illustrates and presents by reading or acting out. (http://my.hrw.com/nsmedia/intgos/html/PDFs/Main_Idea_and_Details_Chart.pdf)

Use attachment, 1.1 Performance Task – Descriptive Writing Rubric to score student's writing process, letter and words, and handwriting and spelling.

My Feelings Poem

The teacher reads aloud "The Feelings Book" to discuss different feelings. The teacher has the student create a feelings poem, drawing one page a day with a different feeling he/she has following the pattern:

- I feel happy when _____
- I feel sad when _____
- I feel silly when _____
- I feel angry when _____
- I feel good when _____
- I feel bad when _____
- I feel scared when _____
- I feel loved when _____
- Deep inside I can always feel loved when _____

The student fills out a concept map to organize ideas and then write sentences or draw from this.

(http://www.readwritethink.org/files/resources/lesson_images/lesson1045/concept.pdf)

Write a Class Book

To make the feelings PT on Feelings more rigorous or to integrate the study of opposites and feelings, the students make a class book.

- After reading "Alexander and the Terrible, Horrible, No Good, Very Bad Day," the student writes an opposite version about him/herself.
- The teacher gives the student a page entitled "My Great Fabulous, Terrific, and Wonderful Day".
- The teacher talks about how he/she writes the "opposite" book and works with the student to incorporate new vocabulary (feelings) and scaffold support as needed.
- The student reads his/her story to the class and/or shares the illustrations.



Unit 1.1: My Emotions
English as a Second Language
4 weeks of instruction

Suggested Sample Lessons

- Recognizing Feelings: <http://www.readwritethink.org/classroom-resources/lesson-plans/using-personal-connections-build-366.html>
- Go Fish alphabet game: <http://www.nationalserviceresources.org/learns/games-gofish>
- Alphabet activities, songs, lessons with read alouds: <http://www.kinderkorn.com/abc.html>
- Opposites dances and game: <http://www.scholastic.com/teachers/lesson-plan/activity-plan-2-3-do-opposite-dance>
- Opposite Day: <https://www.visualthesaurus.com/cm/lessons/its-opposite-day/>
- This is series of lessons for informational text that integrates science and weather vocabulary: <http://www.scholastic.com/teachers/lesson-plan/bringing-rain-kapiti-plain-teaching-plan>