

Unit 1.2: Our Diverse Community
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student interviews his/her family members in order to find out about his/her personal history, including his/her heritage, ancestry, ethnicity, etc. The student reads fictional and informational texts on topics of race, heritage, and family background, describes in writing and orally where his/her family is from, and expresses pride in his/her heritage. He/She compares and contrasts his/her story with classmates in order to build community in the classroom, and presents this information in a variety of written and visual forms.
Transversal Themes:	Multiculturalism, Culture, Social Issues
Integration Ideas:	Social Studies, History, Art

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. Why write?

EU2. Writing helps share my ideas with the world and connect with others.

EQ3. Why is identity important?

EU3. A sense of identity helps create a positive self-image and a sense of community. A family's history is a part of one's identity.

EQ4. Why is it important to know where we're from? Who am I?

EU4. Puerto Rico is a multicultural place with many different and overlapping historical experiences—we all have something in common no matter what we look like. We are a combination of our biological and physical traits (inherited--race) and our non-physical traits—including culture, religion and history (ethnicity and ancestry).

Transfer (T) and Acquisition (A) Goals

T1. At the end of the unit the student will be able to participate in discussions about his/her family's background and his/her community heritage and culture, using academic and content specific vocabulary and language patterns. He/She will be able to use a combination of writing and drawing to demonstrate comprehension of fictional and informational texts and compare his/her personal experiences to those of his/her classmates and people he/she reads about.

The student acquires skills to...

A1. 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.

A2. Use newly acquired vocabulary and appropriate details to retell texts; recount personal experiences; or describe activities, topics, or objects.

A3. Identify basic similarities and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).

A4. Use a combination of copying, drawing, and writing to compose short informational texts collaboratively with a teacher and peers.

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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.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.2I	Identify the main topic and key details of an informational text that is read aloud.
1.R.3I	Describe individuals, events, ideas, or pieces of information in an informational text.
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.9I	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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.4	Brainstorm ideas for writing by drawing and labeling detailed illustrations.
Language	



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1.LA.4a	Use context clues and illustrations to identify the meaning of unfamiliar words.
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
			<p><i>Integrated Assessment 1.1</i></p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 1.1”). 	<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 the student’s ability to identify rhyme. 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 participate during read alouds. 	<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 and Rituals</i></p> <ul style="list-style-type: none"> Morning routines vary depending on grade (morning message, calendar, class meeting, review of day’s schedule, etc.) and focus on a combination of social skills, language development skills, and setting the tone for the day. From each reading, the teacher has a list of vocabulary he/she would like the student to use in conversations. During the morning meeting, the teacher does activities with the words (acts them out, draws them, and uses them in a sentence). These words are used in his/her performance tasks.

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<p>PRCS: 1.L.1a 1.L.1b 1.L.1c 1.L.1e 1.LA.6 1.R.1 1.R.9I 1.S.5 1.S.6a 1.W.1 1.W.2 1.W.4</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A1, A2, A3 , A4</p>	<ul style="list-style-type: none"> Family members and their relationship in the family. The process of conducting an interview. The question words (the 5 W’s: who, what, when, where, why, how). The family vocabulary words. 	<ul style="list-style-type: none"> 5Ws—who, what, when, where , why Ancestor Diverse Family (e.g., mother, father, grandfather, grandmother, great-grandmother/father, aunt, uncle, sister, brother, cousins, niece, nephew) Family tree Generation History I am from _____. I like _____. I dislike _____. Multicultural Pride Proud Race Racism Stereotypes Words to 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Family Interviews</p> <ul style="list-style-type: none"> The teacher has family members come to the classroom to share their family stories about their background (how their parents met, where they are from, what their ancestry is, etc.). Family members can talk about heritage, culture, race, immigration history, or any experiences that help define who they are. Based on discussions in class and using the 5 W’s, the teacher has the student brainstorm six questions he/she would want to ask his/her family about their history and background. The teacher models with his/her own family. The student conducts the interview with a family member who knows the family history. The teacher 	<p>Individual or Class Vocabulary List</p> <ul style="list-style-type: none"> The teacher has the student create a personal list about what he/she is proud of. The teacher uses the vocabulary generated by the student in Spanish to create a class list or individual word list in English. The student brings in pictures and objects for show and tell. 5 W’s: The teacher has the student use the 5 W’s to answer questions about the fictional and informational text he/she reads with the teacher or independently. http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf Journal writing--The student writes periodically in a journal on theme of the unit. Suggested sentence starters are “My favorite thing to do with my family is_____”. He/She can write about family trips, cultural celebrations, etc. 	<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>Family Interviews</p> <ul style="list-style-type: none"> The teacher discusses “What makes me feel proud of my family?” The teacher reads aloud fictional and informational texts on families and how they can be similar and different. The student works with a partner to create Venn Diagrams comparing what is the same and different between their families (who they live with, what activities they like to do with their families) and the character in the story. From his/her similarities and differences, see if the student can share his/her story by 1) comparing 2) writing some key ideas and summarizing the findings from the Venn Diagram, using the graphic organizer located at http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf to support them. (Venn diagram is located on page 2; main idea and details is located on page 6; details and summary scholastic organizer is located on page 8.)



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		compare (e.g., same, different, like, unlike, similar)	<p>has a member of the family help write down the answers for the student. The teacher can make little reporter notebooks so the student has each of the 5 W's on each page.</p> <ul style="list-style-type: none">• The student comes back and shares his/her results and discusses any similarities and differences between his/her family's story and the family stories of his/her peers (immigration, mixed backgrounds, similar or different ancestors). The students create a class Venn Diagram.• From the interviews, the student creates a book or poster of "My Family History" and shares it with the class. Each student has a page or poster board with answers to the 5 WH questions, pictures (photos or drawings), and captions to accompany the pictures.		
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<p>PRCS: 1.L.1a 1.L.1b 1.R.1 1.R.2l 1.R.3l 1.R.4l 1.R.9l 1.S.1 1.S.2b 1.S.3 1.S.4a 1.S.5 1.W.1 1.W.2</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A1, A2, A3</p>	<ul style="list-style-type: none"> Basic vocabulary and language patterns to identify and describe familiar concepts related to self and family. Differences between heritage, ancestry, race etc. What pride in self and community is. 	<ul style="list-style-type: none"> 5Ws—who, what, when, where, why Ancestor Diverse Family (e.g., mother, father, grandfather, grandmother, great-grandmother/father, aunt, uncle, sister, brother, cousins, niece, nephew) Family tree Generation Heritage History I am from _____ . I like _____ . I dislike _____ . Multicultural Pride Proud Race Racism Stereotypes 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Family Tree</p> <ul style="list-style-type: none"> From the interviews with the family members in the “family” learning activity, the teacher has the student create a family tree. With the help of family members, see how many generations he/she can go back. The student cuts out leaves and labels them with family members’ names, and adds pictures if available (see attachment: 1.2 Performance Task – Family Tree). 	<ul style="list-style-type: none"> The student reads and writes a poem about a family member. The teacher reads some of the stories from “Fathers, Mothers, Sisters, Brothers” by Mary Ann Hoberman, (if possible). The student discusses the information presented about different family members. The teacher tells the student he/she will be writing a poem about a family member and has him/her decide who it will be. The teacher decides on an interesting line to be repeated throughout the poem. The student writes down some interesting details about the family member to be included in the poem and shares his/her poem with classmates. Poetry lesson on family- http://writingfix.com/Picture_Book_Prompts/Fathers_Mothers3.html. Student samples of poetry lesson on family- 	<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>Family Portrait -Race and Ancestry</p> <ul style="list-style-type: none"> The teacher discusses “Do we look the same? Why or why not? Why do we look different?” Have the student openly notice different colors of skin or hairstyles amongst his/her peers. Children are naturally aware and open to different races. As the teacher, when talking about skin color, do so in a positive way for students of all colors so that it is a celebration of the diversity of Puerto Rico. The teacher reads aloud texts on race: “Skin I’m In” and “The Skin I’m In: A First Look at Racism” to create a classroom vocabulary on race and diversity. The teacher discusses “What does a Puerto Rican look like?” and note that from the student’s answers, they are all Puerto Rican and have differences. The teacher has the student create a self-portrait and say, “A Puerto Rican looks like me!” The teacher finds commonalities between the students by reading aloud “Whoever you Are,” “Let’s Talk about Race,” and “Same, Same but Different” to notice that race is not the only thing that defines us (see EQs) and there are commonalities between various



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		<ul style="list-style-type: none">Words to compare (e.g., same, different, like, unlike, similar)		<p>http://writingfix.com/Picture_Book_Prompts/Fathers_Mothers4.htm.</p> <ul style="list-style-type: none">Journal writing—The teacher uses a regular journal writing session for the student to draw, describe, and explain things about his/her family heritage. The teacher provides sentence starters or asks 5W questions.The teacher has the students play a game where they get to know each other and find commonalities (see attachment: 1.2 Learning Activity – Getting to Know You).	<p>people around the world. It is important to talk about how the color of our skin is a characteristic we have, but it does not define who we are. After read alouds, the teacher has the student draw a pencil portrait of his/her family. Then the teacher mixes different colors to be able to reproduce the different colors in his/her family. The teacher has the student write simple sentences or a paragraph describing the picture.</p>
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<p>PRCS: 1.LA.4a 1.LA.5a 1.LA.5b 1.LA.6</p> <p>EQ/EU: EQ1/EU1 EQ2/EQ2</p> <p>T/A: A1, A2, A3</p>	<ul style="list-style-type: none"> Vocabulary development (related to theme and social interaction). Context clues and illustrations to identify details and to determine the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Context clues Grade level vocabulary 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Vocabulary development, use of context clues, and other strategies to determine meaning are incorporated into the other TPs.</p>	<ul style="list-style-type: none"> The teacher asks and answers questions about unknown words in an informational text, and uses illustrations to determine the meaning of unknown words. Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition) 	<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>Reading: Context Clues and Vocabulary</p> <ul style="list-style-type: none"> During the unit, the teacher selects vocabulary words he/she wants the student to know and use. The teacher supports the student’s understanding of the meanings of these words based on clues in the book (pictures, in the text) and other strategies. The teacher connects vocabulary development with being a good reader from the previous unit. As the student develops his/her identity as a reader, model what a good reader does when he/she comes to an unknown word, (he/she doesn’t just skip it, but uses clues to try and understand it, or comes back to the word if the clue is later in the text).

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Karen Beaumont**
 - *I Like Myself*
- **Bell Hooks**
 - *Skin I'm In*
- **Julius Lester**
 - *Let's Talk about Race*
- **Pat Thomas**
 - *The Skin I'm In: A First Look at Racism*
- **Jenny Sue Kosteki Shaw**
 - *Same, Same But Different*
- **Todd Parr**
 - *It's Okay to be Different*
- **Mem Fox**
 - *Whoever You Are*
- **Katie Kissinger**
 - *All the Colors We Are: Todos los colores de nuestra piel/The Story of How We Get Our Skin Color*
- **Susan Kuklin**
 - *How My Family Lives in America (about Puerto Rican, Senegalese, Taiwanese families and their lives)*
- **Sandra Cisneros**
 - *Pelitos/Hair*
- **Nina Pellegrini**
 - *Families Are Different*
- **Arnold Adoff**
 - *Black is Brown is Tan o Black is Brown is Tan by Arnold Adoff o Who's in a Family? By Robert Skutch o The Family Book by Todd Parr o Different ,but the Same by C.L. Threatt o All the Colors of the Earth by Sheila Hamanaka*
- **Robert Skutch**
 - *Who's in a Family?*
- **Todd Parr**
 - *The Family Book*

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- **C.L. Threatt**
 - *Different, but the Same*
- **Sheila Hamanaka**
 - *All the Colors of the Earth*
- **Scott Foresman**
 - *Scott Foresman Reading – Take a Closer Look Collection 1.2*
- **Helen Lester**
 - *What Did I See? Page 68 (Realistic Fiction)*
- **Sue Williams**
 - *I Went Walking page 76 (Patterned Text)*
- **Caron Lee Cohen**
 - *How Many Fish? Page 118 (Realistic Fiction/ Science Connection)*

Additional Resources

- Variety of family trees from three generations to seven generations and for non-traditional families: <http://www.familytreemplates.net/category/kids>
- Talking with kids about race: <http://childparenting.about.com/od/socialdevelopment/a/teachdiversity.htm>
- Anti-Racist books for children: http://en.wikibooks.org/wiki/Antiracist_Activism_for_Teachers_and_Students/Literature_for_Youth/Children%27s_Literature
- Lists of suggested lessons and units on families: <http://www.proteacher.com/090003.shtml>
- Developmental guide of children’s awareness of race and identity by age: <http://www.safeschoolscoalition.org/OverviewOfTheDevelopmentOfEthnic.pdf>
- An interesting fact sheet for teachers on the differences between race, ethnicity and ancestry: <http://www.rural.palegislature.us/documents/factsheets/race.pdf>
- Great graphic organizers for text: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf (*main idea, supporting detail, Venn diagram, summary*)—see page 6 *reference in map*.
- Graphic organizer for informational text: http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf (*3-2-1 strategy*)
- Poetry lesson on family: http://writingfix.com/Picture_Book_Prompts/Fathers_Mothers3.htm
- Student samples of poetry lesson on family: http://writingfix.com/Picture_Book_Prompts/Fathers_Mothers4.htm

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Performance Tasks

Family Interviews

- The teacher has parents come to the classroom to share their family stories about their past (how their parents met, where they were from, what their ancestry is).
- Based on class readings and discussions using the 5 W's, have the student brainstorm six questions he/she wants to ask his/her family about their history and background.
- The teacher models with his/her own family.
- The student conducts the interview with a family member who knows the family history. The teacher has a member of the family help write down the answers for the student. The teacher makes little reporter notebooks so the student has each of the 5 W's on each page.
- The student comes back and shares his/her results and discusses any similarities and differences between his/her family's story (immigration, mixed backgrounds, similar or different ancestors) and that of his/her peers. The students create a class Venn Diagram.
- From the interviews, the teacher has the student create a book or poster of "My Family History" using drawings or photos and writing captions to accompany the pictures.
- The teacher has the students present their book or poster with the class.

Family Tree

From the interview with the family members, the teacher has the student create a family tree. With the help of family members, see how many generations he/she can go back.

- Students can cut out leaves and label with family members names, and add pictures if available (see attachment: 1.2 Performance Task – Family Tree).
- The teacher has the student write some sentences to describe his/her family tree and present it to the class.
- The teacher has the student answer classmates' questions about the tree and his/her family.



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Suggested Sample Lessons

- Six Lessons on the different colors of beauty about race, diversity, and celebrating who we are: <http://www.tolerance.org/activity/different-colors-beauty>
- It's okay to be different lesson: <http://www.tolerance.org/supplement/its-okay-feel-different-primary-grades-k-2>
- Family graphing project: http://www.eduplace.com/rdg/gen_act/family/picture.html
- Who's in your family: <http://www.uen.org/Lessonplan/preview.cgi?LPid=5651>
- Themes of family in the Bernstein bears: <http://pbskids.org/berenstainbears/caregiver/outreach.html>
- PDF of all lessons for developing notions of family and community through the Bernstein Bears and other books: http://pbskids.org/berenstainbears/caregiver/BB_Sec_2.pdf
- Poetry writing ideas with family theme: http://writingfix.com/Picture_Book_Prompts/Fathers_Mothers2.htm
- Lessons on informational text and main idea. Good graphic organizers too:
http://commoncore2012.homestead.com/Grade_Level_Files/Second/Reading/ELA_Page/comprehension_mini_lessons_1_.pdf