

Unit 1.3: Working it Out
English as a Second Language
3 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	During this unit, the student reads and discusses books on friendship in order to use basic vocabulary and language patterns to describe family members and peer relationships. He/she is able to identify main characters in stories and compare and contrast their similarities and differences.
Transversal Themes:	Values, Attitudes, and Human Virtues, Skills and Competencies, School to Work
Integration Ideas:	Social Studies, Math, Reading, Writing

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.** How is building friendships like building peace?
EU2. Good friendships help and support us, even during difficult times. Building friendships requires the ability to extend kindness, forgiveness, and to resolve conflict peacefully.
- EQ3.** Is peace possible?
EU3. We build peaceful relationships through the decisions we make.
- EQ4.** What makes a good story?
EU4. Good stories can connect with the reader regardless of time and place.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will use his/her learning about friendship in order to develop social skills to resolve conflict and use peace building skills at school and at home.

The student acquires skills to...

- A1.** Listen, interact, and participate appropriately in all aspects of learning including through questioning, conversations, and class activities.
- A2.** Participate appropriately when sharing opinions, greetings, farewells, statements, or sharing personal/ textual experiences.
- A3.** Tell stories in sequence and compare and contrast characters including their attributes, actions, and feelings.
- A4.** Write, with assistance, a narrative text in proper sequence.

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Puerto Rico Core Standards (PRCS)	
Listening	
1.L.1	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.
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.1d	Offer and respond to greetings/farewells using appropriate courtesy expressions.
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.2	Exchange common social greetings, retell texts, and recount experiences, using complete sentences.
1.S.2a	Offer greetings, farewells, and introductions using appropriate courtesy expressions and respond accordingly.
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.4	Express opinions, using an expanded set of learned phrases as well recalling some textual evidence or relevant background knowledge.
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.2L	Retell familiar stories, including key details.
1.R.3L	Describe characters, settings, and major events in a story, using key details.
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.9L	Identify the adventures and experiences of characters in familiar stories.



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Writing	
1.W.1	Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.
1.W.3	Use a combination of copying, drawing and writing to compose short literary texts collaboratively with a teacher, with peers, and with increasing independence.
Language	
1.LA.1a	Use common and proper nouns.
1.LA.1d	Use frequently occurring adjectives.
1.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
1.LA.4b	Add prefixes to words and determine new meaning.
1.LA.5	Demonstrate understanding of word relationships and differences in word meanings.
1.LA.5c	Act out word meanings.
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>PRCS: 1.L.1d 1.L.1e 1.LA.6 1.S.2 1.S.2a</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> Greetings and Farewells (Good Morning, Good Afternoon, Good Evening, Hello, Goodbye). Polite Expressions (Please, Thank you, Excuse me, I'm sorry). 	<ul style="list-style-type: none"> Farewell Greeting 		<p><i>Oral Vocabulary Assessment</i></p> <ul style="list-style-type: none"> 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><i>Greetings and Interaction</i></p> <ul style="list-style-type: none"> The teacher reinforces greetings and interactions during the morning message, through the Good Morning song (see Unit K.2 "Let's Learn"). The teacher, during read aloud, finds examples of greetings and interactions for the student to reinforce in his/her own role-play and for his/her play. The teacher creates a list of these examples that the student can refer to on the Word Wall.

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<p>PRCS: 1.L.1 1.L.1a 1.LA.1a 1.LA.1d 1.LA.4 1.LA.4b 1.LA.5 1.LA.5c 1.R.1 1.R.2L 1.R.3L 1.R.7 1.R.9L 1.S.1 1.S.2 1.S.2b 1.S.2c 1.S.3 1.S.4 1.S.5 1.S.6a 1.W.1</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ4/EU4</p> <p>T/A: A2 A3 T1</p>	<ul style="list-style-type: none"> Characteristics of friendship (care, respect, being helpful, patience, love). Ways to resolve conflict peacefully (listening, thinking of consequences, sharing feelings). Main characters in stories. 	<ul style="list-style-type: none"> Enemies Friendship, friends, friendly Main Character-character trait vocabulary- bossy, kind, bully Problem Senses (looks like, feels like, smells like, tastes like) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Comparing characters</p> <ul style="list-style-type: none"> Step 1: The student uses the example previously done by the teacher of a Venn diagram to make his/her own Venn diagram. Step 2: The student then chooses two characters from a previously read book on friendship to compare both characters and how good of a friend they are in the book and puts the words/phrases in the Venn diagram under the appropriate character or overlapping section. Step 3: The student must use the vocabulary on friendship on the Word Wall or vocabulary that has been explicitly taught. 		<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>Friendship and Comparing Characters</p> <ul style="list-style-type: none"> The teacher asks, “What is a good friend?” The teacher creates a class vocabulary chart based on the student’s own experiences and what he/she believes are the qualities of a good friend. The student shares a time when he/she was a good friend. The teacher reads aloud, “Will you be my Friend?” to share how sometimes we can be shy when wanting to make a new friend. The teacher uses attachment 1.3 Learning Activity – Friendship Vocabulary and Lessons to develop common vocabulary for friendships and to describe friendship through the senses, (i.e. What does friendship look like, feel like, sound like, smell like?) As the teacher reads aloud stories about friendship, he/she adds to the poster of what friendship looks like. The teacher reads aloud stories that show different friendships and how they develop (<i>Frog and Toad, Willy and Hugh and Franklin is Bossy</i>). The teacher, with the student, compares and contrasts using a Venn diagram poster. The teacher creates a poster with the characteristics of the characters and



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					<p>shows how their behavior helps or hurts their feelings. The teacher discusses how prefixes can help to determine the meaning of a word (unfriendly, dishonest, etc.). With teacher support, the student brainstorms his/her own words that include prefixes.</p> <ul style="list-style-type: none">• The teacher prompts the student to identify adjectives that describe friends and character traits and adds the words to the class vocabulary chart. The teacher prompts the student to draw words from a cup and to take turns acting out the behaviors or feelings. As a follow up activity, the student makes a personal connection with a character's thoughts, feelings, or actions from a previously read story, and using a sentence starter for support (I was bossy like Franklin when...I felt sad when... etc.). The student writes and draws about the personal connection.• The student creates a drawing that contrasts two characters from the story. The student writes labels describing how the characters are different.• Based on the characters, the student makes puppets and/or acts out the characters from the stories. This will help reinforce developing a story sequence for his/her play. Before role-playing the story, the student identifies the beginning, middle, and end of the story as well as the problem and how it was solved.• The teacher and the student discuss "Why read?" "How does reading help us learn to be a better friend?" The student shares
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					lessons he/she has learned from the characters. The student creates lists on “How to be a good friend” and shares a time he/she was a good friend or creates a three tab book on how to be a good friend or how to solve a conflict (this will help with vocabulary and problem solving skills needed for the performance task).
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					<p><i>Peace.</i> In this story, soldiers realize their enemy is a person just like them. War happens when we dehumanize our enemy and consider them “the other.” The student compares and contrasts the two soldiers in the story. “Do they have more things in common or different?” The teacher discusses how they stopped fighting and why they fought in the first place.</p>
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *About friends and to compare characters:*
- **Anthony Browne**
 - *Willy and Hugh*
- **Paulette Bourgeois**
 - *Franklin is Bossy*
- **Arnold Lobel**
 - *Frog and Toad are Friends*
- **Nancy Tufuri**
 - *Will you be my friend?*
- **Shel Silverstein (selfishness: compare the man and the tree)**
 - *The Giving Tree*
- **Elizabeth Winthrop**
 - *Lizzie and Harold*
- *About Conflict Resolution and Communication:*
- **Pat Thomas**
 - *Is it Right to Fight?*
- **Molly Bang**
 - *When Sophie gets Angry, Really Really Angry*
- **Martine Agassi**
 - *Hands are not for Hitting*
- **Chris Raschka**
 - *Yo! Yes!*
- **Leo Lionni**
 - *It's Mine!*
- **Phyllis Reynolds Naylor (bullying)**
 - *King of the Playground*
- **Taro Yashima (being cruel, accepting people)**
 - *Crow Boy*

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- **Mem Fox (helping)**
 - *Wilfrid Gordon McDonald Partridge*
- **William Steig (helping)**
 - *Amos & Boris*
- **Evaline Ness (lying)**
 - *Sam, Bangs & Moonshine*
- **Charlotte Zolotow**
 - *The Hating Book*
- **Eric Carle**
 - *The Grouchy Lady Bug*
- *About Peace:*
- **Davide Cali and Serge Bloch**
 - *The Enemy: a Book about Peace*
- **Todd Parr**
 - *The Peace Book*
- **Katherine Scholes**
 - *Peace Begins With You*
- **Vladimir Radnunsky**
 - *What does Peace Feels Like?*
- *Scott Foresman Reading – Collection 1.1*
- *Good Times We Share Book and Practice Book*
- **Terry Mathews On Level Reader 3 page 2 (Main Idea)**
 - *Big Monkey, Little Monkey*
- *Scott Foresman Reading – Collection 1.2*
- *Take a Closer Look Book and Practice Book*
- **Sharon Fear (Science Connection) Take a Closer Look Book and Practice Book**
 - *Can You Find It? Page 50*

Additional Resources

- Additional lessons and reading list from lesson plans on friendship: <http://olc.spsd.sk.ca/DE/resources/friendship%20unit/index.html>
- Songs and poems about friends: <http://web.archive.org/web/20080109151939/http://www.theteachersroom.com/friendship.htm>



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- Lessons on building peace and acceptance of different families: http://www.safeschoolscoalition.org/rg-teachers_elementary.html

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Performance Tasks

Comparing characters

- Step 1: The student uses the example previously done by the teacher of a Venn diagram to make his/her own Venn diagram.
- Step 2: The student then chooses two characters from a previously read book on friendship to compare both characters and how good of a friend they are in the book and puts the words/phrases in the Venn diagram under the appropriate character or overlapping section.
- Step 3: The student must use the vocabulary on friendship on the Word Wall or vocabulary that has been explicitly taught.

Create a Peace Play

- Overview: The student synthesizes all of the lessons learned from the read alouds on friendship, conflict resolution, and peace to write and perform a class play on peace.
- Step 1: The student, with the class, brainstorms different problems (war, gang fights, personal disagreement) and how to solve them with the same techniques (listening, sharing feelings, coming to an agreement).
- Step 2: The student works in a small group to create a simple script of the conflict and makes sure it is resolved using techniques decided by the class (the teacher assists the student with idea building by giving “What if” situations to create awareness that a story should have a beginning, middle, and end) by acting it out, having role plays.
- Step 3: The student creates characters and develops their characteristics (are they bossy? Kind? Mean? Quiet? Loud? Shy?).
- Step 4: The student that does not want to act can help with costumes, props, background, music, directing.
- Step 5: The student performs the play with an audience and has the audience share what they learned from the play and the connections they can make between small conflicts (like fights) and larger conflicts (like war).
- Step 6: The student uses sentence starters: I learned that when _____, _____ happens, I learned that when I am nice to others, they are nice to me to assist in helping the student understand cause and effect.
- Step 7: The teacher uses attachment, 1.3 Performance Task – Narrative Writing Rubric to assess the student’s writing process, spelling, and handwriting.

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Suggested Sample Lessons

- See attachment: 1.3 Learning Activity – Friendship Vocabulary and Lessons
- Developing empathy for others: <http://www.tolerance.org/activity/developing-empathy>
- Decision making and conflict Resolution: <http://www.sasked.gov.sk.ca/docs/elemsoc/g1u43ess.html>
- PDF with lessons on conflict resolution using “What if” discussions: http://kidshealth.org/classroom/prekto2/personal/growing/conflict_resolution.pdf
- Celebrating peaceful leaders of color (you can select your own book): <http://www.tolerance.org/activity/peaceful-lessons-peaceful-leaders-im-leader-too>