

Unit 1.4: How Can I Help?
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student creates stories with a beginning, middle, and end and describes ways to help the community in order to create stories and write letters to local representatives.
Transversal Themes:	Knowledge, Values, Attitudes, and Human Virtues, Skills and Competencies, School to Work, Economy
Integration Ideas:	Social Studies, Reading, Writing, Math

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 a good story?
EU2. Good stories can connect with the reader regardless of time and place.
- EQ3.** What does it mean to be a citizen?
EU3. Citizens care about their community.
- EQ4.** How can I help make my community a better place?
EU4. Everyone has the power to help make his or her community a better place.

Transfer (T) and Acquisition (A) Goals

T1. At the end of this unit, the student will use his/her learning about citizenship roles and responsibilities in order to participate in local community work and develop his/her own sense of personal responsibility.

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 in discussions offering opinions and personal experiences using greater complexity in oral responses including some academic and social vocabulary.
- A3.** Describe text elements including main ideas and key details.
- A4.** Write simple sentences with support from the teacher and peers using a picture dictionary to spell unknown words.

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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.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.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.
1.S.6b	Recite, memorize, or present rhymes, poems, or songs.
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.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.
Reading Foundational Skills	

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1.R.FS.11b	Count, pronounce, blend, and segment syllables in spoken words.
1.R.FS.11c	Blend and segment onsets (beginning sounds) and rimes (combination of consonants and vowels that when used together make the same sound) of single-syllable spoken words.
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.
1.W.4	Brainstorm ideas for writing by drawing and labeling detailed illustrations.
Language	
1.LA.2e	Consult reference materials, including picture and standard dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first letter.
1.LA.4a	Use context clues and illustrations to identify the meaning of unfamiliar words.
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.1 1.L.1a 1.R.1 1.R.7 1.S.1 1.S.2b 1.S.2c 1.S.3 1.S.4 1.W.4</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A1 T1</p>	<ul style="list-style-type: none"> The structure of a story. The values of a citizen (helpful, respectful, example to others, works together). The difference between want and need. 	<ul style="list-style-type: none"> Community, help, volunteer, clean up, citizen, citizenship Values, responsibility, respect, courage, honesty, compassion 	<p>Integrated Assessment 1.2</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 1.2"). 	<p>Rhyme a Week</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: 1.4 Other Evidence – Word Rhyme Assessment to assess the student’s ability to identify rhyme. 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>Citizenship Values and Helping the Community</p> <ul style="list-style-type: none"> The teacher shares the unit theme with the student by asking: “How can we make our community a better place?” The student brainstorms what he/she likes about his/her community and what he/she would want to change. The teacher uses the lesson to develop the students’ sense of decision making: http://www.educationworld.com/a_curr/curr008.shtml#kindergarten The teacher reads aloud stories of how people can change their community for the better. Examples of stories that focus on the power of working together: <i>Si Se Puede/Yes We Can</i>, <i>The Streets are Free</i>, and <i>Click Clack Moo.</i>) During read alouds, the student brainstorms the traits of the characters that make them improve their communities. “Are they famous?” “Can they work alone?” The student draws with details and labels his/her brainstorming. The teacher uses a Venn diagram to categorize similarities and differences between characters and details. The teacher discusses “What are the responsibilities of a citizen?” “We cannot live



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					<p>in a place without having a responsibility to take care of it.” The student shares how he/she helps others (friends, family, their neighborhood) and how he/she shares.</p> <ul style="list-style-type: none">• The student role-plays ways to help others and how to share and creates comic strips of ways to help. The teacher reinforces theme and beginning, middle, end.• The teacher reads aloud books on sharing and knowing the difference between something we need and something we want. This connects to being a responsible citizen because we need to share resources and space.• The teacher discusses “How can I help?” to brainstorm for a performance task. The teacher reads aloud books that show that children and individuals can improve their community (<i>Streets are Free</i> and <i>One Hen</i>).
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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.1 1.L.1a 1.L.1e 1.R.FS.11b 1.R.FS.11c 1.S.1 1.S.2 1.S.4 1.S.4a 1.S.5 1.S.6a 1.S.6b 1.W.1 1.W.3</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> The structure of a story. 	<ul style="list-style-type: none"> “What time is it?” Problem, solution Time (hour, minute, o’clock, first, then, next, finally beginning, middle, end) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Shared Writing: Class Letter to a Community Leader</i></p> <ul style="list-style-type: none"> With support, the student writes a letter to a community leader addressing a problem in the community as well as a proposed plan for solving the problem. 	<p><i>Field Trip Log</i></p> <ul style="list-style-type: none"> The student writes about his/her experience visiting the local government. The student illustrates his/her favorite parts, or what he/she did, and writes sentences about who he/she met and what he/she learned. Social Language Observation: During morning message, story time and instructions, 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>Beginning, Middle, End, and Time</i></p> <ul style="list-style-type: none"> The teacher connects to the question, “What makes a good story?” and shares how a good story keeps you interested. Time changes throughout the story, but there is a beginning, middle and end with a problem and solution. During read alouds, the teacher thinks aloud about following the story by finding words that show time change. The teacher creates a list of “time words” (e.g. first, then, next, finally, suddenly, at the same time, etc.). The teacher connects time changing in stories to telling time in English. The teacher introduces the vocabulary <i>hour</i> and <i>minute</i> and creates an activity with a clock for the student to show how time passes from stories in read alouds, or how time passes during his/her role-play. The student shares his/her daily routine at each hour of the day. The student creates a time diary and draws pictures for activities during those hours. The teacher reinforces time vocabulary with songs and poems during the morning message (see attachment: 1.4 Learning



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					<p>Activity – Telling Time Poems and Songs). The teacher writes the poems/songs on chart paper and uses shared and interactive reading to reinforce essential language concepts, including phonemic awareness, word analysis skills, and conventions of grammar, spelling, capitalization and punctuation.</p> <ul style="list-style-type: none">• The teacher connects the number of minutes in an hour with the importance of counting larger numbers in English. The teacher teaches the student to count to 60 using the song: https://www.youtube.com/watch?v=VbHBYGY2fs0
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<p>PRCS: 1.L.1 1.LA.2e 1.LA.4a 1.LA.6</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A4 T1</p>	<ul style="list-style-type: none"> The structure and purpose of a dictionary. Phonics strategies for spelling. 	<ul style="list-style-type: none"> Dictionary, look up, “What does it mean?” 		<p><i>My Own Picture Dictionary</i></p> <ul style="list-style-type: none"> The student creates a picture dictionary based on the vocabulary learned throughout the unit (from read alouds, field trips and class discussions). The student illustrates or brings in pictures. This will also reinforce the alphabet and his/her ability to alphabetize. 	<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>Picture Dictionary</i></p> <ul style="list-style-type: none"> The teacher introduces the dictionary to the class and asks, “What is this?” “How can this help us read and write in English?” The teacher shows the dictionary during a morning message and models how it helps the student find a word he/she did not remember in English. The teacher explains how the dictionary helps the student to understand the importance of reading. The teacher models during the read aloud that if you cannot find a picture clue to help you, you can look the word up in the picture dictionary. With a partner, the student finds pictures of items he/she wants to know in English and creates a list. The teacher shares how the student is there to help his/her classmates learn, and the student develops a way to help others (through reminders, pictures, drawings and making a book of words). The teacher plays games with the student to find specific words about community places or workers, like “Simon says find an <i>enfermera</i>” and sees who can find where the nurse is on the page. The student shares



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					<p>what letters are in the word and sees if he/she can put them together to make a word.</p> <ul style="list-style-type: none">• The student uses the picture dictionary as a tool in his/her writing projects and tasks for this unit and the rest of the units during the year.
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<p>PRCS: 1.LA.2e 1.R.2L 1.S.2 1.S.2b 1.S.6a 1.W.1 1.W.3 1.W.4</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A3 A4 T1</p>	<ul style="list-style-type: none"> How to write words with the letters in order. How to look up words in a picture dictionary to assist in writing. 	<ul style="list-style-type: none"> Left, right, top bottom 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Paired Writing: The Helping Book</p> <ul style="list-style-type: none"> The student brainstorms his or her own story based on the theme of helping others in the community. With a partner, the student creates a story with a clear beginning (who are the characters? Where are they?), middle (problem happens), and ending (solution) (see attachment: 1.4 Performance Task – Graphic Organizer). 		<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>Handwriting</p> <ul style="list-style-type: none"> The teacher models the direction of marks (left to right, up to down) during the morning messages. The student finds words from the picture dictionary and practices left to right and up to down when writing. The student practices proper direction and progression of writing with his/her name, names of his/her classmates, names of his/her family members, and words from the word wall. For authentic feedback, the student writes lists, describes his/her pictures and writes stories. While the student is writing, the teacher gives specific feedback on certain letters he/she is writing in the wrong order. The teacher creates worksheets by writing words with the specific letters that need work: http://www.worksheetworks.com/english/writing/handwriting.html If the teacher wants to focus on certain shapes and stroke order, he/she uses lessons and tips from website: http://donnayoung.org/penmanship/k_1.htm

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *About working together to make change:*
- **Diana Cohn (bilingual)**
 - *“Si, Se Puede/ Yes We Can: The Janitor Strike in LA”*
- **Katie Smith Milway**
 - *“One Hen”*
- **Doreen Cronin**
 - *“Click Clack Moo: Cows that Type”*
- **Kathleen Krull**
 - *“Harvesting Hope: Biography of Cesar Chavez”*
- *About transforming public space:*
- **Dyanne Disalvo-Ryan**
 - *“City Green”*
- **Kurusa**
 - *“The Streets are Free”*
- **Molly Bang**
 - *“Common Ground: The Earth, The Water, The Air We Share”*
- **Barbara Pollak**
 - *“ Our Community Garden”*
- *About Needs:*
- **Maribeth Boelts**
 - *“Those Shoes”*
- **Claire Llewellyn**
 - *“Why Should I Share?”*
- **Cheri J. Meiners**
 - *“Share and Take Turns”*
- **Cheri J. Meiners**
 - *“Respect and Take Care of Things (Learning to Get Along)”*
- **Dyanne DiSalvo – Ryan**



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- “A Castle on Viola Street”
 - *Scott Foresman Reading – Collection 1.1*
 - *Good Times We Share Book and Practice Book*
 - *Get the Tent by Theresa Volpe On Level Reader 5 page 2 (Sequence)*
 - *Scott Foresman Reading – Collection 1.2*
 - *Take a Closer Look Book and Practice Book*
 - *A Big Job by Kan Riley page 162 (Realistic Fiction/Science Connection)*

Additional Resources

- Create a clock and worksheets for hour, half hour, and more: <http://www.handwritingforkids.com/handwrite/math/clock/index.htm>
- Practice writing names of community workers/jobs: <http://www.handwritingforkids.com/handwrite/manuscript/pictwords/index.htm>
- Activities for citizenship: http://www.educationworld.com/a_curr/curr008.shtml

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Performance Tasks

Paired Writing: The Helping Book

- Step 1: After every read aloud, the student describes the events that happened in the beginning, middle, and end.
- Step 2: The student brainstorms his/her own story based on the theme of helping others in the community. Drawing pictures for brainstorming.
- Step 3: With a partner, the student creates a story with a clear beginning (who are the characters? Where are they?), middle (problem happens), and ending (solution) (see attachment: 1.4 Performance Task – Graphic Organizer).
- Step 4: The student takes turns with his/her partner writing out the story on the pages and illustrating it together.
- Step 5: The teacher reinforces neat printing by having the student writing a draft of his/her sentence and then copying a clean copy for his/her book (cut and paste nicest sentences).
- Step 6: The teacher reinforces using a picture dictionary to find unknown words.
- See attachment: 1.4 Performance Task – Narrative Writing Rubric

Shared Writing: Class Letter to a Community Leader

- Step 1: The teacher discusses “What does it mean to be a citizen?” Part of being a citizen is participating in helping his/her community and using his/her democratic rights to participate in government. The teacher brainstorms with the student problems in the neighborhood he/she would like to change. As an option, the student brings in pictures or drawings of the problem and talks with his/her family about some problems in the neighborhood that need to be solved. After the student shares his/her ideas and pictures, the student votes on three topics he/she wants to address in a letter to a community leader. The teacher reinforces how voting is a way of citizen participation.
- Step 2: The teacher separates the class into three groups. Each group takes a problem and brainstorms together ways the community can work to find a solution. Each group draws examples of the problem and how they would solve it. The student uses sentence starters with his/her drawings: “A problem in my neighborhood is _____. We should _____. We can also _____.”
- Step 3: The teacher brings the student together with the class and leads the class in writing the letter together on a chart paper. The teacher models how letters are written (greeting, date, body, signature) and each group contributes their problem and solution.
- Step 4: Because the letter is for a public official, the teacher reinforces the importance of neat printing. The teacher shares how you want the class to help publish the letter neatly on chart paper. The student participates in rewriting a part of the letter and signing his/her name neatly.
- Step 5: The teacher has a fieldtrip to take the students to the local government to present and read the letters.



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Suggested Sample Lessons

- See attachment: 1.4 Sample Lesson – Community Blue Sky Lesson
- Lesson on Want Versus Need: <http://learningtogive.org/lessons/unit202/lesson1.html>
- Lesson on Helping the Community: <http://learningtogive.org/lessons/unit202/lesson3.html> Create a brochure of the town: <http://www.readwritethink.org/classroom-resources/lesson-plans/about-town-using-brochures-856.html>
- Activities and Games to familiarize students with a Picture Dictionary: <http://edition.tefl.net/ideas/vocab/picture-dictionary-games-and-activities/>
- Activities to teach about examples of Latino Civil Rights Movement and Leaders through a timeline: <http://www.tolerance.org/supplement/latino-civil-rights-timeline-activity-early-grades>