

Unit 1.5: Let's Celebrate
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student compares and contrasts different holidays, music, and art in Puerto Rico in order to discover what makes Puerto Rico unique.
Transversal Themes:	Knowledge, Values, Attitudes, and Human Virtues, Cultural Diversity
Integration Ideas:	Social Studies, Reading, Writing, Music, Art

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** Why read and write?
EU1. Reading and writing helps us understand our own stories, the stories of others, and the world around us.
- EQ2.** How do you celebrate who you are, being Puerto Ricans, and what makes the island unique and special?
EU2. Celebrations show our pride in our culture.
- EQ3.** Why do we make music?
EU3. Through music and art from Puerto Rico, we share some of our culture with the world.
- EQ4.** How are culture and identity connected?
EU4. Singing and music is a way to share our feelings and help others share theirs.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class being able to use his/her learning about celebrations to develop his/her appreciation of Puerto Rico's culture and his/her own ability to express him/herself artistically.
- The student acquires skills to...*
- A1.** Listen, interact, and respond to peers and adults asking and answering appropriate questions, following instructions, and discriminating sounds that differ from their first language.
- A2.** Engage in ever expanding conversation based on life events or textual events as well as delivering brief oral presentations.
- A3.** Decode words using phonics clues and patterns to read texts at his/her level as well as describing texts and mastering text features.
- A4.** Write for a variety of purposes including researching and writing an informational text.

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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.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.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
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.2c	Expand sentences to provide some details (e.g., <i>Who? What? When?</i>) 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.6	Plan and deliver brief oral presentations on a variety of familiar topics.
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.10	Read nursery rhymes, folk tales, and other texts of appropriate complexity.
1.R.3I	Describe individuals, events, ideas, or pieces of information in an informational text.
1.R.5	Recognize common types of texts, identify the front cover, back cover, and title page of a book, and story organization (beginning, middle, and end).
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	



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Skills	
1.R.FS.11	Recognize sounds (phonemes), syllables, and spoken words.
1.R.FS.11a	Distinguish long from short vowel sounds in spoken single-syllable words.
1.R.FS.11d	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.R.FS.12	Know and apply phonics and word analysis skills to decode words.
1.R.FS.12a	Decode regularly spelled one-syllable words.
1.R.FS.12b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
1.R.FS.12c	Know final -e as rule for representing long vowel sounds.
1.R.FS.13	Recognize the organization and basic text features.
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.6	Participate in shared research and writing projects (e.g., ABC books).
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.
Writing Foundational Skills	
1.W.FS.10	Know and apply phonics and word analysis skills to decode words. Print from dictation all upper- and lowercase letters.
1.W.FS.9	Recognize organization and basic features of print.
Language	
1.LA.2c	Write a letter or letters for short and long-vowel sounds (phonemes).
1.LA.4c	Uses basic phonemic awareness strategies to decode 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.L.1b 1.S.1 1.S.4 1.S.4a 1.W.1</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> Types of art (painting, music, poetry, sculpture). 	<ul style="list-style-type: none"> Art: (artist, painter, sculptor, painting, sculpture, crafts, cloth) Culture Identity Instruments (guitar, drums, violin, piano, etc.) Music: Song, Singer, composition, composer, piece Unique, special 			<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>Celebrating Puerto Rico</i></p> <ul style="list-style-type: none"> The student discusses “What makes Puerto Rico unique?” by giving examples of musicians, poets, artists and writers who celebrate Puerto Rico. The teacher asks the student to bring in his/her favorite music, art, crafts, and clothes that represent Puerto Rico to him/her. The teacher invites local artists, artisans, and family members to class to share their crafts or art. The student comes up with interview questions before they visit that relate to why they make their art and how it celebrates Puerto Rico. The teacher shares paintings/art by famous Puerto Rican artists (e.g., Jose Campeche, Miguel Pou, Jose Rosa). The teacher selects art that shows the daily life of Puerto Ricans and the student looks at the paintings and describes what he/she sees. The teacher uses these words to develop the student’s English vocabulary. The teacher asks, “Why did the artist choose to paint this? Why make a painting of the everyday? How can we celebrate the everyday?” The teacher sees if the student can find shapes in the paintings



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					<p>to reinforce shape vocabulary (square, circle, triangle, and rectangle). The teacher also tries to find female artists and discusses why there are more male artists than female artists, or why there are more artists of a certain race.</p> <ul style="list-style-type: none">• The teacher asks, “Why do we make music? How does it make us feel?” The teacher shows and tells about the music and art of Puerto Rico. The teacher begins by pointing out similarities and differences between songs and then the student finds similarities and differences (e.g., comparing reggaeton, rap, salsa, classical, folkloric music). The teacher creates a Venn diagram of songs to compare and contrast elements of the music with the student (e.g., the message of the song, rhythm, instruments used). The teacher uses attachment, 1.5 Learning Activity – Venn Diagram.• The teacher creates a Puerto Rico vocabulary chart (Puerto Rico looks like, sounds like, feels like, smells like, taste like) to develop the student’s vocabulary for the project.• Based on examples found, the student creates his/her own Poem for Puerto Rico using the sentence starters (Puerto Rico sounds like ____, Puerto Rico looks like ____, Puerto Rico smells like ____, Puerto Rico tastes like ____, Puerto Rico feels like ____, and this is why I love my home!).
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<p>PRCS: 1.L.1 1.L.1c 1.LA.6 1.R.3l 1.R.7 1.S.2 1.S.2c 1.S.3 1.S.5 1.S.6a</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A1 A2 A4 T1</p>	<ul style="list-style-type: none"> Types of celebrations on the island (e.g., Three Kings Day, Carnival, Thanksgiving, Emancipation Day, Birthdays of famous Puerto Rican poets and politicians, President's Day, Dr. Martin Luther King Jr. Day). Stories by famous Puerto Rican poets and authors. 	<ul style="list-style-type: none"> Celebration, celebrate Consonant, vowel, pattern Culture Holiday Identity My favorite holiday is _____. I like this holiday because _____. Non-fiction, title, main idea, table of contents, index Unique, special 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><i>Celebrating Me Through Art</i></p> <ul style="list-style-type: none"> Step 1: The teacher discusses "How do you celebrate who you are? The student creates a scrapbook of music, art and crafts that he/she loves and is important to him/her. Step 2: On each page the student writes _____ is important to me because _____. Step 3: The teacher uses attachment 1.5 Other Evidence – Descriptive Writing Rubric to evaluate writing. 	<p><i>Social Language Observation</i></p> <ul style="list-style-type: none"> 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. 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>Celebrations</i></p> <ul style="list-style-type: none"> The teacher discusses "How is Puerto Rico unique?" by selecting holidays celebrated in Puerto Rico. The student shares what holidays he/she enjoys. The teacher and the student compare and contrast if the holiday is celebrated elsewhere (e.g., Thanksgiving in the US, but not the birth of Luis Muñoz Marín or the Mask Festival). The student, with teacher assistance, comes up with lists of activities, food, music and songs that accompany the holidays. The teacher invites family members to come in and share how they celebrate holidays. The teacher reads aloud books on holidays and compares and contrasts whether the student celebrates in the same way as the characters. Why or why not? The teacher discusses "Why Read?" when it comes to celebrations? How can we learn about what makes Puerto Rico unique? The teacher reads about Columbus Day or Thanksgiving and talks about the perspective of the Taino and the indigenous. Would this day be a holiday for them? Why or why not? What would be a holiday for them? What



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					<p>would they want to celebrate? The teacher reads aloud the book “Encounter” and “Christopher Columbus” and the student compares how the indigenous and Columbus are portrayed. The student uses illustrations to identify story details and to categorize similarities and differences between characters using a T-chart or Venn diagram.</p> <ul style="list-style-type: none">• The teacher focuses on “Emancipation Day” and connects it to the diversity of Puerto Rico. Why should we celebrate Emancipation Day? Why does the US not celebrate Emancipation Day like Puerto Rico? (It is celebrated in Washington, DC, but not everywhere.)• The student selects his/her favorite crafts to create for the holidays: http://dltk-holidays.com/
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<p>PRCS: 1.L.1f 1.LA.2c 1.LA.4c 1.R.10 1.R.5 1.R.FS.11 1.R.FS.11a 1.R.FS.11d 1.R.FS.12 1.R.FS.12a 1.R.FS.12b 1.R.FS.12c 1.R.FS.13 1.S.6 1.W.2 1.W.6 1.W.7 1.W.FS.10 1.W.FS.9</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: A3 A4 T1</p>	<ul style="list-style-type: none"> The structure and purpose of informational text (table of contents, title, main idea, index). 		<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>My Favorite Celebration</p> <ul style="list-style-type: none"> Step 1: The student selects what his/her favorite holiday is in Puerto Rico and creates a product to represent why we celebrate and what are the ways we celebrate this holiday. Step 2: The teacher does a walkthrough of a non-fiction text and describes how information is organized (table of contents, titles, subtitles). The teacher also reviews the front cover, back cover, and title page of the book. The student conducts research by finding information in books and by interviewing 	<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: 1.5 Other Evidence – Word Rhyme Assessment to assess the student's ability to identify rhyme. <p>Word Family Book</p> <ul style="list-style-type: none"> The student creates a book with different words and pictures for words that have the same endings (word families) (see attachment: 1.5 Other Evidence – Word Family Book) 	<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>Phonics: Manipulate and Write CVC, CVVC, and CVCe Words</p> <ul style="list-style-type: none"> Throughout the year, the “Rhyme a week” has focused on word families to teach CVC, CVVC, and CVCe patterns. The teacher reinforces other word families through finding examples of words with these patterns from read alouds. This will create an authentic list of words that the student references rather than “nonsense” words. The teacher creates picture cards from vocabulary words and the student matches the picture to words on the word wall. The student does word sorts based on patterns and creates word wheels from CVC, CVVC and CVCe words found in read alouds or from Rhyme a Week: http://www.education.com/activity/article/Paper_Phonics_Wheel_first/ The teacher creates Phonics Wheels to reinforce word families (Pre-made with words): http://www.superteacherworksheets.com/phonics-word-wheels.html The teacher prints out mini-books from the word families that have been studied and those currently being studied. The student reads these books to a partner at school or a family member at home. These books can provide vocabulary for the student to create word family books, word family wheels, etc. Free word family books are found on this site: http://www.hubbardscupboard.org/printable_booklets.html#WordFamilyBooklets The teacher invites word play to manipulate and pronounce



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			<p>others (family, other students, teachers, community members).</p> <ul style="list-style-type: none"> • Step 3: The student selects his/her own format. The student makes a book, a poster, crafts or paintings with written descriptions, or writes a song, poem, or story. • Step 4: The student presents his/her work orally using the vocabulary from the unit. • The teacher uses attachment 1.5 Performance Task – Descriptive Writing Rubric to evaluate writing. 		<p>words with CVC, CVVC, and CVCe patterns by playing “Create a Word” with rolling dice with letters and pronounce the word: http://www.education.com/worksheet/article/letter-roll-game-kindergarten-level-one/</p> <ul style="list-style-type: none"> • The student does word sorts with CVC cards, plays “go fish” or matching games with word cards that have CVC pattern: http://www.sparklebox.co.uk/cl/keywords/cvc-words/cvc-words.html • The teacher creates phonics flip books where students can create words: http://www.atozphonics.com/phonicsflipbook.html
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Phonics:*
- **Dr. Seuss**
 - *Hop on Pop*
- **Dr. Seuss**
 - *Fox in Socks*
- *Holidays:*
- **Diane Goode**
 - *Thanksgiving is Here*
- **Margaret Sutherland**
 - *Thanksgiving is for Giving Thanks*
- **Lori Marie Carlson**
 - *Hurray for Three Kings Day*
- **Alma Flor Ada**
 - *Merry Navidad! Christmas Carols in Spanish and English*
- **Mary Lankford**
 - *Christmas Around the World*
- **Eve Bunting (on Veteran's Day)**
 - *The Wall*
- **Jane Yolen (It looks at Columbus' landing from a Taino perspective. It is a higher level picture book, but you can narrate in simple sentences in English or in Spanish)**
 - *Encounter*
- **Stephen Krensky**
 - *Christopher Columbus (Step into Reading, Step 3)*
- **Howard Gutner**
 - *Puerto Rico*
- **Paulette Bourgeois**
 - *"Franklin's Christmas Gift Franklin's Easter"*
- **Bonnie Worth**
 - *Hurray for Today!: All About Holidays*

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- **Jose Feliciano**
 - *Feliz Navidad: Two Stories Celebrating Christmas*
- **Fernando Picó - This book is about slavery in Puerto Rico.**
 - *The Red Comb*
- **Marion Dane Bauer**
 - *My First Biography Christopher Columbus*
- **Arlene Erlbach**
 - *Happy New Year, Everywhere!*
- **David A. Adler**
 - *A Picture Book of Martin Luther King, Jr.*
- **David A. Adler**
 - *A Picture Book of Rosa Parks*
- **Anne Rockwell**
 - *President's Day*

Additional Resources

- Poems and Songs for various holidays: <http://www.canteach.ca/elementary/songspoems.html>
- Music in Puerto Rico: http://worldmusic.nationalgeographic.com/view/page.basic/country/content.country/puerto_rico_12/en_US
- Poem on Guiro Instrument: http://www.elboricua.com/BKPoems_GuiroforMe.html
- Holiday crafts, dioramas, and worksheets: <http://www.superteacherworksheets.com/full-holiday.html>
- History on Columbus and Rethinking Columbus Day: <http://www.understandingprejudice.org/nativeiq/columbus.htm>

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Performance Tasks

Celebrating Me Through Art

- Step 1: The teacher discusses “How do you celebrate who you are? The student creates a scrapbook of music, art and crafts that he/she loves and is important to him/her.
- Step 2: On each page the student writes _____ is important to me because _____.
- Step 3: The teacher uses attachment 1.5 Other Evidence – Descriptive Writing Rubric to evaluate writing.

My Favorite Celebration

- Step 1: The student selects what his/her favorite holiday is in Puerto Rico and creates a product to represent why we celebrate and what are the ways we celebrate this holiday.
- Step 2: The teacher does a walkthrough of a non-fiction text and describes how information is organized (table of contents, titles, subtitles) the student conducts research by finding information in books and by interviewing others (family, other students, teachers, community members).
- Step 3: The student selects his/her own format. The student makes a book, a poster, crafts or paintings with written descriptions, or writes a song, poem, or story.
- Step 4: The student presents his/her work orally using the vocabulary from the unit.
- The teacher uses attachment 1.5 Performance Task – Descriptive Writing Rubric to evaluate writing.



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Suggested Sample Lessons

- Phonics Card Game with Hop on Pop words: <http://www.education.com/activity/article/play-hop-pop-uno/>
- Vejigante Lesson Plan: <http://www.elboricua.com/vejigante1.html>
- Lesson Plan Comparing five holidays: <http://www.scholastic.com/teachers/lesson-plan/let39s-celebrate>
- Lesson on My favorite holiday: <http://www.scholastic.com/teachers/lesson-plan/different-ways-we-celebrate>
- Three lessons on finding the main idea in non-fiction text (swap out the books for book on the theme of holidays): <http://www.readworks.org/lessons/grade1/main-idea>