

Unit 1.7: Habitats
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student develops the vocabulary to read and write about the habitats of animals that live in ecosystems in Puerto Rico and what they need to survive. In addition, the student discusses and comes up with ways that he/she can help the animals and ecosystems in Puerto Rico.
Transversal Themes:	Knowledge, Life Skills, Environment
Integration Ideas:	Math, Science, Social Studies, Art, Writing, Reading

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 are living things interdependent?
EU2. Humans, plants, and animals need one another to survive and thrive.
- EQ3.** How can we help living things survive?
EU3. Humans can watch how they treat plants, animals, and the habitats they live in.
- EQ4.** How do words help me in my life?
EU4. Words help us develop our thoughts, understand what we read and make our writing richer with details.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to use his/her learning about habitats to develop an awareness of our role on Earth and how humans can be caretakers of local ecosystems.

The student acquires skills to...

- A1.** Listen, interact, respond, and ask questions during social interactions, read alouds and discussions.
- A2.** Participate in class using extended or elaborated responses as well as expressing him/herself, retelling a text, recounting a personal experience, or presenting on a topic.
- A3.** Respond to informational text by distinguishing features of an informational text and using the text clues to help with unknown words.
- A4.** Demonstrate command of the conventions of English language in writing a sentence.

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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.
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., 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.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.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).
Reading Foundational Skills	
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.



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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.9a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Language	
1.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
1.LA.2b	Use a period for end punctuation of sentences.
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.4d	Use compound words to derive meaning.
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.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 (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 1.L.1a 1.L.1b 1.L.1c 1.LA.5a 1.R.3I 1.R.9I 1.S.1 1.S.3 1.W.1</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> That animals need air, shelter, and food to survive. That ecosystems are systems of interdependence between animals, insects, earth, bacteria, and plants. 	<ul style="list-style-type: none"> Air, oxygen Animals in Puerto Rico (e.g., coqui, bats, birds, microorganisms, monkey, parrot, manatee, dolphin, anole, gecko, Mona Boa, Mona iguana, crabs, sharks, snakes, snails, fish, sea turtles) Ecosystem, interdependence Food Sources (carnivore, omnivore, herbivore) Habitat, survive, survival Shelter (caves, trees, holes, burrows, coral reefs) 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Animal Habitat Three Tab Book</p> <ul style="list-style-type: none"> Step 1: The student selects an animal from a read aloud. Step 2: The student creates a three-tab book where he/she illustrates the animal's habitat and writes a simple sentence about his/her illustration. The first tab illustrates the shelter, the second tab its food (what its prey is if it is a carnivore), and the third tab will show where it gets water. Step 3: On each tab the student labels "Shelter" "Food" and "Water" and on the cover draws the animal and gives a title (e.g., "A Boa's Habitat") (see attachment: 1.7 Other Evidence – Three Tab Book). 	<p>KWL (what I Know, what I Want to know, what I Learned chart)</p> <ul style="list-style-type: none"> The teacher models how informational text helps you learn new information about a topic. Before a read aloud, the teacher asks students "What do we know about ____?" Then, the teacher does a picture walk of the text and asks, "What do you want to know about the book?" The teacher models some questions based on the pictures or titles. During the read aloud, the teacher finds the answers to the questions and fills them in the class chart. After having modeled how to use a KWL chart, he teacher has the student create his/her own about a book on an animal of choice. The teacher uses this as an assessment of using context clues and vocabulary to assist in comprehension. 	<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>Habitats</p> <ul style="list-style-type: none"> The teacher asks: "What do living things need to survive?" The student talks to a partner about what he/she needs to live. The teacher comes up with a class list of things the student needs to live. The teacher categorizes his/her answers into groups if possible (e.g., bed, house, apartment would be "a place to live"). Once the teacher categorizes the student's answers; he/she introduces the word "habitat" (a place that has everything you need including food, water, air and shelter). The teacher introduces the words by having the student give examples of what his/her shelter is (home) and where he/she gets food and water. The student creates a "my habitat" three tab book to illustrate and write simple sentences about where he/she gets his/her food, water, and shelter. On the tabs, the student writes "food" "water" shelter": http://files.homeschoolshare.com/docs32465/mini%20book%20templates/tab_3.pdf The teacher reads aloud <i>A Rainforest Habitat</i> and <i>Explore the Coral Reef</i> and has the student categorize how a rainforest or coral reef provides shelter, food, oxygen and water for animals. The



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					teacher uses this as a model so the student can create his/her own tab book as an assessment. The student identifies basic similarities and differences between the two texts.
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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.S.2c 1.S.4 1.S.6 1.S.6a 1.W.6 1.W.7</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A1 A2 A3 T1</p>	<ul style="list-style-type: none"> That ecosystems are systems of interdependence between animals, insects, earth, bacteria, and plants. That Puerto Rico has a variety of ecosystems (beach, coral reef, mountains, rain forest) and ones that are unique (e.g., Isla Mona, bioluminescent bays dependent on microorganisms and mangroves). That humans can have a positive or negative effect on the environment (conservation efforts of turtles and tropical forests, or over-farming or construction that 	<ul style="list-style-type: none"> Air, oxygen Animals in Puerto Rico (e.g., coqui, bats, birds, microorganisms, monkey, parrot, manatee, dolphin, anole, gecko, Mona Boa, Mona iguana, crabs, sharks, snakes, snails, fish, sea turtles) Conserve, take care, clean up, protect, save Ecosystem, interdependence Ecosystems (e.g., tropical, coral, mangrove) Endangered species Food Sources (carnivore, omnivore, 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Ecosystems Poster or Diorama</p> <ul style="list-style-type: none"> Step 1: The student works with a team to research and write about the interdependence of ecosystems in Puerto Rico (coral reef, beach, tropical forest, mangroves). Step 2: Posters or Dioramas include: Specific animals and plants that live in the ecosystem, what animals can use as shelter, and what animals eat. Step 3: The student presents his/her poster or diorama using grade level vocabulary (ecosystem, habitat, shelter, carnivore, herbivore, omnivore, endangered, survive). The teacher uses Resource 1 – Oral Assessment for Vocabulary Acquisition to note if the student uses grade-level vocabulary 	<p>Food Chain Sequence</p> <ul style="list-style-type: none"> The student illustrates a food chain sequence from an ecosystem in Puerto Rico (e.g., What does the sea turtle eat? Who eats the sea turtle?). The student says which is the predator and which is the prey and what ecosystem the animals live in (see attachment: 1.7 Other Evidence – Food Chain). 	<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>Ecosystems</p> <ul style="list-style-type: none"> The teacher asks, “How can we help living things survive?” The teacher shares how habitats are like our homes and ecosystems are like the community for living things. The way we have members of the community that help us (e.g., librarian, shopkeeper, police), animals and plants help or need each other in an ecosystem. “What would happen if our community was destroyed? Where would we go?” The teacher describes animals that are unique to Puerto Rico (see book list) and why they are unique to Puerto Rico. The student infers from the animal what type of ecosystem it would live in (e.g., coral reef, tropical forest, mangrove, lowland forest). The teacher reads aloud <i>The Great Kapok Tree</i> and shows how many animals depend on the tree to live (although the book takes place in Brazil, it is about a tropical rainforest). The teacher compares animals that live in Brazil and Puerto Rico in a class Venn diagram. The teacher explains ways that animals and plants need each other with the example of



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	<p>creates pollution and run off).</p>	<p>herbivore)</p> <ul style="list-style-type: none"> • Habitat, survive, survival • Pollution, run-off, construction, gasoline, oil • Predator, prey • Shelter (caves, trees, holes, burrows, coral reefs) • Trees in Puerto Rico (mangroves, flamboyán) 	<p>independently or with sentence starters during his/her presentation.</p>		<p>food chains and food webs. The teacher reads aloud “Who Eats What? Food Chains and Food Webs” and the student acts out a food web from an ecosystem in the book.</p> <ul style="list-style-type: none"> • The teacher asks, “Why read? How does reading help us learn about the earth?” The teacher reads aloud texts on how humans help the environment (see book list below). The teacher asks “How can we help living things survive?” and creates a class poster of books read and ways that humans have helped:
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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.LA.4a 1.LA.4d 1.LA.6 1.R.4l 1.S.2 1.W.2</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A1 A2 A3 T1</p>	<ul style="list-style-type: none"> That animals need air, shelter, and food to survive. That ecosystems are systems of interdependence between animals, insects, earth, bacteria, and plants. That Puerto Rico has a variety of ecosystems (beach, coral reef, mountains, rain forest) and ones that are unique (e.g., Isla Mona, bioluminescent bays dependent on microorganisms and mangroves). That humans can have a positive or negative effect on the environment (conservation efforts of turtles and tropical 	<ul style="list-style-type: none"> Animals in Puerto Rico (e.g., coqui, bats, birds, microorganisms, monkey, parrot, manatee, dolphin, anole, gecko, Mona Boa, Mona iguana, crabs, sharks, snakes, snails, fish, sea turtles) Conserve, take care, clean up, protect, save Ecosystems (e.g., tropical, coral, mangrove) Trees in Puerto Rico (mangroves, flamboyán) 		<p><i>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>Vocabulary Acquisition and Context Clues</i></p> <ul style="list-style-type: none"> The teacher asks the question, “How do words help me in my life?” The student shares how he/she uses words in his/her life (listening to music, reading a book, reading signs on the street, going shopping). The teacher asks how the student learns new words and explains that the focus for this unit is to help him/her learn new words through reading, discussion, and writing. This benefits the student when he/she is creating and presenting the performance task. The teacher reads aloud texts on different ecosystems in Puerto Rico (see literature connections below) and has a vocabulary list for each text (perhaps by categories: animals, plants, needs) or by senses (looks like, sounds like, feels like, smells like). The student uses this vocabulary for his/her performance task. The teacher writes the compound words that appear in the read aloud texts on chart paper and asks for a volunteer to read the words. The teacher asks the student to identify what is the same in each of the words and leads the student to recognize that the words



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	<p>forests, or over-farming or construction that creates pollution and run off).</p>				<p>are compound words. The teacher prompts the student to generate other compound words and list the words on the chart paper or the word wall.</p> <ul style="list-style-type: none">• The teacher divides the class into groups to become “experts in an ecosystem” and has each group do research (using a KWL chart) and present their findings visually (poster or book) to the other classmates.• The teacher reads aloud the <i>The Great Kapok Tree</i> and uses context clues of the animals and their relationship to the tree as clues to infer why they do not want the tree to be cut down. This can reinforce question words (Who? What? Why?) Lesson: http://www.teachervision.fen.com/skill-builder/lesson-plan/48709.html
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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.LA.2 1.LA.2b 1.LA.2e 1.R.FS.13a 1.W.2 1.W.6 1.W.FS.9a</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A1 A3 A4 T1</p>	<ul style="list-style-type: none"> How to write a question, exclamation, and a statement sentence. 	<ul style="list-style-type: none"> Capital letters, uppercase, complete sentence Punctuation, period, question mark, exclamation point 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Advertising Campaign: How can we protect our island’s ecosystems?</i></p> <ul style="list-style-type: none"> The student creates a poster that informs people how they can help protect the unique ecosystems or endangered animals of Puerto Rico. The student uses cause and effect to illustrate how humans can affect the ecosystem. 	<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: 1.7 Other Evidence – Word Rhyme Assessment to assess the student’s ability to identify rhyme. 	<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>Punctuation and Capitalization</i></p> <ul style="list-style-type: none"> The teacher introduces the importance of capitalization during the morning messages. The teacher points to the beginning of a sentence and asks, “Why is there a capital or uppercase letter here?”. The teacher sees if the student can come up with his/her own explanation. In morning message, the teacher leaves the first letter of the sentences blank and has the student come up and write in the capital letter. The teacher makes purposeful mistakes so the student can find them and change the lowercase letter for uppercase. The teacher creates capital letter searches where the student finds the capital letters in the beginning of sentences around the room and in books. The student writes down capital letters he/she finds, makes tallies, and shares with classmates to create a graph. For punctuation, the teacher also uses morning messages to write a variety of sentences that use periods, question marks, and exclamation points. The teacher explains that these are “punctuation marks” and asks



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					<p>the student why we use them. The student fills in the blanks at the end of sentences during morning messages.</p> <ul style="list-style-type: none">• Authentic writing experiences allow the student to want to capitalize sentences and add punctuation. The teacher provides chances for the student to write by making comic strips on saving the ecosystem, explaining an illustration, and creating a book (see link for different books students can make).• The student works with a partner to help correct writing, to capitalize letters, and to add missing punctuation marks.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Books on Puerto Rico:*
- *Coqui Y Sus Amigos/Coqui and His Friends: Los Animales De Puerto Rico/the Animals of Puerto Rico*
- **Marisa de Jesús Paolicelli**
 - *There's a Coqui in my Shoe!*
- **Nicolasa Mohr**
 - *The Song of El Coqui and Other Tales of Puerto Rico*
- **Bobbie Kalman**
 - *Lifecycle of a Sea Turtle*
- **Nancy Hooper**
 - *Everywhere Coquis!*
- **Nancy Hooper**
 - *The Parrot Club/ How Puerto Rico's Parrots Lost Their Colors*
- *On Ecosystems:*
- **Lynne Cherry**
 - *The Great Kapok Tree*
- **Bobbie Kalman**
 - *A Rainforest Habitat*
- **Linda Tagliaferro**
 - *Explore the Tropical Rainforest*
- **Kay Jackson**
 - *Explore the Ocean*
- **Sneed B. Collard III**
 - *Many Biomes, One Earth*
- **Patricia Lauber**
 - *Who Eats What? Food Chains and Food Webs*
- *Ways to Help the Environment:*
- **Sara Pennypacker**
 - *Sparrow Girl*

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- **Jeanette Winter**
 - *Wangari's Trees of Peace*
- **David Dobson**
 - *Can We Save Them? Endangered Animals of North America*
- **Nuria Roca**
 - *The Three R's: Reduce, Reuse, Recycle*
- **Alison Inches and Viviana Garófoli**
 - *I Can Save the Earth! One Little Monster Learns to Reduce, Reuse, and Recycle*
- **Jen Green**
 - *Why Should I Recycle?*
- *Scott Foresman Reading – Collection 1.1*
- *Good Times We Share Book and Practice Book*
- **page 2 (Recall and Retell)**
 - *I Am a Bug by Neil Paracuelles On Level Reader 6*
- *Scott Foresman Reading – Collection 1.2*
- *Take a Closer Look Book and Practice Book*
- **Judy Nayer page 110 (Photo Essay/Science Connection)**
 - *Fish Mix*
- **Fay Robinson page 150 (Expository Nonfiction)**
 - *Tadpole to Frog*

Additional Resources

- On the balance of the ecosystem to produce bioluminescence in Puerto Rico and what we can do to conserve the ecosystem (prevent run off e.g., from construction nearby and prevent pollutants from boats or factory run-off): <http://www.golden-heron.com/biobay.html> or see Attachment 1.7 Why is the Vieques Mosquito Bay so bright
- Different templates of books you can create with students on a variety of topics: http://www.homeschoolshare.com/lapbooking_resources.php#Templates_Listed_by_Divisions
- Vocabulary cards for carnivore, omnivore, herbivore, http://bogglesworldesl.com/foodchain_flashcards.htm

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Performance Tasks

Advertising Campaign: How can we protect our island's ecosystems?

- Step 1: After reading aloud books about helping ecosystems (see book list), the student researches ways humans can endanger animals (e.g., sea turtles) and ecosystems (pollution, construction, boating).
- Step 2: The student creates posters that inform people how they can help protect the unique ecosystems or endangered animals of Puerto Rico. The student uses cause and effect to illustrate how humans can affect the ecosystem.
- Step 3: Each poster should have a clear message (What is endangered or needs to be protected? How can we protect it? Why does it need to be protected?). The teacher models with examples of persuasive advertisements. “How can we connect with the viewer? Emotionally? With facts?” The teacher discusses what would pull a reader in.
- Step 4: Each poster should have sentences that are correctly capitalized and end with a question mark, exclamation point, or a period.
- Step 5: The student visits classes and explains his/her campaign. The student puts his/her poster around school or the community and connects with a local environmental organization to share his/her poster.
- Use attachment 1.1 Performance Task – Descriptive Writing Rubric to assess writing process, sentences and handwriting.
- During presentations, use Resource 1 – Oral Assessment for Vocabulary Acquisition to note if students can use grade-level vocabulary independently or with sentences starters.

Animal Habitat Three Tab Book

- Step 1: The student selects an animal from a read aloud
- Step 2: The student creates a three-tab book where he/she illustrates the animal's habitat and writes a simple sentence about his/her illustration. The first tab illustrates the shelter, the second tab its food (what its prey is if it is a carnivore), and the third tab shows where it gets water.
- Step 3: On each tab the student labels “Shelter” “Food” and “Water.” The student draws the animal on the cover and gives it a title (e.g., A Boa's Habitat) (see attachment: 1.7 Other Evidence – Three Tab Book).

Ecosystems Poster or Diorama

- Step 1: The student works with a team to research and write about the interdependence of ecosystems in Puerto Rico (coral reef, beach, tropical forest, mangroves).
- Step 2: Posters or Dioramas include: Specific animals and plants that live in the ecosystem, what animals can use as shelter, and what animals eat.
- Step 3: The student presents his/her poster or diorama using grade level vocabulary (ecosystem, habitat, shelter, carnivore, herbivore, omnivore, endangered, survive).
- The teacher uses Resource 1 – Oral Assessment for Vocabulary Acquisition to note if during presentation the student uses grade-level vocabulary independently or with sentence starters.

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Suggested Sample Lessons

- Living vs. Non Living things and the needs of living creatures: <http://www.reachoutmichigan.org/funexperiments/agesubject/lessons/alive.html>
- Interactive Activity where students are a part of the coral reef: http://www.earthwatch.org/downloads/lessons/Interdependency_of_Coral_Reefs.pdf
- About fishing and sharing resources to prevent over fishing: http://www.earthwatch.org/downloads/lessons/Go_Fish.pdf
- Lesson on creating advertising for endangered animals: <http://sciencenetlinks.com/student-teacher-sheets/save-our-animals-project/>
- Variety of books you can make about animals in the rainforest associated with Great Kapok Tree: http://www.homeschoolshare.com/great_kapok_tree.php
- Lesson on finding the main idea in informational texts on animals: <http://www.readworks.org/lessons/gradek/main-idea>
- Using context clues to infer vocabulary using books on plants and trees: <http://www.readworks.org/lessons/grade1/vocabulary-context>