

Unit 1.8: How We Change
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student studies non-fiction texts in order to learn about the life cycles of frogs and connect this with how humans grow and change from children to adults. The student also reads biographies in order to describe what he/she needs to do to achieve his/her goals.
Transversal Themes:	Knowledge, Values, Attitudes, and Human Virtues, Skills and Competencies, Environment
Integration Ideas:	Science, Art, Reading, Writing, Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. Why read? Why write?

EU1. Reading and writing helps us understand our own stories, the stories of others, and the world around us.

EQ2. How can I achieve my goals?

EU2. Only you can decide your future, so you need to work hard to achieve your goals.

EQ3. How do I grow and change?

EU3. Being responsible for yourself and helping others be responsible helps you mature and grow.

EQ4. How does my audience affect how I write?

EU4. Writing intended for an outside audience needs to have correct spelling, punctuation, and capitalization so others can understand you.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to describe the roles and responsibilities of adults in order to describe his/her hopes and dreams for the future orally and in writing.

The student acquires skills to...

A1. Listen, interact, and respond appropriately with proper grammatical structure in class.

A2. Describe details in an informational text as well as ask and answer questions about unknown ideas or new information from illustrations.

A3. Write sentences and literary texts collaboratively while recognizing and gaining command over the distinguishing features of a sentence.

A4. Use correct grammar and spelling in writing, to use the audience in writing, and to begin reading fluently.

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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.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.6	Plan and deliver brief oral presentations on a variety of familiar topics.
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.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.4I	Ask and answer questions about unknown words in an informational text, and use illustrations to determine the meaning of unknown words.
1.R.6I	Distinguish between information provided by pictures or other illustrations in a text.
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.5	Explore a variety of digital tools through teacher-led writing activities.
Writing Foundational	



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Skills	
1.W.FS.9a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Language	
1.LA.1	Demonstrate command of English grammar and usage when writing or speaking.
1.LA.1b	Form singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.).
1.LA.1c	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.).
1.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
1.LA.2a	Capitalize the first word in a sentence, dates, and names of people.
1.LA.2b	Use a period for end punctuation of sentences.
1.LA.2d	Use conventional spelling for basic sight words with common spelling patterns and for frequently occurring irregular words (e.g., <i>said</i> - /s/ /e/ /d/).
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.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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>PRCS: 1.L.1 1.L.1a 1.R.1 1.R.4l 1.R.6l 1.S.2b 1.S.3</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A1 A2</p>	<ul style="list-style-type: none"> That animals go through life cycles and grow. The life cycle of the frog. 	<ul style="list-style-type: none"> Baby, child, teenager, young adult, adult, elder Frog: Egg, tadpole, fills, webbed feet, nostrils Life Cycle, metamorphosis, change Vocabulary for metamorphosis 	<p>Integrated Assessment 1.4</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 1.4"). 	<p>Life Cycle Wheel</p> <ul style="list-style-type: none"> The student decides and demonstrates the order of the life cycle for either: a duck, a frog, or a butterfly (see attachment: 1.8 Other Evidence – Life Cycle Wheel). 	<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>Life Cycles and Change</p> <ul style="list-style-type: none"> The teacher asks, "How do living things change?" "What do we already know?" The student talks about if he/she has baby brothers or sisters and how he/she sees how his/her siblings grow. "How have I changed?" The student brings in pictures of him/herself as a baby and compares how he/she has grown. The teacher shares vocabulary, "baby, child, teenager, adult, elder" "young and old." The teacher reads aloud books on frog life cycles: <i>DK Readers: Tale of a Tadpole, Frogs, Animal Life Cycles: Growing and Changing</i>, and has the student illustrate how frogs, like the coqui, change from an egg to tadpole to a frog. The teacher prompts the student to ask questions about the new vocabulary that can be found in the illustrations. The teacher asks the student what information he/she can find in the illustrations before reading a page. Then, the teacher reads the page and the student identifies if there was information in the picture but not in the text or vice versa. The student colors and writes out vocabulary



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					(egg, baby, adult) on lifecycles of various animals: http://www.kidzone.ws/animals/lifecycle.htm#Simple
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<p>PRCS: 1.L.1 1.L.1a 1.L.1c 1.LA.1 1.LA.1b 1.LA.1c 1.LA.2 1.LA.2a 1.LA.2b 1.LA.2d 1.LA.2e 1.R.3I 1.S.1 1.W.1 1.W.3 1.W.5 1.W.FS.9a</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"> Roles and responsibilities as we grow up (have to cook, buy or grow food, care for others (old and young), find and take care of a home, pay for necessities through work. The structure of biographies (chronological order, from a certain time period, person makes a contribution to their community). 	<ul style="list-style-type: none"> Baby, child, teenager, young adult, adult, elder Capital letters, uppercase letters Hopes, dreams, practice, grow/n-grown-up Job, career, role, responsibility, responsible Middle school, high school, college Practice Punctuation, capitalization Spelling: correct, incorrect Various Careers (e.g., nurse, teacher, baseball player, singer, doctor, shop owner, chef, teacher, librarian, 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Me Growing Up Book</p> <ul style="list-style-type: none"> Based on the question, “What are your dreams and hopes for the future?” the student creates a foldable book that illustrates him/her growing up and moving towards his/her dreams for the future. The teacher uses attachment, 1.8 Performance Task – Descriptive Writing Rubric to assess writing process, handwriting and sentence structure. 	<p>Keep a Journal of Daily Events</p> <ul style="list-style-type: none"> The teacher gives sentence starters like “I wish...” “If I were...” “I am happiest when...” When I grow up... “In 10 years...” or “When I was a baby...” 	<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>Growing up</p> <ul style="list-style-type: none"> The teacher connects to Life cycles of living things by asking, “How do I change? What happens when the student becomes an adult? How will he/she help his/her community?” The teacher reads aloud, <i>When I get Bigger</i>. The teacher talks and makes a list of roles and responsibilities of an adult in a community and creates a drawing of how that person helps us in the community. The teacher has family members come in and describe how they changed as they have grown up. The teacher has a variety of people come in who have done different things in their life (traveled, different jobs, life experiences) so the student can learn from their lives. Community Members: The student selects what he/she wants to be when he/she grows up. The student discusses his/her dreams with a community member and how he/she can achieve them (what should he/she study in school, or who should he/she work with to learn from them). These words go into the individual word list. The teacher uses resources to have activities for the student based on his/her own interests: http://www.first-



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		firefighter, police officer, mayor, bus driver, construction worker)			<p>school.ws/theme/commhelpers.htm</p> <ul style="list-style-type: none">• If classroom has access to the library or Internet, the student selects jobs he/she is interested in and reads about and/or listens to them: http://teacher.scholastic.com/commclub/index.htm• The teacher selects biographies of famous Puerto Ricans to model how lives can change from an important event that happens in childhood or young adulthood, or how people work hard to achieve their goals.• The student sequences biographies into beginning, middle, and end to reinforce chronological order of time (see attachment: 1.8 Learning Activity – Sequence Chart).
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<p>PRCS: 1.L.1 1.L.1a 1.LA.1 1.LA.3 1.R.10 1.S.1</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: A4 T1</p>	<ul style="list-style-type: none"> How to read fluently. 	<ul style="list-style-type: none"> Fluently Syllables 		<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: 1.8 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>Fluency</i></p> <ul style="list-style-type: none"> To build the student’s confidence in reading in English, the teacher has the student read familiar texts he/she has heard before in read alouds. Examples from grade one would be reading the lyrics of familiar songs or nursery rhymes used during the “rhyme a week” throughout the year (especially helpful because it focuses on word families). The student reads to a partner and takes turns reading a simple text. The students take turns reading sentences to each other. The teacher models how to do this with another student so he/she understands that he/she cannot interrupt the other unless his/her partner says, “Please help.” The teacher models reading fluently and practices breaking a word down into syllables. The teacher does a think aloud of what to do when you come to a difficult word. The teacher asks, “Are there parts of the word I know?” The teacher has books available as a center activity so the student can engage in reading independently and with books of choice (picture books as well as books the student



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					has made throughout the year). This will reinforce the question, “Who will read my writing?” because the student writes for others and considers him/herself the author.
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<p>PRCS: 1.L.1e 1.LA.1 1.LA.2 1.LA.2b 1.LA.2e 1.LA.5b 1.LA.6 1.R.10 1.S.6 1.W.3 1.W.FS.9a</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A1 A4 T1</p>	<ul style="list-style-type: none"> • Writing for an audience. • Pronoun usage 	<ul style="list-style-type: none"> • Capital letters, uppercase letters • Pronouns: me, you, he, she, they, we, it My, your, his, her, their, our, its • Punctuation, capitalization • Spelling: correct, incorrect 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Write a Story with a Pattern</p> <ul style="list-style-type: none"> • Step 1: The student reads pattern books as models to create his/her own pattern book <u>based on any topic from 1st grade</u> (e.g., animals, growing up, family, diversity). This reinforces both fluency (by using reading to write strategy) as well as having the student write sentences with three words in length or more. • The teacher uses attachment 1.8 Performance Task – Narrative Writing Rubric to assess writing. 		<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>Pronouns</p> <ul style="list-style-type: none"> • The teacher shares how when we write, we do not need to repeat our name, but we can use a pronoun. The teacher gives examples of pronouns in Spanish and creates a corresponding list in English. The teacher sees if the student can guess the pronouns for “Yo, tu, el, ella, nosotros, y ustedes.” • The teacher uses the book, <i>Are you My Mother?</i> to teach about pronouns: http://www.readworks.org/lessons/gradek-1-2/pronoun-reference • The student goes on a pronoun hunt and searches for them in books. • The teacher and the student sing a pronoun song: http://genkienglish.net/pronouns.htm

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *On Life Cycles:*
- **Karen Wallace**
 - *DK Readers: Tale of a Tadpole*
- **Gail Gibbons**
 - *Frogs*
- **Leo Lionni**
 - *It's Mine!*
- **Bobbie Kalman**
 - *Animal Life Cycles: Growing and Changing*
- *On Growing Up:*
- **Mercer Mayer**
 - *When I get Bigger*
- **P.K. Hallinan (gives examples of jobs from A to Z)**
 - *When I Grow Up*
- **Anne F. Rockwell**
 - *Career Day*
- **Vera B. Williams**
 - *A Chair for my Mother*
- **Arthur Dorros**
 - *Abuela*
- **Paulette Beourgeois and Brenda Clark**
 - *Franklin and the Tooth Fairy*
- *Biographies (Puerto Rican and Non-Puerto Rican Figures)*
- **Jonah Winter**
 - *Roberto Clemente: The Pride of the Pittsburgh Pirates*
- **Jonah Winter**
 - *Sonia Sotomayor: A Judge Grows in the Bronx*
- **Kathleen Krull**

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- *Harvesting Hope: The Story of Cesar Chavez*
- **Jeanette Winter**
 - *Wangari's Trees of Peace: A True Story from Africa*
- **Alma Flor Ada**
 - *Steps*
- *Pattern Books (should be familiar texts from past units and from Kinder)*
- **Eric Carle**
 - *The Hungry Caterpillar*
- **PD Eastman**
 - *Are You My Mother?*
- **Bill Martin**
 - *Brown bear, Brown Bear What do you See?*
- **Bill Martin**
 - *Chicka Chicka Boom Boom*
- **Bill Martin**
 - *Polar Bear, Polar Bear, What do you Hear?*
- **Simms Tabacko**
 - *There Was an Old Lady Who Swallowed a Fly*
- **Margaret Wise Brown**
 - *Goodnight Moon*
- **Judith Viorst**
 - *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- **Bryan Collier**
 - *Uptown*
- *New Pattern Book:*
- **Nancy Van Laan**
 - *Possum Come a Knockin*
- *Scott Foresman Reading – Collection 1.2*
- *Take a Closer Look Book and Practice Book*
- *Tadpole to Frog by Fay Robinson page 150 (Expository Nonfiction)*



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Additional Resources

- Activities for frog life cycle: <http://www.kidzone.ws/lw/frogs/activities.htm>
- Community Word Cards, Activities: <http://www.kizclub.com/community.htm>
- On Reading Fluency Strategies: <http://www.scholastic.com/teachers/article/5-surefire-strategies-developing-reading-fluency>
- Types of pronouns: http://esl.about.com/cs/beginner/f/f_pronouns.htm

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Performance Tasks

Me Growing Up Book

- Step 1: The teacher reads aloud biographies on successful Puerto Ricans (Sonia Sotomayor, Roberto Clemente) and discusses how they worked to achieve their goals and has the student discuss the question, “How can I achieve my goals?”
- Step 2: The teacher creates a model foldable book based on the figure in the biography to show what you expect from the student.
- Step 3: Based on the question, “What are your dreams and hopes for the future?” the student creates a foldable book that illustrates him/her growing up and moving towards his/her dreams for the future.
- Step 4: Each tab should be a part of the student’s life (child, teenager, young adult, adult, elder) and include:
 - Illustration of activity to lead him/her towards his/her dreams
 - A sentence describing what he/she is doing in the picture
 - Vocabulary from the word wall
- To differentiate, the teacher can give the student sentences starters: (e.g., As a child I _____, as a teenager/adult/elder I will _____) When I grow up.... The student who is more advanced in English can write more than a sentence for each picture.
- The student peer edits to check for spelling words from the word wall, correct use of capital letters and correct punctuation
- The teacher uses attachment, 1.8 Performance Task – Descriptive Writing Rubric to assess the writing process, handwriting and sentence structure

Write a Story with a Pattern

- Step 1: The student reads pattern books as models to create his/her own pattern book based on any topic from 1st grade (e.g., animals, growing up, family, diversity) This reinforces both fluency (by using reading to write strategy) as well as having the student write sentences with three words in length or more.
- Step 2: The teacher uses shared reading and creates a chart with lists of books and what sentences are repeated (e.g., “Brown Bear Brown Bear what do you see?” “I see a _____ looking at me”).
- Step 3: The teacher uses shared writing as a way to show the thought process in choosing a subject. The teacher uses content vocabulary and finds a repeating sentence (e.g., This little frog likes to _____).
- Step 4: The teacher discusses how writing a book helps the student with reading and helps other students read because you can use his/her text for the next year’s 1st grade. This reinforces the essential question, “Who will read my writing?” The student thinks of future 1st graders as his/her audience for his/her story.
- Step 5: The student creates his/her sentence pattern and uses word wall vocabulary and vocabulary from read alouds to create his/her books.
- Step 6: The student works with a partner to read each others’ drafts to check if sentences are capitalized and have correct punctuation. The teacher reinforces the idea that when we write for others, we need to be understood. That is why we spell correctly, capitalize sentences, and use punctuation.
- Step 7: The teacher has an end of year celebration of the student’s pattern book. The teacher invites family members and has the student pair up with a visitor and read his/her text to him/her.
- The teacher uses attachment 1.8 Performance Task – Narrative Writing Rubric to assess writing.



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Suggested Sample Lessons

- Three Lessons Genre Study on Biographies: <http://www.readworks.org/lessons/grade1/genre-studies-biography>
- Thematic Unit on Frogs with an excellent accordion book students can make with sentence starters: http://www.everythingsl.net/lessons/Christine_Gorman.php
- Five lessons on using Bill Martin's books to reinforce and support fluency: <http://www.readwritethink.org/classroom-resources/lesson-plans/improving-fluency-through-group-793.html>
- Using Rhyming and Alliteration to support Fluency and Phonemic Awareness: http://www.sasked.gov.sk.ca/docs/ela/e_literacy/awareness.html