ESTADO LIBRE ASOCIADO DE **PUERTO RICO** DEPARTAMENTO DE EDUCACIÓN	**Unit 2.2: Where Are We?** **English as a Second Language** **5 weeks of instruction**

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student learns about different types of landforms (e.g., coasts, mountains, rivers, lakes) and the causes and effects of human interaction with the land (building dams or constructing cities). He/she reads and writes about what they learned, applying and classifying the different organizational structures in both fiction and non-fiction texts to demonstrate understanding of cause and effect in their lives and surroundings.
Transversal Themes:	Multiculturalism, Environment, Cause and Effect, Art, Economics, Writing, Health
Integration Ideas:	Science, Geography, Social Studies, Art

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How do readers identify cause and effect relationships in a text and use them to connect ideas? How are causes used to predict what will happen?
   EU1. Authors use signal words to help readers identify cause and effect and help them connect ideas and understand information.

EQ2. What makes Puerto Rico a unique place?
   EU2. Puerto Rico has a unique biodiversity because of its geography (mountains, beaches, lowlands, and rainforests).

EQ3. Why do we live where we live?
   EU3. Humans change where they live for economic (jobs), social/cultural (family), environmental reasons (weather, flooding, damming, creating beaches, levees, etc.).

EQ4. How does our environment and where we live influence us and what effect do we bring to our surroundings.
   EU4. We have a cause and effect relationship with our environment—it affects how we live and we influence its development.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her understanding about cause and effect to read and write text showing awareness of his/her surroundings and the various effects (both positive and negative) humans have on the environment.

The student acquires skills to...

A1. Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) in detail, based on understanding of a variety of grade-level and read-aloud texts.

A2. Work independently and collaborate with peers to draw and write informational texts, using simple sentences and grade-level appropriate high frequency words (e.g., Dolch list).

A3. Retell conversations and fictional and informational texts.

A4. Respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.

A5. Use information from personal experiences and a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.

Unit 2.2: Where Are We?

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Puerto Rico Core Standards (PRCS)	
Listening	
2.L.1a	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
2.L.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
Speaking	
2.S.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.
2.S.3	Retell conversations and fictional and informational texts; and respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.
Reading	
2.R.1	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.
2.R.2L	Retell stories, including key details, and identify main idea or lesson.
2.R.3I	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.
2.R.5	Describe the major differences between literary and informational texts.
2.R.9I	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Writing	
2.W.2	Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
2.W.3	Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
2.W.4	Respond to questions and suggestions from peers and add details to strengthen writing as needed.
2.W.6	Participate in shared research and writing projects.
2.W.7	Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.
Language	
2.LA.2g	Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters.

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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**
PRCS: 2.LA.2g 2.W.3 2.W.4 2.W.7 **EQ/EU:** EQ1/EU1 **T/A:** A2 A4	• Alphabetical order. • Dictionary use. • How to apply correct word spacing. • How to use the dictionary as an aid in the writing process. • How to use visual aids to support generating ideas.	• Alphabetical order, alphabetize	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Integrated Assessment 2.1* • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 2.1"). *Alphabetical Order Observation* • The teacher gives the student index cards with words (can be sight words or landform vocabulary) and has students arrange the words in alphabetical order by the first letter.	*Reinforcing Bilingual Identity with Vocabulary* • The teacher continues adding to the cognate wall with the vocabulary from this unit and explains how science words in English and Spanish share cognates from Latin. He/She has the student guess the Spanish cognate matches to vocabulary words from the unit (e.g., geography, map, cause, effect, information, fiction, non-fiction, bay, mountain, and ocean). • During read alouds and writing, the teacher has the students use their knowledge of Spanish to help infer new words in English through cognates and to help their peers with comprehension questions. • Sight Words/ Dolch Words Monitoring Throughout the year, the teacher instructs a set of five to seven Dolch Words a week to improve student's fluency. He/she uses attachment 2.1 Other Evidence	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Writing Routines: Alphabetical Order and Picture Dictionary Use* • To help with alphabetical order as well as picture dictionary use, the teacher does a walk-through of the picture dictionary to show how information is organized in alphabetical order. He/She models how you can use the alphabet (have an alphabet in the class students can have access to check) by looking at the class alphabet or by singing the alphabet song to find the order of the letter. • When studying sight words, with partners, the students arrange words in alphabetical order using first letter criteria. This can also be done with vocabulary words on the word wall. • The students access the picture dictionary to practice writing sentences with their sight words. • The teacher has a picture dictionary game where students try to find cognates. • The teacher also does this during morning messages "Who can alphabetize these three words?" to reinforce sight words and vocabulary words.

				– Dolch Checklist to monitor the student's progress in acquiring Dolch Words. • Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition): Based on words selected for the whole class and on the individual words the student wants to know in English for his/her individual word list, the teacher has a conference with each student to check if the student understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently). • Social Language Observation: During morning message, story time and instructions, the teacher uses attachment Resource 7 – Social Language Rubric to note growth of student's ability to follow instructions and participate during read alouds.	• The students practice alphabetizing words that are uppercase and lowercase to check if they know both the uppercase and lowercase of the letters. • The teacher reinforces alphabetical order with the landforms dictionary. He/She gives examples of other landforms. Where would it be in their landforms dictionary? The teacher uses the book, *Geography from A to Z: A Picture Glossary* as a way of showing how information can be organized using the alphabet.

Unit 2.2: Where Are We?

English as a Second Language

5 weeks of instruction

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**
PRCS: 2.R.1 2.R.2I 2.R.2L 2.R.3I 2.R.5 2.R.9I 2.S.1 2.S.3 2.W.2 2.W.6 **EQ/EU:** EQ1/EU1 EQ2/EQ2 **T/A:** A1 A2	• The various types of landforms and waterways (island, coast, mountain, river, lake, ocean, valley). • The human impact on land (deforestation, building dams, pollution). • The cause and effect structure in fiction and non-fiction. • The non-fiction text features and organization (such as titles, captions) to find the main idea. • How to use a dictionary — organization, purpose etc. • The 5 W's of asking questions—who, what, when,	• Cause and effect key words (if, then, so, that, because, reasons why, as a result) • Environment • Flood, soil erosion • Geography • Habitat, home • Helpful, harmful • Human interactions with land (building cities, constructing dams, removing forests) • Map vocabulary: Cardinal directions (north, south, east, west), compass, globe • Organizational structures (cause and effect, compare and contrast, timeline, chronological order) • Physical features	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Create a 3D model of landforms using salt dough* • Based on the Landforms Dictionary the student has made, the teacher has him/her make a 3D model of an island (if they can do Puerto Rico, amazing!) on the inside of a shoe box lid or a side of a cardboard box that has all of the landform features he/she has learned about (rivers, lake, island, mountain, hill, bay, peninsula, valley). • The student researches a landform on the island to learn more about its formation as part of their model project and to help with the writing. • After creating the model, the student creates a compass and a legend that labels the different types of landforms that are on	*Landforms Dictionary* • The student creates an illustrated dictionary of vocabulary related to landforms (see attachments: 2.2 Other Evidence – Landforms Dictionary Lesson and 2.2 Other Evidence – Landforms Dictionary Checklist).	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *The 5W's of Landforms: Using Fiction and Informational (Nonfiction) Text Structure* • The teacher reads texts on landforms that are fiction and informational (compare "Let's Go to the Beach" and "What is a Landform?") to show how information is gathered from both. The students investigate how informational texts can also be organized differently by reading "What is a Landform?" or "Introducing Landforms" and "Mountain Dance" (very different non-fiction texts, but both give information on mountains and how they change). In pairs, students decide how the information is organized. The groups compare two informational texts (organization, structure, information provided). The teacher makes a group Venn diagram to compare if necessary. He/she uses the 5W's (who, what, where, when, why) when doing a read aloud of informational texts to learn about landforms. Students read in pairs another informational text at their level, compare the two, and practice finding the 5W's. The teacher uses the example of Puerto Rico to illustrate. "What makes Puerto Rico a

where, why. • The high frequency spelling words. • How to listen and respond to simple commands, instructions, and statements during story time using expressions to demonstrate engagement. • How to answer the 5-W questions (who, what, when, where, and why) during story time using expressions to demonstrate engagement. • How to match all uppercase letters to their corresponding lowercase counterparts. • How to arrange words in alphabetical order using first letter criteria. • How to write to express feelings,	(beach, hills, mountains, valleys, lowlands, harbor) • Positive, negative (effects) • Questions (who, what, where, when, why, how) • Waterways (river, lake, ocean)	his/her 3D model. • The student presents his/her model to partners in order to practice using the vocabulary and to ask each other questions, e.g., "Where is the _____?" "What is in the South?" • Writing extension: The student writes a paragraph on his/her model. (E.g., My landforms 3D map has many different landforms. In the North there is a coast and a bay. In the south there are rivers and valleys. In the east there are mountains. My landform is a unique island in the ocean.) **Salt Dough:** 2 cups flour 1 cup salt ½ cup water 1 teaspoon oil a few drops of food coloring (see below) • The teacher mixes the salt and flour in a large bowl and then adds the water. He/She kneads the mixture until it becomes smooth and elastic. The dough is stored in a baggie to prevent it from drying out. The teacher creates different		unique place?" He/She discusses the name "Puerto Rico" and how it is connected to a landform (a rich port because of the bays on the coast). The teacher shares how people decide to live by helpful landforms. Then, the students brainstorm about landforms in Puerto Rico that are helpful to humans and why (you can create a T-chart): bays for ports and harbors; coast for access to fishing; valleys and rivers for trade; water to live and farm, etc.). The teacher reads aloud *Mi Isla y Yo/My Island and I* to find examples of landforms in Puerto Rico as well as by using maps (which is a part of the Landforms Dictionary Lessons).

	familiar topics, experiences, and describe a picture. • How to use high frequency words to write simple sentences of three to four words in length. • That informational and fictional texts are organized differently but both provide information. • How to use the 5 Ws to answer questions from texts.		batches of salt dough with different colors: e.g., brown for mountains, blue for water, green for hills, or he/she does not add the color and has the student paint his/her model.		

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**
PRCS: 2.L.1a 2.L.1f 2.R.1 2.R.2I 2.R.3I 2.R.9I 2.W.2 2.W.7 **EQ/EU:** EQ3/EU3 EQ4/EU4 **T/A:** A1/A3 A4	• The various types of landforms and waterways (island, coast, mountain, river, lake, ocean, valley). • The human impact on land (deforestation, building dams, pollution). • The cause and effect structure in fiction and non-fiction. • The non-fiction text features and organization (such as titles, captions) to find the main idea. • How to use the dictionary—organization, purpose etc. • The 5 W's of asking questions—who, what, when,	• Cause and effect key words (if, then, so, that, because, reasons why, as a result) • Environment • Flood, soil erosion • Geography • Helpful, harmful • Human interactions with land (building cities, constructing dams, removing forests) • Map vocabulary: Cardinal directions (north, south, east, west), compass, globe • Physical features (beach, hills, mountains, valleys, lowlands, harbor)	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Puerto Rico Diorama: Before and After* • The students, in partners, select a place in Puerto Rico that has a landform (coast, harbor, mountains, valley and lowlands) and they create a model of the landform in its natural state (with no humans) using construction paper or clay. • Then, in another box or on paper, the students create a diorama of the landforms but with human interaction. The teacher places the two dioramas side by side as a visual cause and effect of human interaction on landforms. • Then, the students use their cause and effect graphic organizers from the learning activities on cause and effect to help them formulate a paragraph to	• The student writes a journal entry of how landforms affect how they live, what activities they do with his/her family (go to the beach, harbor), where they live, and the jobs in the community. • During the writing process for the Performance Task, the student uses the picture dictionary as well as vocabulary from the word wall and sight words to help with spelling and to include vocabulary in their writing. • The teacher reinforces capital letters with proper nouns, (names of cities, names of people, specific name of dam) because the student needs to match the correct uppercase letter with lowercase letters in his/her writing. • The teacher uses attachment, 2.1 Performance Task – Descriptive Writing Rubric to evaluate writing. He/She checks for proper capitalization of proper nouns	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Identifying Cause and Effect in Fiction and Nonfiction Texts (for Performance Task, Puerto Rico Diorama: Before and After)* • The teacher reads aloud "A River Ran Wild: An Environmental History" to give an example of how a landform, like a river, changes over time because of human interaction. It is a great way of teaching both cause and effect and chronological order (because it follows the life of a river from 1400-1990). • While the teacher reads aloud, he/she asks questions, "Who is changing the river? How? Why? When is this happening?" to reinforce comprehension. • With the class, the teacher creates a cause and effect chain from the story and a timeline of how the river has changed to reinforce different ways of organizing information. The teacher reads the book aloud more than once to get the details. • The teacher asks, "Can humans change where we live?" The class discusses examples of how these landforms have been affected by humans. Was there a construction of a dam or pollution by the

where, why. • The high frequency spelling words. • How to listen and respond to simple commands, instructions, and statements during story time using expressions to demonstrate engagement. • How to answer the 5-W questions (who, what, when, where, and why) during story time using expressions to demonstrate engagement. • How to match all uppercase letters to their corresponding lowercase counterparts. • How to arrange words in alphabetical order using first letter criteria. • How to write to express feelings,	• Positive, negative (effects) • Waterways (river, lake, ocean)	describe the cause and effects of human interaction on local landforms. The teacher uses attachment, 2.2 Performance Task – Key Words in Expository Text to help use words that indicate cause and effect relationships.	and beginning of sentences as well as punctuation and spelling of vocabulary words and sight words.	river? Was there the construction of homes on hillsides where trees were cut (which would lead to soil erosion and mudslides)? • The students create a cause and effect chart (see attachment: 2.2 Learning Activity – Cause and Effect) of different effects that can happen with human interaction on a landform (e.g., dams prevent flooding for people downstream, but they cause floods for people upstream. Dams prevent fish from swimming). This requires talking with partners or in groups, and then the students bring brainstorms to the class to have a discussion on effects of humans on landforms because some are positive and some are negative.

	familiar topics, experiences, and describe a picture. • How to use high frequency words to write simple sentences of three to four words in length. • How to apply correct word spacing. • How to use the dictionary as an aid in the writing process. • How to use visual aids to support generating ideas.		

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STAGE 3 – (Learning Plan)
Suggested Literature Connections

- **Alfonso Silva Lee**
    - *• Mi Isla y Yo/My Island and I: The Nature of Puerto Rico • Coqui and his Friends*
- **Rebecca Rissman**
    - *What is a Landform?*
- **Bobbie Kalman**
    - *Introducing Landforms*
- **Darlene Stille**
    - *Deserts*
- **Jack Knowlton**
    - *Alphabetical Order: Geography from A to Z: A Picture Glossary*
- **Seymour Simon**
    - *Oceans*
- **Lynne Cherry**
    - *A River Ran Wild: An Environmental History)*
- **Thomas Locker (a beautiful book about how mountains change)**
    - *Mountain Dance*
- **Thomas Locker (a great book to teach vocabulary about water)**
    - *Water Dance*
- **Steve Van Zandt**
    - *River Song: With the Banana Slug String Band*
- **Mary Hill**
    - *Let's Go to the Beach*
- **Pam Ryan (bilingual)**
    - *Hello Ocean/Hola Mar*
- **Douglas Keister (bilingual) about preserving the rainforest**
    - *Fernando's Gift/El Regalo de Fernando*
- **Laura Joffe Numeroff**
    - *If You Give a Mouse a Cookie*

- **Barbara Shaw McKinney (food chains and human interaction with nature)**
    - *Pass the Energy, Please!*
- **Susan Stevens Crummel**
    - *All in One Hour*
- **Dori Chaconas**
    - *Don't Slam the Door*
- **Trinka Hakes Noble**
    - *The Day Jimmy's Boa Ate the Wash*
- **Harry Allard and James Marshall**
    - *Miss Nelson is Missing*
- **Laura Joffe Numeroff**
    - *If You take a Mouse to School*
- **Laura Joffe Numeroff**
    - *If You Give a Moose a Muffin*

Additional Resources

- Website on landforms in Puerto Rico: **http://www.studyzone.org/testprep/ss5/b/compuertricol.cfm**
- Vocabulary picture cards of landforms: **http://quizlet.com/4497844/landforms-2nd-grade-pines-flash-cards/**
- Glossary of landforms: **http://www.enchantedlearning.com/geography/landforms/glossary.shtml**
- How to on Dioramas including links for pictures: **http://www.squidoo.com/shoebox-diorama**
- Video on the Portuguese Dam near Ponce: **http://www.youtube.com/watch?v=n-QFub1fsYQ&feature=related**
- Video (YouTube) Ten Facts about Puerto Rico: **https://www.youtube.com/watch?v=Ma_eDmuSu3k**

Performance Tasks

Alphabetical Order Observation

- The teacher gives the student index cards with words (sight words or landform vocabulary) and has the student arrange the words in alphabetical order by the first letter.

Create a 3D model of landforms using salt dough

- Based on the Landforms Dictionary the student has made, he/she creates a 3D model of an island (if they can do Puerto Rico, amazing!) on the inside of a shoe box lid that has all of the landform features he/she has learned about (rivers, lake, island, mountain, hill, bay, peninsula, valley).
- After creating the model, the student creates a compass and a legend that labels the different types of landforms that are on his/her 3D model.
- The student presents his/her model to partners in order to practice using the vocabulary and to ask each other questions, e.g. "Where is the _____?" "What is in the South?"
- Writing extension: The student writes a paragraph on his/her model. (E.g. My landforms 3D map has many different landforms. In the North there is a coast and a bay. In the south there are rivers and valleys. In the east there are mountains. My landform is a unique island in the ocean.)
  Salt Dough:
  2 cups flour
  1 cup salt
  ½ cup water
  1 teaspoon oil
  a few drops of food coloring (see below)
- The teacher mixes the salt and flour in a large bowl and then adds the water. He/She kneads the mixture until it becomes smooth and elastic. The dough is stored in a baggie to prevent it from drying out. The teacher creates different batches of salt dough with different colors: e.g. brown for mountains, blue for water, green for hills, or he/she does not add color and has the student paint his/her model.

Puerto Rico Diorama: Before and After

- In partners, the students select a place in Puerto Rico that has a landform (coast, harbor, mountains, valley, lowlands) and create a model of the landform in its natural state (with no humans) using construction paper or clay.
- Then, in another box, the students create a diorama of the landforms but with human intervention. The teacher places the two dioramas side by side as a visual cause and effect of human interaction on landforms.
- Then, the students use their cause and effect graphic organizers from the learning activities on cause and effect to help them formulate a paragraph to describe the cause and effects of human intervention on local landforms. The teacher uses attachment, 2.2 Performance Task – Key Words in Expository Text to help use words that indicate cause and effect relationships.
- During the writing process, students use the picture dictionary as well as vocabulary from the word wall and sight words to help with spelling and to include vocabulary in their writing.
- The teacher reinforces capital letters with proper nouns, (names of cities, names of people, specific name of dam) because students will need to match the correct uppercase letter with lowercase letters in their writing.
- The teacher uses attachment, 2.1 Performance Task – Descriptive Writing Rubric to evaluate writing. He/She checks for proper capitalization of proper nouns and beginning of sentences as well as punctuation and spelling of vocabulary words and sight words.

Suggested Sample Lessons

- Lessons on creating a Landform Dictionary (see attachments: 2.2 Other Evidence – Landforms Dictionary Lessons and 2.2 Other Evidence – Landforms Dictionary Checklist)
- On determining the main idea in a non-fiction text. Can be used with any book: **http://www.readworks.org/lessons/grade2/main-idea/lesson-1**
- Read "If you Give a Mouse a Cookie" to teach about cause and effect: **http://www.readworks.org/lessons/grade1/cause-and-effect/lesson-1**
- Read *Deserts* to teach Text Features: **http://www.readworks.org/lessons/grade2/explicit-information/lesson-1**
- To compare and contrast fiction and non-fiction texts: **http://www.readworks.org/lessons/grade2/genre/lesson-1**
- To identify non-fiction text features: **http://www.readworks.org/lessons/grade2/genre/lesson-2**
- Great lesson on cause and effect with fictional and informational text: **http://lionsreading-3rdgrade.wikispaces.com/file/view/JAN%20-%20Cause&Effect.pdf**