

Unit 2.3: Myths and Creation Stories
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, students will study Taino creation myths, other myths from Puerto Rico, and myths from other countries by describing story elements in order to write and perform their own creation myths.
Transversal Themes:	Knowledge, Cultural Diversity and Values, Attitudes, Human Virtues
Integration Ideas:	Reading, Writing, Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How and why are stories organized in different ways?
EU1. Different types of literature have different characteristics which influence the organizational structure.
- EQ2.** What can we learn from the Tainos?
EU2. Taino culture shares art and history and how humans can live in balance with nature.
- EQ3.** What do creation myths tell us about culture?
EU3. Creation myths share knowledge about the land and ecosystem of a place.

Transfer (T) and Acquisition (A) Goals

T1. Students will leave the class able to use their learning about creation myths to understand the contributions of the Taino culture to Puerto Rico and to compare and contrast different stories and world views of various cultures from around the world.

The student acquires skills to...

- A1.** Listen, interact, and participate in social and class settings as well as express ideas and opinions in a more complex form.
- A2.** Describe ideas and text elements, retell key features of a text, compare and contrast characters, and know and apply phonics and word analysis to decode words as well as common prefixes and suffixes.
- A3.** Write with a command of English grammar conventions for capitalization, punctuation, and spelling as well as include input from peers on strengthening pieces of writing.
- A4.** Demonstrate command of the English language and to use word families, segmentation, word knowledge, or reference materials to spell or decode unknown words.

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Puerto Rico Core Standards (PRCS)	
Listening	
2.L.1	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.
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.
2.L.1g	Listen and respond to simple 5W questions.
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.2	Exchange common social and more formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.
2.S.2b	Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).
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.
2.S.4	Offer and support opinions by providing good reasons and increasingly detailed examples from experience and text.
2.S.6	Plan and deliver brief oral presentations on a variety of topics.
2.S.6a	Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and domain-specific words in order to add detail while speaking.
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.6L	Identify who is telling the story at various points in a text.
2.R.7	Use illustrations and details in a text to describe its characters, setting, events, or key ideas.
2.R.9L	Compare and contrast the adventures and experiences of characters in familiar stories.
Reading Foundational Skills	

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2.R.FS.11	Recognize sounds (phonemes), syllables, and spoken words.
2.R.FS.11c	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2.R.FS.11d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
2.R.FS.12	Know and apply phonics and word analysis skills to decode words.
2.R.FS.12c	Decode words with common prefixes and suffixes.
Writing	
2.W.1	Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
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.
Writing Foundational Skills	
2.W.FS.9	Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).
Language	
2.LA.1c	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
2.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
2.LA.2d	Generalize learned spelling patterns (word families) when writing words (e.g., <i>at: mat, cat, sat; ake: cake, bake, make</i>).
2.LA.2f	Use conventional spelling for grade appropriate words with common spelling patterns and for some irregular words.
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.
2.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.LA.4b	Determine the meaning of the new word formed when a prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
2.LA.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).

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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: 2.L.1 2.L.1a 2.L.1g 2.R.1 2.R.6L 2.R.7 2.R.9L 2.S.1 2.S.2b 2.S.4</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> Creation myths from around the world. That creation myths give examples of cultural values. Character traits. 	<ul style="list-style-type: none"> 5 questions (who, what, where, when, why, how) Character Traits (e.g., brave, strong, curious, kind, difficult, tricky, helpful, friendly) Compare, contrast, similar, different Creation myth Helper, trickster, enemy, friend Hero Main character Original inhabitants, indigenous Setting Taino 	<p>Integrated Assessment 2.2</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 2.2”). 	<p>Character Comparisons Graphic Organizer</p> <ul style="list-style-type: none"> The student compares and contrasts characters from a myth using the attachment 2.3 Other Evidence –Comparing Characters. Social Language Observation: 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. 	<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>Bilingual and Bicultural/ Studying Character Traits Through Myths</p> <ul style="list-style-type: none"> The teacher asks if being bilingual means that you have one culture. As bilinguals, you learn about another culture while you learn another language. In this unit the student learns about myths and ancient folktales from other cultures. The teacher asks the student who the original inhabitants were (first people) who lived in Puerto Rico. If he/she knows, the teacher does a word web brainstorm on a chart or board about what is known about the Tainos. After the brainstorm, the teacher asks “What can we learn from the Tainos?” See if anything mentioned (their crafts, way of life, inventions) helps us today. The teacher shares that the unit will be about learning from the Taino and other indigenous groups from around the world. The teacher says, “We will learn about how they created stories to explain the world around them.” The teacher asks questions to peak the student’s interest, e.g., “Do you

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					<p>know why the coqui sings?” the student gives answers. The student acts out his/her ideas or draws them and labels them with a description.</p> <ul style="list-style-type: none"> • If there are any family members who have a storytelling tradition, the teacher invites them to the classroom to share stories (especially if they know any Taino or local myths). This helps the student understand the benefit of storytelling and how it helps us learn about a culture. After every visit, the teacher uses the 5W’s (who, what, where, when, why) to have the student give a summary about what he/she learned from the visit. The student also creates illustrations and writes an opinion “I liked the story because _____. I learned about how _____. My favorite part was when _____” • The teacher asks, “What do creation myths tell us about a culture?” and reads aloud myths from Puerto Rico (see Literature Connections section for suggested creation myths). The teacher completes a chart with the class of all readings, which includes these five columns: <i>Story Title, Country/Setting, Main Character and Traits, Creation Myth, and What We Learned.</i> • The teacher models character analysis of the traits of main characters, animals, and other characters featured in the stories. For each story, the teacher models how to determine character traits (“I think he is adventurous because he is going to a new place. He does not look scared”) and asks questions to the
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					<p>student regarding character traits, “What is he/she like? How do we know?” “What is he/she doing? Why?” The teacher creates a class chart of character/what (s)he says, does, and thinks and what character traits (s)he possesses.</p> <ul style="list-style-type: none"> • The teacher compares and contrasts characters from different stories or from within the same story. The teacher uses the graphic organizer (see attachment: 2.3 Other Evidence – Comparing Characters) by modeling it with the class and has the students work with partners to complete the organizer. • The teacher stops at various points in the story to talk about who is telling the story and shows how you know by the quotations or the pronouns being used. The student then identifies who is telling the story in a second read aloud myth. • To emphasize setting, the teacher reads creation myths from other countries and compares what differences there are in the story due to the different settings (Are there other animals involved? Was anything different [how people build houses], vegetation, and problems?). The teacher refers to the Literature Connections section for suggested creation myths from other countries. The teacher discusses the essential question, “What do creation myths tell us about a culture?” and emphasizes the importance of setting and how it shapes people’s culture (crafts, materials, food,
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					dress, housing, stories, beliefs, etc.).
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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: 2.L.1 2.R.2L 2.S.2 2.S.3 2.S.6 2.S.6a 2.W.1 2.W.2 2.W.4 2.W.6</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A1 A2 A3 T1</p>	<ul style="list-style-type: none"> Creation myths from around the world. That creation myths give examples of cultural values. A variety of myths (creation of earth, why the sun and moon are in the sky, animal features etc.). That myths teach us about native flora, fauna and landforms. The structure and element of myths as a form of literature. Character traits. 	<ul style="list-style-type: none"> Animal feature Character Traits (e.g., brave, strong, curious, kind, difficult, tricky, helpful, friendly) Environment Habitat Helper, trickster, enemy, friend Predator, prey, food chain Problem, solution, conclusion Sequence words (e.g., first, in the beginning, then, next, in the middle, lastly, finally, in the end) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Creation Myth Animal</p> <ul style="list-style-type: none"> Step 1: Part of creation myths is the role of the environment and animals that coexist with humans. To prepare to write his/her own creation myth, the student studies an animal that is native to Puerto Rico (Iguana, Boa, Coqui, Parrots, Fish, etc.) that he/she would like to have as a character in his/her creation myth. Step 2: The student discusses, “What do creation myths tell us about a culture and its place?” to help him/her focus on the role of animals in the stories. In a group, The students create a list of animals in stories and what their roles were (Helpers? Tricksters? Enemies?) 	<p>Sequence Three Tab Foldable</p> <ul style="list-style-type: none"> The student creates a three tab foldable for the beginning, middle, and end of a myth. Inside the foldable the student draws a picture for each part and writes a sentence describing the important event at the beginning, middle, and end of the story. (See attachment: 2.3 Other Evidence – Three Tab Foldable) 	<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>Studying Sequencing through Myths</p> <ul style="list-style-type: none"> The teacher asks, “Do stories need to be organized in the same way?” The teacher shows or reads a few samples to the student to illustrate this point. (See Story Skeletons: Teaching Plot Structure with Picture Books in Additional Resources section). In prior grades, the student was exposed to story sequencing in read alouds or by planning and writing his/her own stories. The student tells stories orally and works together with others to find out how the stories are organized (if it is just anecdotal, or it begins with the end first, call and response, or there is a clear beginning, middle, end). The teacher shares that in story telling in Europe and other countries, there is a beginning, middle, and end that the reader can follow (e.g., “Once upon a time” to signal a beginning and to introduce setting and characters). The teacher connects to how the myths usually end with the example of how something has come to be. The teacher uses this structure of the story to model how to

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			<p>Friends?).</p> <ul style="list-style-type: none"> • Step 3: The student decides what type of animal he/she wants to be in his/her creation myth by brainstorming with the class examples of animals native to Puerto Rico (use literature resources). The student creates a poster or brochure on the animal. It must include: <ul style="list-style-type: none"> ○ Where the animal lives (habitat) ○ Which features are unique or special to this animal that could appear in the story (e.g., strength, camouflage, how it catches food) ○ Its place in a food chain or food web (what is its predator and prey?) • Step 4: The student uses a picture dictionary, the word wall, and peer editing for spelling, vocabulary and sight words. • Step 5: The student presents his/her work to the class to practice oral speaking skills. • The teacher uses 		<p>find the beginning, middle, and end of myths. While reading aloud, the teacher models how to identify the sequence of the story and creates a class poster/chart to fill out with the student as the teacher reads aloud, or after reading. The teacher hangs this up in class for easy reference.</p> <ul style="list-style-type: none"> • The student acts out, illustrates, or makes comics (see attachment: 2.3 Learning Activity – Comic strip) of the beginning, middle, and end of a story that was read aloud. • The teacher uses the graphic organizer (see attachment: 2.3 Learning Activity – Sequence Map) to have the student practice retelling stories using sentence starters (e.g., first, then, next, finally). • The student determines the problem and solution of the story as a way of sequencing. The student compares and contrasts how the stories end and if there are similarities or differences in structure. The teacher uses attachment, 2.3 Performance Task – Story Map with Theme to help organize the student’s ideas. The teacher shares how the theme or the big idea is the lesson learned from the myth. The students work in pairs to identify what the theme or lesson learned is from the myths.
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			attachment 2.3 Performance Task – Descriptive Writing Rubric to assess writing.		
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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: 2.L.1f 2.LA.1c 2.R.FS.12c</p> <p>EQ/EU:</p> <p>T/A: A3 A4</p>	<ul style="list-style-type: none"> High frequency spelling words. Vocabulary for sequencing, question words and character traits. The rules of using past tense. 	<ul style="list-style-type: none"> Past tense 		<p><i>Oral Assessment of Word Wall Vocabulary and Individual Vocabulary</i></p> <ul style="list-style-type: none"> (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition) Based on words the teacher selects 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 the student to check if he/she understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently). 	<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>Past Tense</p> <ul style="list-style-type: none"> Past tense is not addressed until 3rd grade; however, since you are reading myths that use the past tense, it might be helpful to point out how verbs use the suffix –ed when we talk about the past. It is important to note that the –ed suffix has three pronunciations: /d/ (as in stored), /ed/ (braided), /t/ (walked), so that when the student applies the –ed suffix, he/she tends to use the /ed/ pronunciation, as in, store-ed). The teacher shares this distinction when reading aloud and notes. (e.g., “oh, this word ends with an –ed, but its pronounced /t/ because it follows the letter k.”) The teacher highlights irregular past tense words that are commonly found when teaching sight words during the morning message. The teacher includes commonly found past tense words (ate, went, slept, drank, ran, etc.) as part of the word wall. The student



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					creates three tab foldables (see attachment: 2.3 Other Evidence – Three Tab Foldables) with the present tense on the front and opens it to the irregular past tense.
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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: 2.L.1f 2.LA.2 2.LA.2d 2.LA.2f 2.LA.2g 2.LA.3 2.LA.4b 2.LA.6 2.R.FS.11 2.R.FS.11c 2.R.FS.11d 2.R.FS.12 2.W.3 2.W.FS.9</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A2 A3 A4 T1</p>	<ul style="list-style-type: none"> The structure and element of myths as a form of literature. Character traits. High frequency spelling words. Vocabulary for sequencing, question words and character traits. 	<ul style="list-style-type: none"> 5 questions (who, what, where, when, why, how) Character Traits (e.g., brave, strong, curious, kind, difficult, tricky, helpful, friendly) Creation myth Helper, trickster, enemy, friend Main character Problem, solution, conclusion Sequence words (e.g., first, in the beginning, then, next, in the middle, lastly, finally, in the end) Setting 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Create own Creation Myth</p> <ul style="list-style-type: none"> Step 1: Based on the research from the animal project, the student uses the animal as a character (can be main character or side character) to write a creation myth. The creation myth can either be about: <ol style="list-style-type: none"> How the earth was created To describe natural phenomena (e.g., why there is a sun, moon, stars, why Puerto Rico is an island) To describe an animal feature (why the coqui sings, or how did the parrot get its colors, or the iguana got its spikes). Step 2: With a partner, the students discuss their ideas for the story, develop their vocabulary, and then use graphic organizers 2.3 	<p>Sight Words/ Dolch Words Monitoring</p> <ul style="list-style-type: none"> Throughout the year, the teacher teaches a set of five to seven Dolch Words a week to improve the student’s fluency. The teacher uses attachment 2.3 Other Evidence – Dolch Checklist to monitor the student’s progress in acquiring Dolch Words. 	<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>Phonemic Awareness</p> <ul style="list-style-type: none"> When reading aloud, the teacher models how to sound out and make meaning of difficult words (e.g., breaking it down into syllables, recognizing word families, affixes, letters). During morning messages, the teacher teaches phonemic awareness and the pronunciation of words through letter sounds and word families by using vocabulary words and sight words. The teacher provides time for partner reading in class so that the student practices using his/her phonemic awareness developed during 1st grade through the “Rhyme a Week” program. When the student has trouble with words, he/she sees if a partner can help identify the word family the word belongs to. If they both cannot solve it, they can “Ask a friend, then the teacher” to promote student cooperation and knowledge. The student breaks apart difficult words into syllables or letters and creates foldables that



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			<p>Performance Task – Story Map with Theme to plan out their story. The teacher makes sure the story includes the animal from their animal research.</p> <ul style="list-style-type: none">• Step 3: The student’s draft receives peer support for revision of ideas and editing for spelling, capitalization and sentences.• Step 4: The student publishes his/her story as part of a class book with illustrations. The teacher creates a class book with all of the students’ stories and features it in the classroom library or school library.• Step 5: The teacher invites families to celebrate the student’s work by having the students read his/her story to visitors and share his/her animal research (in small groups or one to one). The student may dress up as his/her character or animal.• Step 6: The student self-reflects on “What do creation myths tell us about a culture?” by sharing how he/she learned more about Puerto Rico.		<p>help him/her chunk out the sound (see attachment: 2.3 Learning Activity – Phonics Foldable). The teacher creates a center where the student creates the foldables of difficult words he/she encounters and of vocabulary words and sight words.</p>
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			<ul style="list-style-type: none">The teacher uses attachment 2.3 Performance Task – Narrative Writing Rubric to assess student work.		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Puerto Rican Stories:*
- **Nina Jaffe**
 - *The Golden Flower*
- **Antonio Martorell**
 - *The Song of El Coqui and Other Tales of Puerto Rico*
- **Michael Rose Ramirez**
 - *The Legend of the Hummingbird: A Tale from Puerto Rico*
- *Taino myth – The Creation* <http://georgiegirl120.tripod.com/puertorico/id10.html>
- *On animals and the land of Puerto Rico:*
- **Alfonso Silva Lee**
 - *Coqui and his Friends*
- **Alfonso Silva Lee**
 - *Mi Isla y Yo/My Island and I: The Nature of Puerto Rico*
- *Other Countries:*
- **Richardo Keens Douglas (Caribbean myth)**
 - *Mama God, Papa God*
- **Eric Maddern**
 - *The Fire Children: A West African Folk Tale*
- **Elphinstone Dayrell (African Myth)**
 - *Why the Sun and Moon Live in the Sky*
- **Jean Marzollo (Greek myth)**
 - *Pandora's Box*
- **Jean Marzollo (Greek myth)**
 - *Little Bear, You're a Star!*
- **Mary-Joan Gerson**
 - *People of Corn A Mayan Story*

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- **Geri Keams**
 - *Grandmother Spider Brings the Sun: A Cherokee Story*
- **Ann Pilling (from around the world)**
 - *Why Bear Has a Stumpy Tail and Other Creation Stories*
- **David A. Anderson**
 - *The Origin of Life on Earth: An African Creation Myth*
- **Diane Wolkstein**
 - *Sun Mother Wakes the World: An Australian Creation Story*

Additional Resources

- Explanation on role and importance of myths: <http://www.lindakreft.com/creationmyth.html>
- Common themes in creation myths: <http://www.cs.williams.edu/~lindsey/myths/myths.html>
- Story Skeletons: Teaching Plot Structure with Picture Books: <http://shutta.com/storyskeletons.pdf>

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Performance Tasks

Create own Creation Myth

- Step 1: Based on the research from the animal project, the student uses the animal as a character (can be main character or side character) to write a creation myth. The creation myth can either be about:
 - i. How the earth was created
 - ii. To describe natural phenomena (e.g., why there is a sun, moon, stars, why Puerto Rico is an island)
 - iii. To describe an animal feature (why the coqui sings, or how did the parrot get its colors, or the iguana got its spikes).
- Step 2: With a partner the students discuss their ideas for the story, develop their vocabulary, and then use graphic organizers 2.3 Performance Task – Story Map with Theme to plan out their story. The teacher makes sure the story includes the animal from their animal research.
- Step 3: The student’s draft receives peer support for revision of ideas, editing for spelling, capitalization and sentences.
- Step 4: The student publishes his/her story as part of a class book with illustrations. The teacher creates a class book with all of the students’ stories and features it in the classroom library or school library..
- Step 5: The teacher invites families to celebrate the student’s work by having the student read his/her story to visitors and share his/her animal research (in small groups or one to one). The student may dress up as his/her character or animal.
- Step 6: The student self-reflects on “What do creation myths tell us about a culture?” by sharing how he/she learned more about Puerto Rico.
- The teacher uses attachment 2.3 Performance Task – Narrative Writing Rubric to assess student work.

Creation Myth Animal

- Step 1: Part of creation myths is the role of the environment and animals that coexist with humans. To prepare to write his/her own creation myth, the student studies an animal that is native to Puerto Rico (Iguana, Boa, Coqui, Parrots, Fish, etc.) that he/she would like to have as a character in his/her creation myth.
- Step 2: The student discusses, “What do creation myths tell us about a culture and its place?” to help him/her focus on the role of animals in the stories. In a group, the students create a list of animals in stories and what their role was (Helpers? Tricksters? Enemies? Friends?).
- Step 3: The student decides what type of animal he/she wants to be in his/her creation myth by brainstorming with the class examples of animals native to Puerto Rico (use literature resources). The student creates a poster or brochure on the animal. It must include:
 - Where the animal lives (habitat)
 - Which features are unique or special to this animal that could appear in the story (e.g., strength, camouflage, how it catches food)
 - Its place in a food chain or food web (what is its predator and prey?)
- Step 4: The student uses a picture dictionary, the word wall, and peer editing for spelling of vocabulary and sight words.
- Step 5: The student presents his/her work to the class to practice oral speaking skills.
- The teacher uses attachment 2.3 Performance Task – Descriptive Writing Rubric to assess writing.



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Suggested Sample Lessons

- Three Lessons on Myth features featuring a Taino Creation Myth: <http://www.readworks.org/lessons/grade1/genre-studies-myths>
- History on the Taino and examples of Taino creations (instruments, tools): http://www.elboricua.com/BKTainos_LessonPlan.html
- See attachment, 2.3 Sample Lesson – Sequence Strips Lesson