

Unit 5.4: Community Celebrations
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student reads a variety of fiction and non-fiction to compare and contrast the winter holidays (e.g., Hanukkah, Ramadan, Kwanzaa, and Christmas) to his or her own experiences. The student also practices using a variety of sentence types and explores the use of figurative, idiomatic, and sensory language to add detail and color to his or her writing.
Transversal Themes:	Ethnicity, Type of Family, Quality of Life
Integration Ideas:	Social Studies/History, Art

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** Why do we celebrate special events?
EU1. Celebrations are a way of marking an important stepping-stone in people’s lives or creating a sense of unity in a family or community.
- EQ2.** What do our celebrations say about us?
EU2. Celebrations have customs that reflect the history and traditions of our culture.
- EQ3.** What makes writing detailed and descriptive?
EU3. Good writers use a variety of sentence types, sensory language, figurative language, and idioms to make writing vivid and memorable.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to apply his/her knowledge to connect with a text and identify character traits as a way to better understand him/herself.
- T2.** The student will leave the class able to apply his/her knowledge to produce published, written work that utilizes appropriate English language grammar and usage conventions.
- T3.** The student will leave the class able to apply his/her knowledge to recognize, interpret and use figurative language in a variety of settings and contexts.

The student acquires skills to...

- A1.** Identify and describe characters and setting, distinguishing main characters from supporting characters, both orally and in writing.
- A2.** Compare and contrast character traits and concepts/ideas, both orally and in writing.
- A3.** Write complete, grammatically correct sentences using appropriate punctuation and language usage, constructing longer pieces of narrative writing.
- A4.** Identify and use figurative language, including common idioms and sayings that employ non-literal language.

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Puerto Rico Core Standards (PRCS)	
Listening	
5.L.1	Listen and interact with peers during group participation and oral presentations.
5.L.1a	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.
Speaking	
5.S.2	Respond orally to closed and open-ended questions.
5.S.2c	Answer and formulate both closed and open-ended questions in both formal and informal discussions.
5.S.3	Use appropriate vocabulary, including homonyms and grammatically correct language to discuss experiences and texts.
5.S.6a	Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.
5.S.6b	Explain a report on a current event or recount a memorable experience with increasing sophistication.
Reading	
5.R.2I	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
5.R.2L	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5.R.3L	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5.R.6I	Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided.
5.R.9I	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.
5.R.9L	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Writing	
5.W.3	Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and using transitional words and other cohesive devices to better organize writing.
5.W.4	Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.
5.W.6	With increasing independence, conduct short research projects that build knowledge about a topic.
5.W.8	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks,



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	purposes, and audiences.
Language	
5.LA.1	Demonstrate command of English grammar and usage when writing or speaking.
5.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
5.LA.2a	Use correct punctuation.
5.LA.3	Demonstrate knowledge of correct language usage when writing, speaking, or reading.
5.LA.3b	Choose appropriate punctuation.
5.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
5.LA.5a	Analyze and use figurative language, including similes and metaphors, appropriately.
5.LA.5b	Recognize and explain common idioms, sayings, and proverbs.

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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: 5.L.1a 5.LA.1 5.LA.2 5.LA.3 5.LA.4c 5.R.2I 5.R.2L 5.R.3L 5.R.6I 5.R.9I 5.R.9L 5.S.2 5.S.2c 5.S.3 5.W.6 5.W.8</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: T1/A1/A2</p>	<ul style="list-style-type: none"> The characteristics, similarities, and differences between major winter holidays (Hanukkah, Christmas, Ramadan, and Kwanzaa). The difference between main character and supporting characters. 	<ul style="list-style-type: none"> Celebrate (Celebration) Christmas Culture Custom Hanukkah Holiday Kwanzaa Ramadan Tradition 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Reading Response Letter on Celebrating Events</p> <ul style="list-style-type: none"> The student shows his/her critical thinking about a text by writing a Reading Response Letter. The student focuses his/her letter responding to a text to answer one of the following essential questions: <ul style="list-style-type: none"> Why do we celebrate special events? What do our celebrations say about us? The letter is not a summary, but rather the student’s metacognitive response to what has happened in the text. The student completes this task multiple times throughout the duration of a book or text. 	<p>Vocabulary Inference Chart</p> <ul style="list-style-type: none"> The student makes inferences about the meaning of unknown vocabulary words using a graphic organizer. The student utilizes reference materials to help clarify pronunciation and define unknown words (see attachment: 5.4 Other Evidence– Vocabulary Inference Chart). <p>Dialogue Journal</p> <ul style="list-style-type: none"> During read alouds and partner reading, the student uses his/her dialogue journal to note connections and predictions of characters and the sequence of events (see attachment: 5.4 Other Evidence – Dialogue Journal). 	<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>Reading and Celebrations</p> <ul style="list-style-type: none"> The teacher reads aloud non-fiction texts about different holidays and models how to compare and contrast similarities and differences between the holidays (see attachment: 5.4 Learning Activity – Holiday Handouts). Then, the student continues finding similarities and differences individually and records his/her findings in writing (see attachments: 5.4 Learning Activity – Celebration 5W Organizer and 5.4 Graphic Organizer – Venn Lines). The teacher reads aloud fiction texts related to these holidays and models how to compare and contrast the characters from the fictional stories, distinguishing in particular between the main character and the supporting characters. The student completes a character comparison chart after reading (see attachment: 5.4 Graphic Organizer – Character Comparison Chart). The teacher provides daily warm-ups for students that incorporate grammar correction and language-usage practice (grammar, conventions, etc.). The student



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					applies these rules to his/her reading response letters and in conversations with his/her peers and the teacher.
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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: 5.L.1 5.L.1a 5.LA.2 5.LA.2a 5.LA.3b 5.LA.5a 5.S.3 5.S.6a 5.S.6b 5.W.3 5.W.4</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: T2/A3</p>	<ul style="list-style-type: none"> The structure of narrative writing. The four sentence types (declarative, imperative, exclamatory and interrogative) and the appropriate punctuation to use with each. Sensory language and how it can be used to make language more descriptive. 	<ul style="list-style-type: none"> Declarative Exclamation point Exclamatory Imperative Interrogative Narrative (structure) Period Punctuation Question mark Sensory language Sentence types 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Celebration Personal Narrative</i></p> <p><i>(Note: this performance task also assesses students’ mastery of figurative language and idioms; see below).</i></p> <ul style="list-style-type: none"> The student writes a personal narrative recounting a memory from a celebration he/she has taken part in. After taking the piece through the writing process, the student adds his/her story to a book that compiles all students’ holiday narratives. The student presents his/her narrative orally for the class. 	<p><i>Sentence Type Comic Strip</i></p> <ul style="list-style-type: none"> The student creates a comic strip of a celebration in his/her family or neighborhood using the four types of Sentences: declarative, imperative, exclamatory and interrogative (see attachment: 5.4 Other Evidence – Sentence Type Comic Strip). After writing the comic strip, the student acts out comic strip and/or reads it aloud to his/her peers. <p><i>Sentence Types Quiz</i></p> <ul style="list-style-type: none"> The student takes a quiz to assess his/her level of mastery related to the four primary sentence types and their appropriate corresponding punctuation (see attachment: 5.4 Other Evidence: Sentence Types). 	<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>Personal Narrative Writing and Sensory Language</i></p> <ul style="list-style-type: none"> The teacher reads a fictional story about a holiday aloud and models how to retell that story using a story map graphic organizer (see attachment: 5.4 Learning Activity – Story Map). In order to practice utilizing a narrative writing structure independently, the student creates a story map incorporating important components of a winter holiday and then uses the map to orally describe the events of the day (see attachment: 5.4 Learning Activity – Story Map). The teacher models how good writers vary their sentence structure, utilizing the four sentence types (declarative, imperative, exclamatory and interrogative) and identifies the type of punctuation that should be used with each sentence type. The student finds examples of sentence types from read alouds and classifies them on a classroom chart for reference throughout the unit. The student practices writing a variety of sentences using the context of holiday (Valentine’s Day) vocabulary (see attachment: 5.4 Learning Activity –



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					<p>Valentine's Day Activity).</p> <ul style="list-style-type: none">• The student works with a partner to manipulate a sentence and create other types of sentences from it (i.e., the declarative sentence "I found a book under the table" can become interrogative by rewriting it "Where did you find the book?" etc.).
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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: 5.L.1 5.LA.5 5.LA.5a 5.LA.5b 5.S.3 5.S.6a 5.S.6b 5.W.3 5.W.4</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: T4/A4</p>	<ul style="list-style-type: none"> The meaning of U.S. Idioms and figurative language (i.e., feeling under the weather, raining cats and dogs, happy as a clam, quiet as a mouse, a piece of cake, a dime a dozen, cry wolf, drive someone up the wall). 	<ul style="list-style-type: none"> Figurative language Idiom Metaphor Non-literal language Simile 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Celebration Personal Narrative</i></p> <p><i>(Note: this performance task is included above because it also assesses students’ mastery of narrative writing; refer to that section for a more complete description of the task).</i></p>	<p><i>Idiom Word Square</i></p> <ul style="list-style-type: none"> The student individually illustrates the meaning of common idioms he/she encounters in a text, using a graphic organizer (see attachment: 5.4 Other Evidence - Idiom Word Square). 	<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>Figurative Language and Idioms</i></p> <ul style="list-style-type: none"> The teacher finds examples of figurative language and idioms from read alouds and other texts. The teacher leads a discussion to help students determine the meaning of these examples of non-literal language. The student uses examples of figurative language that have been identified and uses a graphic organizer to draw a visual and define it (see attachment: 5.4 Graphic Organizer – Figurative Language). The student explores idioms from a list of common English idioms (see attachment: 5.4 Learning Activity – Idioms) and works together with a partner to illustrate his/her favorite idiom (see attachment: 5.4 Other Evidence – Idiom Word Square).

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Holidays Around the World: Celebrate Kwanzaa (National Geographic)*
- **Patricia Polacco**
 - *The Tree of Dancing Goats*
- **Patricia Polacco**
 - *The Keeping Quilt*
- **Chris Van Allsburg**
 - *The Polar Express*
- **Dr. Seuss**
 - *The Grinch Stole Christmas*
- **Sylvia Whitman and Sue Williams**
 - *Under the Ramadan Moon*
- **Suhaib Hamid Ghazi**
 - *Ramadan*
- *Note: Gail Gibbons also publishes several non-fiction texts about holidays that may be useful for this unit*

Additional Resources

- Activities for the Holidays: <http://teacher.scholastic.com/activities/holidays/>
- Reading Response Letter resource: <http://www.teacherspayteachers.com/Product/Reading-Response-Letter-Procedures-and-Expectations-353484>

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Performance Tasks

Celebration Personal Narrative

The student writes a personal narrative recounting a memory from a celebration he/she has taken part in. After taking the piece through the writing process, the student adds his/her story to a book that compiles all students' holiday narratives. The student presents his/her narrative orally for the class.

- The student begins the writing process by creating a Story Map for the narrative he/she would like to tell (see attachment: 5.4 Learning Activity – Story Map).
- The student writes a first draft of a personal narrative, recounting a favorite memory from a celebration (i.e., birthday, cultural/religious holiday, etc.) including how he/she felt during the event and describing the experience in as much detail as possible (see attachment: 5.4 Graphic Organizer - Sensory Language), using figurative language when possible (i.e., I was happy as a clam, It was as loud as a concert, etc.) and incorporating all four sentence types into the narrative – using correct punctuation.
- The student revises his/her work, ensuring the use of a narrative structure, sentence variety and figurative language within the descriptive story of the celebration.
- The student writes a final draft of the narrative and adds his/her story to a class book. Once all stories have been compiled, the student reads his/her story aloud and presents to the class.

Reading Response Letter on Celebrating Events

The student shows his/her critical thinking about a text by writing a Reading Response Letter. The student focuses his/her letter responding to a text to answer one of the following essential questions:

- Why do we celebrate special events?
- What do our celebrations say about us?

The letter is not a summary, but rather the student's metacognitive response to what has happened in the text. The student completes this task multiple times throughout the duration of a book or text.

- The teacher introduces the Reading Response Letter format and expectations (see attachment: 5.4 Performance Task – Reading Response Letter Sample and Reading Response Letter Rubric). In each letter the student must use a friendly letter format and include the book title, author's name, and his/her impressions, connections and wonderings about the book he/she is reading. The student ends the letter with questions about the text, questions to the teacher, etc., as this is not simply a summary of the text but should include the student's thoughts and questions about the text. The student receives written feedback from his/her letter in a response from the teacher; this dialogue serves as a tool for the teacher to help students think more critically about their reading.
- The teacher models the process for writing a Reading Response Letter using the sample provided (see attachment: 5.4 Performance Task – Reading Response Letter Sample). The teacher uses a class read aloud to model how to think aloud and generate connections with the text and think critically and what is being read.
- The student practices writing a Reading Response Letter first using the same class read aloud as the topic for the letter. Once the teacher checks the student's work, the student writes his/her own Reading Response Letter based on another book he/she has read in order to answer one of the essential questions posed in this unit. The student uses his/her dialogue journal as a graphic organizer to find examples of connections with the text, based on celebrations (see attachment: 5.4 Other Evidence – Dialogue Journal).
- The teacher assesses the Reading Response Letter using the provided rubric (see attachment: 5.4 Performance Task – Reading Response Letter Rubric).



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Suggested Sample Lessons

- Create a shape poem using the five senses on a celebration: <http://www.readwritethink.org/classroom-resources/lesson-plans/shape-poems-using-five-30582.html>
- Lesson on teaching figurative language through idioms: <http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-teaching-idioms-254.html>