

**Unit 5.5: Making Maps**  
**English as a Second Language**  
**4 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	The student creates maps of his/her class, neighborhood, and school in order to practice using prepositional phrases and affixes to specify his/her language.
<b>Transversal Themes:</b>	Adaptation, Ethnicity, Quality of Life, Migration, Conservation of Resources, Restoration
<b>Integration Ideas:</b>	Science, Social Studies, Math, Art

**Essential Questions (EQ) and Enduring Understandings (EU)**

- EQ1.** What creates community?  
**EU1.** Community is created by a sense of connection between its members and their dedication to the wellbeing of their community.
- EQ2.** Why do neighborhoods change?  
**EU2.** Neighborhoods change slowly over time for a variety of reasons.
- EQ3.** How do maps help us?  
**EU3.** Maps provide information on where places are and how to get from place to place.
- EQ4.** How can I use certain types of language to be better understood?  
**EU4.** Some types of language, such as prepositional phrases and affixes, allow us to write and speak with more detail.

**Transfer (T) and Acquisition (A) Goals**

- T1.** The student will leave the class able to apply his/her knowledge to interact with others using written and spoken language, functioning on a highly pragmatic level.
- T2.** The student will leave the class able to apply his/her knowledge to use and interpret language in an exact and descriptive manner.
- T3.** The student will leave the class able to apply his/her knowledge of reading skills to appropriately organize information and construct greater meaning within a text.

*The student acquires skills to...*

- A1.** Listen, respond to, read, and write complex instructions.
- A2.** Answer and formulate closed- and open-ended questions in both formal and informal scenarios.
- A3.** Use prepositional phrases orally and in writing to clarify his/her message and to be more descriptive.
- A4.** Determine the meaning of unknown words, comparing and creating different forms of a word using knowledge of affixes (prefixes and suffixes).
- A5.** Identify and analyze sequences of events and cause-and-effect relationships.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>5.L.1a</b>	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.
<b>5.L.1c</b>	Listen, memorize, and respond to complex instructions, expressing self using complete sentences.
<b>Speaking</b>	
<b>5.S.1</b>	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
<b>5.S.2</b>	Respond orally to closed and open-ended questions.
<b>5.S.2a</b>	Listen, analyze, and respond to complex instructions.
<b>5.S.2c</b>	Answer and formulate both closed and open-ended questions in both formal and informal discussions.
<b>Reading</b>	
<b>5.R.1</b>	Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to describe, explain, and evaluate ideas, phenomena, processes, cultural identity, and relationships, referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>5.R.3I</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>5.R.5I</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an informational text or part of a text.
<b>5.R.7I</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the informational text in which it appears.
<b>Writing</b>	
<b>5.W.2</b>	Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.
<b>5.W.5</b>	Use technology to produce and publish writing as well as to interact and collaborate with others.
<b>5.W.6</b>	With increasing independence, conduct short research projects that build knowledge about a topic.
<b>Language</b>	
<b>5.LA.1a</b>	Use correctly and explain the function of conjunctions and prepositions in general and in particular sentences.
<b>5.LA.2b</b>	Spell words correctly, consulting references materials like dictionaries as needed.
<b>5.LA.3a</b>	Choose words and phrases to convey ideas precisely.



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<b>5.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
<b>5.LA.4b</b>	Use common Greek and Latin affixes and other etymologies to help determine meaning of a word (e.g., telegraph, photograph, autograph).
<b>5.LA.4c</b>	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.

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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><b>PRCS:</b> 5.L.1a 5.LA.2b 5.LA.4c 5.R.1 5.R.3I 5.R.5I 5.R.7I 5.S.1 5.S.2c 5.W.2 5.W.5 5.W.6</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> T1/A2 T3/A5</p>	<ul style="list-style-type: none"> <li>Map skills (reading a map and understanding its features).</li> <li>Cause-and-effect relationships and sequences of events within a text.</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal directions (north, south, east, west)</li> <li>Cause</li> <li>Compass (rose)</li> <li>Dictionary</li> <li>Directions</li> <li>Effect</li> <li>Glossary</li> <li>Key</li> <li>Map</li> <li>Sequence</li> <li>Thesaurus</li> <li>Transition words (first, second, third, then, next, last, finally)</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 5.3</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 5.3”).</li> </ul> <p><b>Before and After Community Maps</b></p> <ul style="list-style-type: none"> <li>The student researches (via interview) the school’s neighborhood to identify changes in the in the community over the last twenty five years, applying this information to make maps illustrating the area in the past and the present and synthesizing his/her findings in a written paragraph. The student presents this information utilizing a form of technology (i.e., PowerPoint or Prezi).</li> </ul>	<p><b>Cause-and-Effect Practice</b></p> <ul style="list-style-type: none"> <li>The teacher presents two maps to the class that illustrate the same area. The difference between the two maps is that they are from two separate periods of time. The student analyzes these changes and completes a graphic organizer to identify possible cause-and-effect relationships responsible for these changes (see attachment: 5.5 Graphic Organizer – Cause and Effect).</li> </ul>	<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><b>Maps: Illustrating Change over Time</b></p> <ul style="list-style-type: none"> <li>The teacher reads <i>Mapping Penny’s World</i> to the class to introduce and practice recognizing map features.</li> <li>The teacher shows a variety of maps to the class, pointing out map features and modeling for students how to read (interpret) maps to understand the information they hold.</li> <li>The student practices reading maps that incorporate technology, searching a variety of areas on MapQuest or Google Maps.</li> <li>The teacher models how to use reference materials to look up spelling and/or meanings of unknown words that may be encountered within a map.</li> <li>The teacher explains to the class that maps can be a way to show change over time. First, changes in maps can illustrate a particular sequence of events in a certain area (to understand <i>what</i> happened first, next, etc.). Second, changes in maps can also show a cause-and-effect relationship (to understand <i>why</i> these changes happened). After modeling these skills through a think aloud, the student practices with a partner to</li> </ul>



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					identify sequence and cause-and-effect from changes on a map.
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<p><b>PRCS:</b> 5.L.1a 5.L.1c 5.LA.1a 5.LA.3a 5.R.7I 5.S.2 5.S.2a</p> <p><b>EQ/EU:</b> EQ3/EU3 EQ4/EU4</p> <p><b>T/A:</b> T1/A1 T2/A3</p>	<ul style="list-style-type: none"> <li>Map skills (both giving and following directions).</li> <li>Prepositional phrases (of, on, to, with, in, from, by, for, at, over, across, under).</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal directions (north, south, east, west)</li> <li>Compass (rose)</li> <li>Directions</li> <li>Key</li> <li>Map</li> <li>Preposition (i.e., in, at, on, out, under, with, without)</li> <li>Prepositional phrase (i.e., next to, behind, across from, in front of)</li> <li>Sequence</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Neighborhood Maps</b></p> <ul style="list-style-type: none"> <li>The student reads a map in order to write and give directions between his/her home and school, utilizing precise language (i.e., prepositional phrases) that is descriptive and specific.</li> </ul>	<p><b>Prepositional Cards</b></p> <ul style="list-style-type: none"> <li>The teacher assesses the student’s knowledge of prepositions by showing a card to see if the student can accurately describe the picture using a preposition or prepositional phrase (see attachment: 5.5 Other Evidence – Prepositional Cards).</li> </ul> <p><b>Prep Phrase Test</b></p> <ul style="list-style-type: none"> <li>The student completes an assessment of his/her knowledge of prepositional phrases (see attachment: 5.5 Other Evidence – Prep Phrase Test).</li> </ul>	<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><b>Prepositional Phrases and Their Uses</b></p> <ul style="list-style-type: none"> <li>The teacher introduces prepositions by showing School House Rock video, “Busy Prepositions” (See additional resources for URL). The student finds the prepositions in the song (see attachment: 5.5 Learning Activity – Busy Prepositions).</li> <li>The teacher discusses the importance of clear and precise language in real life (i.e., if you don’t use clear language people could get lost). The teacher leads a class brainstorm to identify other examples of why precise language is important.</li> <li>The teacher models real-life examples of prepositional phrases by describing items in the room with phrases (next to, behind, across from, in front of, underneath, above). The student practices this with a partner and individually afterwards.</li> <li>The student works with a partner to play “I Spy”. The student describes something he/she is looking at using a preposition (i.e., “something <b>under</b> the desk”) and his/her partner guesses the object, based on the preposition that is used.</li> <li>The student reviews with a partner for the</li> </ul>



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					<p>prepositional card assessment by describing each picture using prepositions (see attachment: 5.5 Other Evidence: Prepositional Cards).</p> <ul style="list-style-type: none"><li>• The student reviews for preposition assessment (see attachments: 5.5 Learning Activity - Prep Phrase 1 and 5.5 Learning Activity – Prep Phrase 2).</li></ul>
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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><b>PRCS:</b> 5.L.1a 5.LA.4 5.LA.4b 5.LA.4c 5.S.2 5.S.2c 5.W.2</p> <p><b>EQ/EU:</b> EQ4/EU4</p> <p><b>T/A:</b> T1/A2 T2/A4</p>	<ul style="list-style-type: none"> <li>Roots, affixes, prefixes and suffixes and how they contribute to word meaning.</li> <li>How to compare nouns using different suffixes to describe each.</li> </ul>	<ul style="list-style-type: none"> <li>Affix</li> <li>Compare (Comparison)</li> <li>Contrast</li> <li>Prefix</li> <li>Root</li> <li>Suffix</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Comparing Students</b></p> <ul style="list-style-type: none"> <li>The student interviews a classmate and writes a paragraph comparing him/herself to another student. The student incorporates comparative language, utilizing suffixes (i.e., -er, -est, -ful) to compare and contrast him/herself with his/her classmate. The student includes photos to illustrate comparisons and compiles all information digitally into an electronic presentation format (i.e., PowerPoint or Prezi).</li> </ul>	<p><b>Vocabulary Inference Chart</b></p> <ul style="list-style-type: none"> <li>The student completes the chart for vocabulary from the word wall, focusing on word parts that give meaning to the word (roots, affixes, etc.) and utilizing inference strategies practiced throughout the current unit and prior units (i.e., context clues, reference materials, etc.). (see attachment: 5.5 Other Evidence - Vocabulary Inference Chart).</li> </ul>	<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><b>Understanding Word Parts (Roots, Affixes, Prefixes and Suffixes)</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the concept of roots and affixes when making words (i.e., each part provides meaning). The student completes practice related to Greek and Latin roots (see attachment: 5.5 Learning Activity – Greek and Latin Roots).</li> <li>The teacher writes various root words and suffixes on cards (one root word or suffix on each card). The teacher gives each student a card and the students match up the cards to make new words.</li> <li>The teacher introduces suffixes as way of changing the meaning of a word. The student focuses on describing people in the class (Who is taller? Shorter? Funnier? Youngest? Oldest?)</li> <li>The student creates a poster (working together as a class) to show the difference between: short/shorter/shortest, tall/taller/tallest, etc.</li> <li>The teacher explains to the class that when adjectives are long (over 3 syllables), -er and -est are not used, but more and most are used (i.e., beautiful is not beautifuler but</li> </ul>





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					<p><b>more</b> beautiful and <b>most</b> beautiful). The student practices this with a partner.</p> <ul style="list-style-type: none"><li>• The student practices correctly applying and using suffixes by completing suffix worksheets (see attachment: 5.5 Learning Activity – Suffix Worksheets).</li><li>• The teacher adds common roots, prefixes and suffixes to the class word wall for the student use and reference.</li></ul>
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Loreen Leedy**
  - *Mapping Penny's World*
- **Neil Chesanow**
  - *Where Do I Live?*
- **Joan Sweeny**
  - *Me on the Map*
- **Scott Richie**
  - *Follow that Map! A First Book of Mapping Skills*

**Additional Resources**

- Common prefixes and suffixes (see attachment: 5.5 Resource – Common Prefixes and Suffixes)
- Prepositional phrases (see attachment: 5.5 Resource – Prepositional Phrase)
- Affix activities: [http://www.freereading.net/index.php?title=Prefixes\\_and\\_Suffixes\\_Activities](http://www.freereading.net/index.php?title=Prefixes_and_Suffixes_Activities)
- School House Rock “Busy Prepositions”: <http://www.schoolhouserock.tv/Busy.html>

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## Performance Tasks

### *Before and After Community Maps*

The student researches (via interview) the school's neighborhood to identify changes in the in the community over the last twenty five years, applying this information to make maps illustrating the area in the past and the present and synthesizing his/her findings in a written paragraph. The student presents this information utilizing a form of technology (i.e., PowerPoint or Prezi).

- The teacher introduces background information and the student researches how the neighborhood around the school has changed over the last twenty-five years by interviewing school staff, older members of the family and older members of the community (see attachment: 5.5 Performance Task – Neighborhood Interview).
- The teacher presents maps of Puerto Rico and the school's town/city to the class. The student studies the key features of maps and identifies each element on the map (i.e., key, compass, symbols).
- The student applies his/her knowledge of map features to the information collected about the past and present features of the school's neighborhood and creates a before and after map of the school community. Each map must have a title, compass, and key with symbols.
- The student then writes a paragraph describing the changes in the neighborhood using the cause and effect organizer (see attachment: 5.5 Graphic Organizer – Cause and Effect). The student incorporates suffixes of comparison (-er, -est, -less, -ful) to help describe the changes in this neighborhood. The final draft must be published electronically using a word processor.
- The student compiles all information (paragraph and two maps) into an electronic format (i.e., PowerPoint or Prezi) and presents this published work to the class.

### *Comparing Students*

The student interviews a classmate and writes a paragraph comparing him/herself to another student. The student incorporates comparative language, utilizing suffixes (i.e., -er, -est, -ful) to compare and contrast him/herself with his/her classmate. The student includes photos to illustrate comparisons and compiles all information digitally into an electronic presentation format (i.e., PowerPoint or Prezi).

- The student interviews a classmate by writing and asking ten questions to gather information about the other person. The student also answers the same questions him/herself so the same data is collected for both people.
- The student organizes the interview information into a Venn diagram (see attachment: 5.5 Graphic Organizer – Venn lines) in order to see the similarities and differences between the two.
- The student uses information from the interviews to write a short essay comparing and contrasting him/herself to another student. One paragraph should focus on similarities and another should focus on differences. The student uses suffixes to compare and contrast him/herself with the other student.
- The student submits photos of him/herself and his/her classmate to illustrate the similarities and differences.
- The student compiles his/her written work (published using a word processor) and the photographs of each person to create a presentation highlighting these comparisons. The student presents his/her work orally to the class.

### *Neighborhood Maps*

The student reads a map in order to write and give directions between his/her home and school, utilizing precise language (i.e., prepositional phrases) that is descriptive and specific.

- Using an electronic map format (i.e., MapQuest or Google Maps), the teacher models how to find a map area that includes the student's home and school on the same map. The student then independently finds and prints a personalized map that includes both home and school. This will be used to complete the performance task.
- The student uses the map to create a list of ten map-based questions that will use prepositional phrases as the answer. The student then answers the questions orally and in writing using prepositional phrases (A question may be, "Where is the store?" An answer may be, "The store *is next to* the red house/*on the corner* of First Avenue and Main Street.").
- The student engages in a short discussion with the teacher sharing his/her questions and responses so that the teacher may provide feedback before the student writes the final set of directions.
- The student writes directions from his/her home to school based on the map he/she has printed, utilizing precise, descriptive language to ensure clarity in the directions.
- The student orally presents (reads aloud) his/her directions to the teacher, along with his/her map, to ensure that the directions are written and given accurately.



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**Suggested Sample Lessons**

- Lesson on mapping your neighborhood (see attachment: Sample Lesson – Mapping Your Neighborhood)
- Lessons on Prepositions (see attachment: 5.5 Sample Lesson – Prepositions)
- Lesson on –er and –est (see attachment: 5.5 Sample Lesson – Suffixes –er and –est)