

**Unit K.1: About Me**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student reads, writes or illustrates texts to describe him/herself, important events with family, and his/her feelings about his/her life and the characters he/she read about. The student develops the appropriate vocabulary and language skills to discuss his/her life and his/her interests (likes and dislikes). The student creates an “About Me” book (an autobiography) and an art project called “Rainbow Bodies” that describes feelings using colors.
<b>Transversal Themes:</b>	Multiculturalism, Art, Music, Poetry
<b>Integration Ideas:</b>	Social Studies, Art, Music, Science (parts of the body, emotions)

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

- EQ1.** How can I use words to express my feelings and support others?  
**EU1.** Words are powerful and, if used appropriately, they can express feelings accurately and help make others feel good.
- EQ2.** Who am I? What makes me special?  
**EU2.** Every person is unique in their own way. Family and environment help shape our identity.
- EQ3.** How has my family shaped who I am today?  
**EU3.** We bring knowledge gained from family and life experiences to connect with community, to grow as people and get to know ourselves and others.
- EQ4.** How are the characters we read about both similar and different from us?  
**EU4.** Story characters are not real but they are shaped by families, experiences and the environment --just like us.

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

**T1.** The student will be able to describe him/herself, characters in the books he/she reads, his/her feelings and important events with friends and family, using newly developed vocabulary in a cooperative atmosphere.

*The student acquires skills to...*

- A1.** Contribute to conversations, relating personal experiences or story information, by asking and answering simple *yes-no* and “*wh*” questions using gestures, words, and simple phrases.
- A2.** Recall the adventures and experiences of characters in familiar stories.
- A3.** Use a combination of drawing and labeling to compose short informational texts to name what they are writing about and supply some information about a topic.
- A4.** Ask and answer basic questions appropriate to a topic, identifying connections between words and how they’re used (e.g., emotions: happy, sad, etc., or family members: funny, old, etc.).

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>K.L.1a</b>	Ask and answer basic instructions and routine questions appropriate to the topic.
<b>K.L.1b</b>	Interact in a socially appropriate manner through eye contact and gestures.
<b>K.L.1e</b>	Listen and participate in simple rhymes, songs, chants, etc.
<b>Speaking</b>	
<b>K.S.1</b>	Engage in conversations and relate personal experience or story information by asking and answering simple <i>yes-no</i> and <i>wh-</i> questions using gestures, words, and simple phrases.
<b>K.S.2a</b>	Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.
<b>K.S.2b</b>	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
<b>K.S.3</b>	React to conversations, text, and oral presentations orally and using physical actions and other means of nonverbal communication to show comprehension (e.g., to express feelings, opinions, etc.).
<b>K.S.5</b>	Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.
<b>Reading</b>	
<b>K.R.2L</b>	Identify key details in a story read aloud.
<b>K.R.9L</b>	Identify the adventures and experiences of characters in familiar stories.
<b>Reading Foundational Skills</b>	
<b>K.R.FS.11c</b>	Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.
<b>K.R.FS.13c</b>	Recognize and name all upper- and lowercase letters of the alphabet.
<b>Writing</b>	
<b>K.W.2</b>	Use a combination of drawing and labeling to compose short informational texts to name what they are writing about and supply some information about the topic.
<b>Language</b>	
<b>K.LA.4a</b>	Use context clues and illustrations to identify the meaning of unfamiliar words.
<b>K.LA.5a</b>	Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).
<b>K.LA.5b</b>	Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning.



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<b>K.LA.5c</b>	Make and explain connections between words and their use (e.g., emotions: happy, sad, etc., or family members: funny, old, etc.).
<b>K.LA.5d</b>	Act out word meanings.

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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
				<ul style="list-style-type: none"> <li>The teacher reads aloud “I Feel Orange Today” by Patricia Godwin. It is a book that describes feelings through colors. While reading, the teacher asks the student, “What do these colors make you feel?”, because everyone might have a different response to colors. The teacher talks about how we can know how someone else feels. Can we see their feelings on the outside? The teacher discusses how we can hold feelings in our bodies, and that they can come and go like clouds in the sky (this way we don’t hold on to negative feelings and also realize happy feelings also don’t last forever). To get to know each other better, the student creates “rainbow bodies” to show all the feelings he/she have inside.</li> <li>The teacher traces the body of each child on butcher paper. The student selects four</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><i>Routines for the Year</i></b></p> <ul style="list-style-type: none"> <li>The teacher begins every class with a “morning message (e.g., Today is ____; we will ____). To let the student know what he/she is doing and it is also when the teacher can teach days of the week, have the student fill in the blanks of words, identify letters and sight words, etc. (see attachment: Resource 5 – Morning Message Reasons and Research).</li> <li>Every unit has songs or poems that connect to the theme. The student sings songs at the beginning of class to develop vocabulary and fluency. The teacher has the lyrics or poems written in large print so that the student can follow along as he/she tracks the words to introduce sound-word connections.</li> <li>The teacher selects vocabulary from the theme, songs, and read alouds to introduce to the class word wall. The teacher has the student act these words out, use them in sentences with a partner and draw pictures to familiarize him/herself with the words (see attachment: Resource 2 – Using Word Walls to Improve Instruction).</li> <li>The student has his/her own set of words</li> </ul>



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				<p>feelings he/she commonly feels and picks a color to represent each feeling. The teacher has a model of his/her own body that he/she made ahead of time. The teacher shares what colors he/she picked to paint inside his/her rainbow body and why.</p> <ul style="list-style-type: none"> <li>• Then, the student finger paints the inside of his/her body with those four colors to represent that we are all unique on the inside and that you can't always know how someone feels.</li> <li>• In pairs, students present their paintings to each other and ask each other the question: "What does this color mean?" and they respond, (example) "Orange means I feel happy."</li> <li>• The teacher evaluates the student's use of target vocabulary individually or during his/her presentation (see attachment: Resource 1– Oral Assessment for Vocabulary Acquisition).</li> <li>• The teacher creates a rainbow body parade on the wall. This can be made by painting a background or writing an explanation of each student's feelings in his/her own words</li> </ul>	<p>he/she wants to know in English. The teacher keeps an individual word list notebook and keeps track of words used by the student (see attachment: Resource 3 – Individual Word List).</p> <ul style="list-style-type: none"> <li>• Rubrics will be used for the entire year to assess the level of language development. The student progresses at his/her own developmental level (meaning no one is expected to be all 3's at the beginning of the year). The teacher adjusts activities to level of the student (picture-based, imaginative writing, including initial letters and final letter sounds, to misspelled words, to correctly spelled words). The teacher refers to stages of second language acquisition: <a href="http://www.everythingsl.net/in-services/language_stages.php">http://www.everythingsl.net/in-services/language_stages.php</a> and attachments, Resource 6 – Performance Levels of ELLs (English Language Learners) and Resource 4 – Developmental Stages of Writing.</li> </ul>
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				<p>in Spanish using English sentence starters "I feel (color) when I am (feeling)." The teacher invites members of the school community to have the student talk about his/her feelings in English and Spanish.</p>	
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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><b>PRCS:</b> K.L.1a K.L.1b K.S.1 K.S.3 K.S.5 K.W.2</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> A3, A4, A1</p>	<ul style="list-style-type: none"> <li>How to use basic vocabulary to identify concepts related to self.</li> <li>How to use basic vocabulary to describe their family.</li> <li>How to use basic vocabulary to interact with peers.</li> <li>How to illustrate to express feelings.</li> <li>How to illustrate concepts related to family.</li> <li>How to illustrate personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Facial features (e.g., hair, eyes, nose, mouth, ears, face)</li> <li>Family (e.g., father, mother, grandmother, grandfather, brother, sister, aunt, uncle, cousin)</li> <li>Interaction expressions (e.g., I feel __, I am __, I need __, I (don't) like, Can I borrow __? Can I use __, Would you...? Excuse me, Thank you, Please)</li> </ul>	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><b>"About Me" Book</b></p> <ul style="list-style-type: none"> <li>The student creates a book that describes his/her favorite things and what makes them special. The student fills in the sentence starters and illustrates the page. He/She does one page a day.</li> <li>The teacher provides these sentences starters for each page: I am a (<u>feeling adjective</u>) child/kid/boy/girl; I like ____; I am good at ____; My favorite color is ____; I don't like _____. Each day the student illustrates a page of the book. At the end, he/she makes a self-portrait for the cover and puts his/her book together. He/She can also bring photos from home.</li> <li>The student presents his/her book to the class using the target language. To evaluate</li> </ul>	<p><b>Family Portrait</b></p> <ul style="list-style-type: none"> <li>The student brings in pictures of his/her family members and shares with the class which family member is special to him/her and why. The teacher writes down the vocabulary specific for each child in English. Then, the student illustrates an important event with this family member. The student describes the picture using content vocabulary describing family members. The teacher writes his/her description.</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>Family</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud: "Love you forever" and has the student talk about how he/she feels about his/her family. The teacher asks, "How has your family shaped or made you who you are?" "Would you be the same person with a different family?" The student talks about with whom he/she lives, and why that person is important to him/her. The student makes a card for the family member by drawing a picture of how he/she loves them and dictating or writing some words or sentences to accompany the illustration.</li> </ul>



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			whether the other classmates were listening, after each presentation, in pairs, the students ask each other questions and decide what their favorite part of the book was, illustrate it together, and then share orally using the target language.		
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> K.L.1a K.L.1b K.S.1 K.S.3 K.S.5 K.W.2</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> A3, A4, A1</p>	<ul style="list-style-type: none"> <li>How to use basic vocabulary to identify concepts related to self.</li> <li>How to use basic vocabulary to describe their family.</li> <li>How to use basic vocabulary to interact with peers.</li> <li>How to illustrate to express feelings.</li> <li>How to illustrate concepts related to family.</li> <li>How to illustrate personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Colors (e.g., black, brown, red, orange, yellow, green, blue, purple, pink, white)</li> <li>Facial features (e.g., hair, eyes, nose, mouth, ears, face)</li> <li>Family (e.g., father, mother, grandmother, grandfather, brother, sister, aunt, uncle, cousin)</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>See performance task above.</i></p>	<ul style="list-style-type: none"> <li>The student writes a short description of his/her drawing (with help from the teacher)—it can be dictated or single words and beginning sentences.</li> <li>The teacher uses the above as riddles for the class to guess.</li> <li>Journal writing—sentence starters to show comprehension of the story or fill in sentences about self and/or the book character using new vocabulary. My hair is ____ like the girl in Pelitos, etc.</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>Self Portraits</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud “Shades of Black,” “I am Latino,” and “Hairs/Pelitos” and has the student describe his/her own skin and hair color to a partner using the target language. The student discusses if he/she looks similar to or different from his/her family members like the characters in “Hair/Pelitos.” The student draws a self-portrait and shares his/her illustration with a partner or small group. The teacher has the student identify his/her facial features in English (hair, eyes, nose, mouth, ears, and face).</li> </ul>

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<b>PRCS:</b> K.L.1a K.LA.5b K.R.1 K.R.2L K.R.9L K.S.5 K.W.2	<ul style="list-style-type: none"> <li>How to express their feelings using accurate language.</li> <li>The feeling words.</li> <li>How to make connections between themselves and book characters.</li> <li>How to resolve conflicts with words.</li> </ul>	<ul style="list-style-type: none"> <li>Colors (e.g., black, brown, red, orange, yellow, green, blue, purple, pink, white)</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>See performance task for rainbow bodies—colors and feelings activities related and can be integrated.</i></p>	<ul style="list-style-type: none"> <li>The teacher has the student experiment combining primary colors into secondary colors by finger painting on a large sheet of paper. The teacher has him/her describe what he/she is seeing and why colors are changing. Or, the teacher can have different glasses of water at a table and use watercolor to add colors to each cup and make secondary colors from primary combinations. After experimenting, the teacher has the student create an art piece that shows his/her favorite combinations. The teacher has him/her share with a partner what he/she discovered and why his/her color combinations are unique and interesting to him/her.</li> <li>The teacher brings in objects of different colors and has the students work together in pairs to describe the colors in Spanish and English. The teacher has the student share what objects in his/her life are</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>Colors</b></p> <ul style="list-style-type: none"> <li>The student brainstorms a list of colors and the feelings associated with them after reading “I Feel Orange Today” and “Glad Monster, Sad Monster” and compare if the books give different feelings to different colors. The teacher asks why that is, and if there are other feelings that can connect to the colors. The student uses a color to describe him/herself saying “Today I feel blue because...” The student copies it into a journal with the date he/she wrote it to document.</li> </ul>



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				different colors. The student can bring in his/her favorite hat, shoes, shirt, and toy that are different colors and then categorize them by colors.	
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<p><b>PRCS:</b> K.L.1a K.L.1e K.LA.5b K.LA.5c K.LA.5d K.R.1 K.R.2L K.R.9L K.S.1a K.S.2a K.S.2c K.S.3 K.S.5 K.W.2</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> A1 A3</p>	<ul style="list-style-type: none"> <li>How to express their feelings using accurate language.</li> <li>The feeling words.</li> <li>How to make connections between themselves and book characters.</li> <li>How to resolve conflicts with words.</li> </ul>	<ul style="list-style-type: none"> <li>Feeling words (e.g., happy, glad, sad, scared, angry, nervous, excited, tired)</li> <li>Interaction expressions (e.g., I feel __, I am __, I need __, I (don't) like, Can I borrow __? Can I use __, Would you...? Excuse me, Thank you, Please)</li> <li>Select from this list which words you choose to teach <a href="http://www.teachchildrensl.com/filez8932/flashcards/Facial_Expressions_flashcards.pdf">http://www.teachchildrensl.com/filez8932/flashcards/Facial_Expressions_flashcards.pdf</a></li> </ul>	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p><b>Rainbow Bodies</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud "I Feel Orange Today" by Patricia Godwin. It is a book that describes feelings through colors. While reading, the teacher asks the student, "What do these colors make you feel?", because everyone might have a different response to colors. The teacher talks about how we can know how someone else feels. Can we see their feelings on the outside? The teacher discusses how we can hold feelings in our bodies, and that they can come and go like clouds in the sky (this way we don't hold on to negative feelings and also realize happy feelings also don't last forever). To get to know each other better,</li> </ul>	<p><b>"Glad Monster, Sad Monster" Art Project</b></p> <ul style="list-style-type: none"> <li>The teacher reads, "Glad Monster, Sad Monster" by Ed Emberly &amp; Anne Miranda, a colorful story using monsters' masks to express different feelings (see attachment: K.1 Sample Lesson – Glad Monster Lesson Plans) and selects an art project (monster masks, feeling monster) and has the student role play how we interact differently depending on our feelings (e.g., if we are feeling sad, maybe we do not want to play if someone asks, or if we are feeling angry, we might get frustrated easily) using either his/her mask or his/her "feeling monster."</li> <li>As a formative assessment, the teacher has the student use his/her mask or feeling monster to show "How can we use words to improve our relationship with others?" The teacher uses</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>Feelings</b></p> <ul style="list-style-type: none"> <li>The teacher shares that everyone has feelings and each of us can feel a different way. To connect to the question, "How can I use words to express my feelings?" the teacher asks the student to share experiences he/she has had that brought up different feelings (the teacher can focus by feeling: happy, sad, nervous, shy, etc.). The student sorts and classifies the feeling words (above) and makes connections to his/her life and the lives of characters by sharing with a partner times in his/her life he/she has felt a certain way. The teacher extends it by having the student draw these feelings and experiences (if appropriate).</li> </ul>



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			<p>the student creates “rainbow bodies” to show all the feelings he/she have inside.</p> <ul style="list-style-type: none"> <li>• The teacher traces the body of each child on butcher paper. The student selects four feelings he/she commonly feels and picks a color to represent each feeling. The teacher has a model of his/her own body that he/she made ahead of time. The teacher shares what colors he/she picked to paint inside his/her rainbow body and why.</li> <li>• Then, the student finger paints the inside of his/her body with those four colors to represent that we are all unique on the inside and that you can’t always know how someone feels.</li> <li>• In pairs, students present their paintings to each other and ask each other the question: “What does this color mean?” and they respond, (example) “Orange means I feel happy.”</li> <li>• The teacher evaluates the</li> </ul>	<p>attachment K.1 Other Evidence – Interaction Rubric to note what sentence starters and vocabulary the student uses to solve conflicts.</p> <ul style="list-style-type: none"> <li>• Word list--The teacher uses Resource 1– Oral Assessment for Vocabulary Acquisition as a way of monitoring vocabulary usage.</li> <li>• The teacher uses flashcards to have the student sort feelings he/she has had and not had. In pairs, the teacher has them ask each other about their feelings and then has the students respond in English. Put them on the word wall.</li> </ul>	
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			<p>student's use of target vocabulary individually or during his/her presentation (see attachment: Resource 1– Oral Assessment for Vocabulary Acquisition).</p> <ul style="list-style-type: none"><li>• The teacher creates a rainbow body parade on the wall. This can be made by painting a background or writing an explanation of each student's feelings in his/her own words in Spanish using English sentence starters "I feel (color) when I am (feeling)." The teacher invites members of the school community to have the student talk about his/her feelings in English and Spanish.</li></ul>		
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<p><b>PRCS:</b> K.L.1e K.LA.5a K.LA.5d K.R.FS.11c K.R.FS.13c</p> <p><b>EQ/EU:</b> EQ1/EU1</p> <p><b>T/A:</b> A4</p>	<ul style="list-style-type: none"> <li>What a word wall is and how to use it.</li> </ul>	<ul style="list-style-type: none"> <li>Word wall and any of the words on it and in the songs they are learning.</li> </ul>		<p><i>Observations and Oral Assessments:</i> <i>Word Wall Words and Individual Word Lists</i></p> <ul style="list-style-type: none"> <li>See attachments: Resource 2 – Using Word Walls to Improve Instruction and Resource 3 – Individual Word Lists.</li> <li>The teacher checks with the student in the beginning, middle, and end of the unit to see how he/she has acquired the vocabulary from the class word wall as well as from his/her individual word list.</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>Word Wall</b></p> <ul style="list-style-type: none"> <li>For each unit, the teacher decides on words he/she wants the student to acquire. The teacher begins this unit with the name of his/her student with a picture of him/her. The student refers to his/her name throughout the unit and year, and his/her first name helps when teaching letter recognition. Words in the word wall are words that deal with the themes of the unit (e.g., content vocabulary, vocabulary from songs or stories, and sentence starters the teacher expects the student to use (e.g., I like _____)). See attachment Resource 2 – Using Word Walls to Improve Instruction for activities the teacher can do with a word wall. Since the kindergarten student is pre-literate, games using acting out the words, role-playing, singing, or drawing the words will help the student acquire new vocabulary.</li> </ul>

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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Sandra Pinkney**
  - *Shades of Black: A celebration of our children*
- **Sandra Pinkney**
  - *I am Latino: The Beauty in Me*
- **Sandra Pinkney**
  - *A Rainbow All Around Me*
- **Sandra Cisneros**
  - *Hairs/Pelitos*
- **Carmen Lopez Garza**
  - *Family Pictures*
- **Ed Emberley**
  - *Glad Monster, Sad Monster*
- **Patricia Godwin**
  - *I Feel Orange Today*
- **Jeanne Modesitt**
  - *Sometimes I Feel Like a Mouse*
- **Dr. Seuss**
  - *My Book about Me*
- **Todd Parr**
  - *It's Okay to Be Different*
- **Nancy Carlson**
  - *I Like Me!*
- **Todd Barr**
  - *The Feelings Book*
- **W. Nikola-Lisa**
  - *Bein' With You This Way*
- **Jamie Lee Curtis**
  - *Today I Feel Silly & Other Moods That Make My Day*





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- **Janan Cane**
  - *The Way I Feel*
- **Robert Munsch**
  - *Love You Forever*
- **Ed Emberley**
  - *Go Away, Big Green Monster!*

**Additional Resources**

- List of activities, poems, and books for “All about me”: <http://www.kinderkorner.com/me.htm>
- Some lessons and materials for younger grades on autobiography: [http://www.ehow.com/info\\_8094345\\_ideas-kindergarten-autobiographies.html](http://www.ehow.com/info_8094345_ideas-kindergarten-autobiographies.html)
- Select from this list which words you choose to teach: [http://www.teachchildrensl.com/filez8932/flashcards/Facial\\_Expressions\\_flashcards.pdf](http://www.teachchildrensl.com/filez8932/flashcards/Facial_Expressions_flashcards.pdf)
- <https://www.kinderplans.com/p/13/all-about-me-activities>
- <http://www.kidprintables.com/allaboutme/>
- Photos and ideas on how to use word walls for pre-literate students: <http://ww.wpre-kpages.com/wordwall/>

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**5 weeks of instruction**

## Performance Tasks

### *“About Me” Book*

- The student creates a book that describes his/her favorite things and what makes them special. The student fills in the sentence starters and illustrates the page. The student does one page a day.
- The teacher provides these sentence starters for each page: I am a (feeling adjective) child/kid/boy/girl; I like \_\_\_\_\_; I am good at \_\_\_\_; My favorite color is \_\_\_\_\_; I don't like \_\_\_\_\_. Each day the student illustrates a page of the book. At the end, the student makes a self-portrait for the cover and puts his/her book together.
- The student can also bring photos from home.
- The student presents his/her book to the class using the target language. To evaluate whether the other classmates were listening, after each presentation, in pairs, the students ask each other questions and decide what their favorite part of the book was, illustrate it together, and then share orally using the target language.

### *Rainbow Bodies*

- The teacher reads aloud “I Feel Orange Today” by Patricia Godwin. It is a book that describes feelings through colors. While reading, the teacher asks the student, “What do these colors make you feel?”, because everyone might have a different response to colors. The teacher talks about how we can know how someone else feels? Can we see their feelings on the outside? The teacher discusses how we can hold feelings in our bodies, and that they can come and go like clouds in the sky (this way we don't hold on to negative feelings and also realize happy feelings also don't last forever). To get to know each other better, the student creates “rainbow bodies” to show all the feelings he/she has inside.
- The teacher traces the body of each child on butcher paper. The student selects four feelings he/she commonly feels and picks a color to represent each feeling. The teacher has a model of his/her own body that he/she made ahead of time. The teacher shares what colors he/she picked to paint inside his/her rainbow body and why.
- Then, the student finger paints the inside of his/her body with those four colors to represent that we are all unique on the inside and that you can't always know how someone feels.
- In pairs, students present their paintings to each other and ask each other the question: “What does this color mean?” and they respond, (example) “Orange means I feel happy.”
- The teacher evaluates the student's use of target vocabulary individually or during his/her presentation (see attachment: Resource 1– Oral Assessment for Vocabulary Acquisition).
- The teacher creates a rainbow body parade on the wall. This can be made by painting a background or writing an explanation of each student's feelings in his/her own words in Spanish using English sentence starters “I feel (color) when I am (feeling).” The teacher invites members of the school community to have the student talk about his/her feelings in English and Spanish.

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## Suggested Sample Lessons

### *My Talent Show and Tell*

- Introduction: The teacher asks the student, “What makes me special? Can you tell by looking at me?” The teacher has the student give responses of what he/she can tell by looking at the teacher. Then, the teacher pulls out a bag of items that are important to him/her. The teacher shares family photos, items of importance, and talks about how these items make him/her special in Spanish. The teacher then uses sentence starters to describe each item in English to model for his/her student how to talk about his/her interests, his/her likes, his/her dislikes, what he/she is good at and what is important to him/her. The teacher shares how this unit will be about the class learning about what makes each student special both in Spanish and in English.
- Guided Instruction: The teacher asks each student to share about him/herself in Spanish only. While the student speaks, the teacher listens and creates a personal vocabulary list for each student about his/her likes and dislikes and what he/she is good at. After each presentation, the teacher writes down on a poster the individual words used by each student (see attachment: Resource 3 – Individual Word List).
- Closing: The teacher shares with the student the sentence starter “I Like \_\_\_” and “I am good at \_\_\_” and as a closing the student completes the sentences sharing something he/she likes or is good at from a word on his/her individual word list.

### *Partner Sharing*

(The student comes to school with a bag of items and pictures that are based on the words in his/her individual word list)

- Introduction: The teacher connects to the essential question, “What makes me special?” by having the student remember what is important to the teacher as he/she shows his/her items as a reminder. The teacher asks in Spanish “How can we use words to improve our relationship with others?” The teacher has the student discuss how sharing and listening to each other helps him/her get to know others. The teacher asks the student “what does it mean to listen?” The teacher introduces the idea of “brain listening.” This means that when someone is speaking, the listener is not thinking about something else or what he/she wants to say, but really paying attention to the speaker. The objective is that the student takes turns sharing his/her items. The listener asks questions in order to share with the class what he/she learned. The teacher models what brain listening behavior looks like and doesn’t look like with a volunteer student.
- Guided Instruction: The student presents his/her important items in Spanish to a partner. He/She takes turns presenting and listening to his/her partner. The teacher has him/her practice brain listening by not interrupting and by asking questions to his/her partner to show that he/she understands and wants to learn more. (Again, the teacher models this behavior with a student.)
- As the student talks with his/her partner, the teacher goes around the room and asks the listener what he/she learned about his/her partner. Also, the teacher listens to the speaker to help with his/her English vocabulary that is on the student’s individual vocabulary list. The teacher refers to the individual word list poster and points out the words for each object.
- When the partners have finished sharing, the teacher reintroduces the sentence starters, “I like...” “I am good at...” by modeling with his/her items again to a student. The teacher asks the student to now share his/her items in English by saying, “I like \_\_\_”, and “I am good at \_\_\_” The teacher reminds the student that the listener listens to the words in English and is prepared to share one thing he/she learned about his/her partner, in English.
- Closing: The teacher comes back to a circle to show how when the student talks about someone else, it is *likes* with an –s at the end of the word. The teacher models with a student “(Name) *likes...*” and has each student share one thing he/she learned about his/her partner in English using “(Name) *likes ....*”

### *Glad Monster, Sad Monster*

On describing feelings (See Attachment: K.1 Sample Lesson – Glad Monster Lesson Plans)

### *Sometimes I feel like a Mouse*

On describing feelings (See Attachment: K.1 Sample Lesson – Sometimes I Feel Like a Mouse Lesson Plan)



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*Autobiography*

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