

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student reads, writes, acts out and expresses verbally what it means to be a good friend and compares him/herself as a friend to characters in stories. Stories about friendship give the student examples of how to be a good friend and why choosing words carefully and accurately helps make friends and solve conflicts. In addition, the student plays games and sings songs to learn how to share, follow instructions and practice cooperative skills to build classroom community.
Transversal Themes:	Social Interaction, Health and Movement
Integration Ideas:	Math, Science, Health, Social Studies, Music, Art

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How can I use words to improve my relationship with others?
EU1. We use words and expressions to convey how we feel about ourselves and others. By using our words carefully and accurately we can improve relationships and our community.
- EQ2.** What qualities does a good listener have?
EU2. When I listen to understand, I can build a better relationship with others.
- EQ3.** What does it mean to be a good friend?
EU3. Good friends support each other with words and gestures. Friendships can be deepened or broken depending on one's words or actions.
- EQ4.** How are characters like us?
EU4. Characters change and grow, just like us, depending on events and experiences we have.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class and be able to use basic, accurate vocabulary to describe what it means to be a friend and to identify and compare the similarities and differences between him/herself and characters in stories. He/She will also be able to share ideas, follow basic instructions and routines and be a contributing member of his/her school community.
- The student acquires skills to...*
- A1.** Follow basic instructions to complete a task, asking and answering questions appropriate to topic or task.
- A2.** Use words and phrases acquired through conversations and read alouds.
- A3.** Identify key details in a story read aloud.
- A4.** 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.

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

Puerto Rico Core Standards (PRCS)	
Listening	
K.L.1a	Ask and answer basic instructions and routine questions appropriate to the topic.
K.L.1b	Interact in a socially appropriate manner through eye contact and gestures.
K.L.1c	Listen and respond to simple commands and 2-step instructions and directions.
K.L.1e	Listen and participate in simple rhymes, songs, chants, etc.
Speaking	
K.S.1	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.
K.S.3	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.).
K.S.4a	Produce simple statements or beliefs using sentence starters or language models.
K.S.5	Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.
K.S.6b	Recite, memorize, or present simple rhymes, poems, or songs.
Reading	
K.R.2L	Identify key details in a story read aloud.
Writing	
K.W.1	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is...).
K.W.2	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.
Language	
K.LA.5a	Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).
K.LA.5b	Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning.
K.LA.5c	Make and explain connections between words and their use (e.g., emotions: happy, sad, etc., or family members: funny, old, etc.).
K.LA.5d	Act out word meanings.
K.LA.6	Use words and phrases acquired through conversations and read-alouds.

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

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: K.L.1c K.L.1e K.S.6b</p> <p>EQ/EU: EQ1/EU1 EQ2/EU1</p> <p>T/A: A2</p>	<ul style="list-style-type: none"> How to listen and respond to basic commands. How to listen and respond to basic instructions. How to listen and respond to routine questions during story time. How to use basic vocabulary to identify concepts related to self. How to use basic vocabulary to identify familiar concepts related to interactions with peers. How to use expressions to demonstrate engagement during story time. How to offer and respond to greetings and farewells using appropriate 	<ul style="list-style-type: none"> Body parts (e.g., head, shoulder, arm, hands, wrist, knees, toes, feet, legs, stomach) Classroom items (e.g., chair, table, desk, word wall, chalkboard (or whiteboard), pencil, paper, paint, crayon, marker, glue, scissors, eraser) Days of the week (e.g., Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Friendship words (e.g., kind, help, share, borrow, excuse) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment K.1</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 K.1”). <p>Class Discussions</p> <ul style="list-style-type: none"> The student recites rhymes and songs and demonstrates the use of topic related vocabulary in discussions. 	<p>Total Physical Response (TPR) assessment</p> <ul style="list-style-type: none"> The teacher uses TPR to assess if the student understands basic commands for the classroom. The teacher asks the student to demonstrate commands: (e.g., sit down, open the book, close the book, stand up, and get a pencil). Oral Assessment: What do we do at school? The teacher uses pictures to have the student use non-verbal and/or verbal cues to indicate how to act in school (see attachment: K.2 Other Evidence – What do we do at school?). Interaction Observations (see attachment: K.1 Other Evidence – Interaction Rubric). During play time, sharing, or work time, the teacher observes the student to see if he/she is using appropriate words such as: I feel ..., I am..., I need..., I (don’t) like, Can I borrow...? Can I use, Would you...? Excuse me, Thank you, and please to express his/her 	<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>Greetings and Farewells</p> <ul style="list-style-type: none"> Oral response to song “Good Morning” The teacher begins each morning with the song, “Good Morning,” which is sung in the rhythm of “Frere Jacques.” At the end of the unit, the teacher sees if the student can respond properly to the call and response song. (Words in bold sung by teacher, in <i>italics</i> by students). <p style="text-align: center;">Good morning, good morning, How are you? How are you? Very well, I thank you, Very well, I thank you, How about you? How about you?</p> (In the Second verse the teacher replaces “good morning” with “good afternoon” and in the last verse the teacher says “good evening.”) <ul style="list-style-type: none"> The teacher role-plays with puppets how to greet each other and say farewell in English. The student creates puppets based on the book, “Do You Want to be My Friend?” to reinforce greetings and farewells, as well as language involving how to be a friend. The teacher reads aloud, <i>Yo, Yes!</i> and <i>Ring, Yo!</i> By Chris Raschka and compares how the kid greets other kids (e.g. “Yo!” versus “Good Morning!”) and shares different ways of



Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

	<p>courtesy expressions.</p> <ul style="list-style-type: none"> • How to write the letters that represent first name and illustrate to express feelings, concepts related to family, and personal experiences. • The behavioral expectations in class (listen when others talk, take your turn when speaking by raising your hand, work together, try hard). • The five senses (sounds like, looks like, feels like, tastes like). • The actions of a friend (a friend: helps, plays, listens, talks, shares, eats, reads). • How to respond to reading prompts verbally or non-verbally 	<ul style="list-style-type: none"> • 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) • Months (e.g., January, February, March, April, May, June, July, August, September, October, November, December) • Verbs related to school (e.g., listen, read, write, sing, talk, sit, stand, line up, clean up, open, close, run, walk) • Words to answer questions (e.g., yes, no, is, isn't) 		<p>needs and wants. The teacher uses the Interaction rubric to write down observations and sentence starters used to monitor his/her progress.</p> <ul style="list-style-type: none"> • "Words Matter" The teacher has a discussion about how speaking can make friends and help solve conflicts. The teacher connects to vocabulary from Unit K.1 about sharing feelings to resolve problems. The student brings back his/her puppet from "Glad Monster, Sad Monster" or creates puppets from a story from this unit and models solving a problem using words. 	<p>saying hello in English and in Spanish to show the student the difference between formal and informal language. The student makes cartoons or comparison drawings or role-plays when to say "Yo" and when to say "Good Morning." The teacher uses sentence starters, "I use Yo" (when I talk to my friends) and "I use Good Morning" (when I see teachers and adults, at school and home).</p> <ul style="list-style-type: none"> • The teacher creates a poster for classroom display of places where the student can use "Yo" and "Good morning/afternoon/evening." • The student matches pictures of the sun, sunset, and moon to "morning," "afternoon," and "evening." • The teacher reads aloud "Goodnight Moon" and has the student chant "goodnight" every time the character says it. The teacher has the student point out different vocabulary words mentioned (e.g. kittens, mittens, balloon) or answer questions "Is it a ____? Yes or no?" <p><i>Calendar</i></p> <ul style="list-style-type: none"> • The teacher begins each day with a morning message on the board that shares what day it is and what activity the student will be doing. (Example: Today is Monday. Today we will read a story about friendship.) The teacher reads the message aloud and follows it with a tracker. When student is familiar with the days of the week vocabulary, the teacher has it blank and the kid says the day
--	---	---	--	--	---



Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

	<p>(acting, pointing, nodding) (e.g., “Show me _____”, “Which of these _____?”, “Point to _____”, “Is this a _____?”).</p>				<p>or finds it on the word wall.</p> <ul style="list-style-type: none"> The teacher select songs from attachment, (see attachment: K.2 Learning Activity – Songs), to reinforce days of the week, months, and the date. The teacher shows or sings songs on months: http://www.youtube.com/user/KidsTV123#p/u/25/5enDRrWyXaw <p><i>Classroom Care</i></p> <ul style="list-style-type: none"> The teacher has the student find examples of classroom items (e.g., chair, table, desk, word wall, chalkboard (or whiteboard), pencil, paper, paint, crayon, marker, glue, scissors). The teacher models how to care for the materials and where they go. If the teacher has his/her own classroom, have labels in English describing the materials. During clean up time, the teacher signals it with a musical instrument (triangle, bell, drum) and sings the song, “clean up, clean up, everybody everywhere, clean up clean up, everybody do your share” while cleaning to reinforce team work and classroom expectations.
--	--	--	--	--	---

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

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: K.L.1a K.L.1b K.L.1e K.LA.5a K.LA.5b K.LA.5c K.LA.5d K.LA.6 K.R.2L K.S.1 K.S.4a K.S.5 K.S.6b K.W.1 K.W.2</p> <p>EQ/EU: EQ2/EU2 EQ3/EQ3</p> <p>T/A: A1 A2</p>	<ul style="list-style-type: none"> How to Use expressions to demonstrate engagement during story time. How to use descriptive words and action words (adjective and verbs) to describe people. The classification of "same" and "different." 	<ul style="list-style-type: none"> Activity words-verbs to describe what they like to do (e.g., read, play, laugh, dance, listen, share, run, swim) Adjectives and verbs describing characters (e.g., nice, kind, friendly, smart, funny, mean, scary, pretty, tall) 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>How to be a Good Friend</p> <ul style="list-style-type: none"> The student creates a poster showing what it means to be a good friend. It will include drawings, photos, cutting and pasting and writing key words from vocabulary (teacher created). With a partner or on his/her own, the student shares and "teaches" other kids through the poster how to be a good friend. The teacher observes and writes down in teacher observation journal what words he/she uses to describe actions and adjectives from read alouds and word wall that describe being a friend. 	<p>Literacy/Writing</p> <ul style="list-style-type: none"> The teacher continues observation of the student's signature Use attachment K.1 Other Evidence – Checklists for Literacy to note growth of student's writing and refers to attachment Resource 4 – Developmental Stages of Writing. Observations and Oral Assessments: Word Wall Words and Individual Word Lists for descriptions of use, see attachments: Resource 2 – Using Word Walls to Improve Instruction and Resource 3 – Individual Word Lists. Use attachment Resource 1– Oral Assessment for Vocabulary Acquisition as a way of monitoring vocabulary usage The teacher selects songs from attachment K.2 Learning Activity – Songs, to sing sounds about friends. 	<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>How to be a Good Friend</p> <ul style="list-style-type: none"> What does it mean to be a good friend? The teacher reads stories on friendship. Some suggestions are: <i>Best Best Friends</i>, or <i>Do You Want to Be My Friend? Chrysanthemum</i> or other related stories. The teacher brings in a picture with his/her own friends and shares activities he/she does with his/her friends. The teacher writes up actions he/she shares with a friend (a friend helps, listens, is kind, talks to him/her, plays, dances, etc.). The teacher has the students share in pairs what they do with their friends. The teacher has a discussion about whether listening helps one be a good friend. The teacher reads aloud, <i>A Listening Walk</i> about how listening helps open us up to the world around us. The teacher creates a class word list for the student on what he/she does with friends so that these words can be in the class word wall and the student can use them in his/her writing. The student can say _____ is a good friend because...

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

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: K.L.1a K.L.1b K.R.2L K.S.1 K.S.3 K.S.4a K.S.5 K.W.1 K.W.2</p> <p>EQ/EU: EQ3/EU3 EQ4/EQ4</p> <p>T/A: A3 A4</p>	<ul style="list-style-type: none"> Story elements (character, setting, problem, solution). The title, author and illustrator. 	<ul style="list-style-type: none"> Activity words-verbs to describe what they like to do (e.g., read, play, laugh, dance, listen, share, run, swim) Adjectives and verbs describing characters (e.g., nice, kind, friendly, smart, funny, mean, scary, pretty, tall) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Same and Different</p> <ul style="list-style-type: none"> After reading books about friendship, the student reflects on one of his/her own friendships and the characters’ friendships in the story and looks at how they are the same and different from his/her friends. The student completes a Venn diagram, to compare themselves to that friend and/or character. The teacher shares orally with the class by saying _____ is like him/her because... http://www.readwritethink.org/parent-afterschool-resources/activitiesprojects/friendship-exploring-similarities-differences-30981.html 	<p>Journal Writing</p> <ul style="list-style-type: none"> The teacher gives some sentence prompts for the stories read aloud and for “same” and “different” concerning the story characters, settings, story actions, etc. Venn diagram comparisons- The teacher models on chart paper one comparison between a story character and self for the student to make further comparisons. The student tries 2-3 way comparisons with him/herself and story characters or compares one story about friendship to another. 	<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>Characters are the “Same” and “Different” From Me</p> <ul style="list-style-type: none"> The teacher reads or rereads some books about friendship... The student shares: <i>Who is the story about? Where does it take place? What happens?</i> The student shares activities the character did with his/her friends. The teacher makes a list on chart paper for the student to refer to. I like to _____. The character likes to _____. The teacher makes a “same” and “different” book for the class library. Each student gets 1-2 pages. One page is for how they are the same; one is how they are different. The teacher uses the vocabulary from the unit. The student presents his/her page(s).

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Karen Magnuson Bell**
 - *A Cake All for Me!*
- **Eric Carle**
 - *Do You Want to be my Friend?*
- **Nancy Carlson**
 - *I Like Me!*
- **Judy Lalli**
 - *I Like Being Me: Poems for Children About Feeling Special, Appreciating Others, and Getting Along*
- **Holly Keller**
 - *Help! A story of Friendship*
- **Elisa Kleven**
 - *The Friendship Wish*
- **Helme Heine**
 - *Friends*
- **P.K. Hallinan**
 - *A Rainbow Of Friends*
- **Margret Chodos-Irvine**
 - *Best Best Friends*
- **Jack and Michael Foreman**
 - *Say Hello*
- **Kevin Henkes**
 - *Chrysanthemum*
- **Paul Showers**
 - *The Listening Walk*
- **Aliki**
 - *Communication*
- **Chris Raschka**
 - *Yo, Yes! And Ring, Yo*

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

- **Cheri J. Meiners M.Ed.**
 - *Listen and Learn Learning to Get Along Book 2*

Additional Resources

- On using morning messages: http://www.hubbardscupboard.org/morning_message.html
- Songs for days of the week, rules, friends, etc.: <http://www.kellyskindergarten.com/songs/songs.htm>
- Connects *Do You Want to be My Friend?* with *A Cake All for Me!* gives great songs and cross curricular connections to friendship: http://www.hubbardscupboard.org/do_you_want_to_be_my_friend.html
- Site to create your own calendars: <http://www.worksheetworks.com/miscellanea/calendars.html>
- Use word cards on chores at home to have students categorize what chores they do at home and which they don't: http://www.teachchildrensl.com/filez8932/flashcards/Chores_flashcards.pdf

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

Performance Tasks

How to be a Good Friend

Using your understanding of characteristics of a friend gained through the books read in class, the teacher makes a poster showing/describing the qualities and characteristics he/she looks for in a friend.

- The teacher imagines his/her best friend has moved away and he/she is looking for a new friend. The teacher decides to make a poster to show he/she is looking for a new friend.
- The student creates a poster of how to be a good friend. It includes drawings, photos, and cutting and pasting or writing key words from vocabulary (learned from unit).
- The teacher's poster includes three qualities he/she is looking for in a friend. The teacher's poster also includes an activity he/she would like to do together with his/her new friend.
- On his/her own or with a partner, the student shares and "teaches" his/her partner from the posters how to be a good friend.
- The teacher observes and writes down in teacher observation journal what words he/she uses to describe actions and adjectives from read alouds and word wall that describe being a friend.

Same and Different

- After reading books about friendship, the student reflects on one of his/her own friendships and identify the ways they are the "same" and "different" from one of his/her friends. The student completes a Venn diagram with the help of the teacher, to compare him/herself to that friend. Then the student contributes 1-2 pages in the class book called "Same and Different".
- The student shares his/her pages of the book with the class.

Unit K.2: Good Friends
English as a Second Language
4 weeks of instruction

Suggested Sample Lessons

- I like me, I like you lesson on rights and responsibilities in the classroom (see attachment: K.2 Sample Lesson – I like me, I like you).
- On How to be a good friend. Includes songs, read aloud, and discussion: <http://learningtogive.org/lessons/unit194/lesson4.html>
- Lessons on listening, how to conduct a listening walk. Do this before you read, *Listening Walk* by Paul Showers: <http://www.talkingpoint.org.uk/Parent/Directory/Cookbook.aspx>
- Lessons on *Chrysanthemum* by Chris Henkes contains great ideas on how to recognize the importance of their own names and activities to connect it to literacy:
<http://www.teachingheart.net/kevinideasc.html>
- <http://www.readwritethink.org/parent-afterschool-resources/activities-projects/friendship-exploring-similarities-differences-30981.html>
- Lessons on friendship using songs and poems: http://www.hubbardscupboard.org/do_you_want_to_be_my_friend_.html