

Unit K.3: Let's Play
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student plays, creates, and teaches games to understand the importance of following instructions, responsibility, self-management, and integrity. Games reinforce colors, basic shapes, numbers 1-10, and the importance of working together by using words to solve conflicts. In addition, this unit focuses on reinforcing healthy habits and finding patterns in life, in the environment, and in books.
Transversal Themes:	Values, Attitudes, Human Virtues, Skills and Competencies, Cultural Diversity
Integration Ideas:	Social Studies, Math, Science, Health

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. What knowledge do I bring to school?

EU1. We bring knowledge gained from family and life experiences that teach us to connect with our community and to grow as learners.

EQ2. How can I use words to improve my relationship with others?

EU2. When I listen to understand, I can build a better relationship with others.

EQ3. What makes a game fun?

EU3. Games can bring joy and friendship because we can share a common experience.

EQ4. How can I teach someone to play a game?

EU4. People use expressions and vocabulary in both verbal and nonverbal forms to communicate information to others.

EQ5. What can I learn from playing games?

EU5. Games teach us important life skills, such as sharing, cooperating, respecting self and others, self-management, integrity, and following rules. They also teach us academic skills, such as numbers, shapes, and colors.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to respond to basic commands, instructions, and questions and able to use expressions and vocabulary in verbal and nonverbal form to communicate with peers.

The student acquires skills to...

A1. Listen and interact appropriately with peers and teachers.

A2. Describe and retell personal experiences and familiar topics using appropriate details and proper sequence.

A3. Actively engage in group reading or recitation with purpose and understanding.

A4. Use acquired words, phrases, and age-appropriate vocabulary when speaking or writing.

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Puerto Rico Core Standards (PRCS)	
Listening	
K.L.1	Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.
K.L.1a	Ask and answer basic instructions and routine questions appropriate to the topic.
K.L.1e	Listen and participate in simple rhymes, songs, chants, etc.
Speaking	
K.S.2b	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
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.6a	Retell simple events in a proper sequence, and describe familiar activities, topics, or objects in group sharing activities using gestures, key vocabulary, and simple phrases.
K.S.6b	Recite, memorize, or present simple rhymes, poems, or songs.
Reading	
K.R.10	Actively engage in group read-alouds of nursery rhymes, folk tales, and developmentally-appropriate poetry with purpose and understanding.
Reading Foundational Skills	
K.R.FS.11c	Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.
Writing	
K.W.3	Use a combination of drawing and labeling to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Language	
K.LA.5b	Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning.
K.LA.6	Use words and phrases acquired through conversations and read-alouds.

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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: K.L.1 K.L.1a K.LA.6 K.S.6a</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3 EQ4/EU4 EQ5/EU5</p> <p>T/A: A1 A2 A4 T1</p>	<ul style="list-style-type: none"> Expressions for answering questions and following directions. Vocabulary related to self and family. 	<ul style="list-style-type: none"> Family vocabulary Games (roll the dice, pick a card, move, player, take turns, win, lose, count) Sentence starters: I like to play _____, First, Second, Third, The pattern is _____. 		<p><i>Word List and Individual Word List Oral Assessments</i></p> <ul style="list-style-type: none"> (See attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition.) 	<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>Prior Knowledge/Games</i></p> <ul style="list-style-type: none"> The student brings in a game or demonstrates a game learned from his/her family for show and tell (e.g., clapping games, movement games, board games, card games, etc.). The teacher uses the show and tell description to create individual word lists for each student. The teacher invites family members to demonstrate games and share how they taught the students to play the games. The teacher creates a list with the class answering the questions: “Why do we play games? How do games help us make friends? What can I learn from playing games”? At first the discussion can be about rules, new shapes or numbers, but later focuses on important life skills that can be learned from games (sharing, cooperating, respecting self and others, self-management, following rules, integrity, not cheating and playing fair). The teacher posts the list in the classroom throughout the unit for students to reference.

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<p>PRCS: K.L.1 K.L.1e K.R.10 K.R.FS.11c K.S.2b K.S.6b</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A1 A2 A3 A4 T1</p>	<ul style="list-style-type: none"> Verbal and nonverbal forms of communication. Repeating patterns. Appropriate sequencing vocabulary. 	<ul style="list-style-type: none"> Nursery Rhymes Sentence starters: First, second, third, The pattern is _____. 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Sequencing a Story</p> <ul style="list-style-type: none"> Step 1: The teacher and the class complete a story map together of a known nursery rhyme talking about what happens in the beginning, middle, and end using the vocabulary first, second and third. Step 2: The student draws the beginning, middle, and end of a nursery rhyme of their choosing using a story map, and retells the rhyme using grade level vocabulary including first, second, and third (see attachment: K.3 Other Evidence – Sequence Chart). 	<p>Observation Sheet</p> <ul style="list-style-type: none"> During read alouds, role-play, or during activities regarding the text, ask students a question and record their answers (see attachment: K.3 Other Evidence – Question Record). <p>Word List and Individual Oral Assessments</p> <ul style="list-style-type: none"> Continue with Word List and Individual Word List Oral Assessments (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). 	<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>Comparing Nursery Rhymes</p> <ul style="list-style-type: none"> The teacher shows nursery rhymes and hand games from Puerto Rico and the US to the class. The teacher selects Nursery Rhymes in English that have hand motions to teach as games with instructions. After the class learns the games, the teacher has the students compare the rhymes and games using a T-chart. The teacher has students learn "Itsy Bitsy Spider": http://youtu.be/-uSm6z5HSnQ, "Pat a Cake" http://www.youtube.com/watch?v=nkml0Adi3Ew "London Bridge is Falling Down" http://www.youtube.com/watch?v=uJ637HpzUFU The student selects a nursery rhyme he/she enjoys and performs it with a partner. The teacher walks around the room to observe if the student is following instructions and sequencing the story in order.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
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<p>PRCS: K.L.1 K.L.1a K.L.1e K.LA.5b K.R.FS.11c</p> <p>EQ/EU: EQ1/EU1 EQ5/EU5</p> <p>T/A: A1 A3 A4 T1</p>	<ul style="list-style-type: none"> Basic Shapes (triangle, square, circle). Verbal and nonverbal forms of communication. Expressions for answering questions and following directions. 	<ul style="list-style-type: none"> Comparing shapes (shape, sides, half) Comparing shapes and numbers (more/less than, bigger/smaller than) 		<p><i>Shape Hunt</i></p> <ul style="list-style-type: none"> The student finds examples of shapes around the room and the school (see attachment: K.3 Other Evidence – Shape Hunt). <p><i>Question Observation Sheet</i></p> <ul style="list-style-type: none"> (See attachment: K.3 Other Evidence – Question Record). During read alouds, role-play, or during activities regarding the text, ask students a question and record their answers. <p><i>Word List and Individual Oral Assessments</i></p> <ul style="list-style-type: none"> Continue with Word List and Individual Word List Oral Assessments (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). 	<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>Shapes</i></p> <ul style="list-style-type: none"> The teacher asks the student, “What do we already know about shapes?” The teacher brings in various objects that have circles, squares, and triangles. The teacher uses the regalia to describe the properties of each shape (number of sides) and has the student bring in examples from home. In pairs, students sort items by shapes into categories. The teacher has them explain, “This is a _____. It has _____ sides.” The teacher asks the class, “What shape is it?” and uses attachment K.3 Other Evidence – Question Record as a model for his/her anecdotal records notebook. The student watches the video or sings the song, “We are Shapes,” to introduce names of shapes and numbers of sides. http://www.youtube.com/watch?v=VdzzE20zQC8%20%20 The student compares and sorts shapes by saying it is “bigger” and “smaller.” If the student is more advanced, he/she can try “This is bigger than that.” The teacher sets up a shape store, where the student role-plays selling items that are different shapes. Use sentence starters “I would like two _____” or “Can I have one _____?” The students use real pennies to make financial transactions. They can also ask for a “bigger _____” or “smaller _____” shape.

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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: K.L.1 K.LA.5b K.LA.6 K.R.10</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: A1 A3 A4 T1</p>	<ul style="list-style-type: none"> Numbers 1-12. Verbal and nonverbal forms of communication. Expressions for answering questions and following directions. 	<ul style="list-style-type: none"> Comparing numbers (More, less, than, bigger, smaller) Hopscotch 		<p><i>Question Observation Sheet</i></p> <ul style="list-style-type: none"> During read alouds, role-play, or during activities regarding the text, ask students a question and record their answers (see attachment: K.3 Other Evidence – Question Record). <p><i>Word List and Individual Oral Assessments</i></p> <ul style="list-style-type: none"> Continue with Word List and Individual Word List Oral Assessments (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). 	<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>Numbers</p> <ul style="list-style-type: none"> The teacher reads aloud, “The Twelve Days of Kindergarten” (as the song, “The Twelve Days of Christmas”), to familiarize the student with the numbers 1-12. Have a center where the student plays with items in the story and can count them (e.g., eggs, coins, blocks, golden stars) and compare the amounts (e.g., which has more or less). The teacher brings in items that come in sets (e.g., box of 6 buns, a dozen eggs, a pack of pencils) and has the student count to solve how many items are in the set. The student identifies the number (have number cards) and traces the answer. The teacher plays hide-and-go-seek by counting to 4, 8, and then 12. The teacher leads a discussion about which number is better to count to (e.g. 12 because students have more time to hide) and talks about examples when we want more time (a higher number) or less time in life. Once the student is familiar with numbers, he/she can count to play hide-and-go-seek. The teacher sings a song or shows the video for “12” from Sesame Street. The student



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					<p>creates his/her own dance choreographed to the song with different groupings of items from 1 to 12. See website: http://www.youtube.com/watch?v=JZshZp-cxKg</p> <p><i>Hopscotch</i></p> <ul style="list-style-type: none">The teacher uses chalk to create a hopscotch board to reinforce numbers and shapes. Students write numbers on the boards. Hopscotch from different countries: http://www.cdc.gov/youthcampaign/marketing/tween/pdf/PlayWithoutBorders_Teacher%20Guide.pdf
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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: K.L.1 K.L.1a K.LA.6 K.S.5 K.S.6a K.W.3</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3 EQ4/EU4 EQ5/EU5</p> <p>T/A: A1 A2 A4 T1</p>	<ul style="list-style-type: none"> Numbers 1-12. Basic Shapes (triangle, square, circle). Verbal and nonverbal forms of communication. Expressions for answering questions and following directions. Repeating patterns. Vocabulary related to self and family. 	<ul style="list-style-type: none"> Brush teeth, wash hands Comparing numbers (More, less, than, bigger, smaller) Comparing shapes (shape, sides, half) Directions (left, right, up, down) Family vocabulary Games (roll the dice, pick a card, move, player, take turns, win, lose, count) Morning, afternoon, evening Sentence starters: I like to play _____, First, second, third, The pattern is _____ 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Create a Board Game</p> <ul style="list-style-type: none"> Step 1: The teacher creates a model board game using the attachment, K.3 Performance Task- Board Game Rubric to share with the student. Step 2: The student, with a partner, creates a board game that creates a pattern using shapes and colors. Step 3: The student, in English, states shapes, numbers, and colors as well as the pattern used. The Student also uses the words "first, second, third" when explaining the steps of his/her game. Step 4: The teacher has a game day where the student plays games with, explains rules of their game to, and describes their game to others using the target language. Use the 	<p>Creating a Pattern</p> <ul style="list-style-type: none"> The student creates a pattern using objects, such as a macaroni necklace with repeating shapes, cut outs to make a pattern with shapes, or a stamp pattern. <p>Question Observation Sheet</p> <ul style="list-style-type: none"> During read alouds, role-play, or during activities regarding the text, ask students a question and record their answers (see attachment: K.3 Other Evidence – Question Record). <p>Word List and Individual Oral Assessments</p> <ul style="list-style-type: none"> Continue with Word List and Individual Word List Oral Assessments (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). <p>Observation of Student's Signature</p> <ul style="list-style-type: none"> Use attachment K.3 Other 	<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>Patterns in Stories and Life</p> <ul style="list-style-type: none"> The teacher introduces patterns by asking the student what he/she wants do in the morning. Is there a routine or pattern he/she follows? The teacher discusses with the student how patterns repeat and how you can find patterns everywhere (in our routines, in clothing designs, in music, in stories). The teacher has examples of patterns ready to show the student (a song, a shirt with a pattern, a story, your own morning routine). The teacher hosts a pattern hunt where the student looks for patterns in the classroom and brings in patterns from home. The student makes a pattern book and draws patterns in life (morning, afternoon, night activities) to reinforce healthy living patterns (washing hands after the bathroom, brushing teeth in the morning). The teacher reads aloud texts on healthy routines (e.g., <i>Brush! Brush! Brush!</i>) and teaches vocabulary "up and down" "left and right." The teacher reads aloud <i>Goodnight Moon</i> to find patterns in rhyming; in repetition of



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			<p>attachment, K.3 Performance Task- Board Game Rubric to assess language usage and level (entering, beginning, developing).</p> <p><i>Create a Pattern Book</i></p> <ul style="list-style-type: none"> • Step 1: Based on the models read in class, the student creates his/her own pattern book to teach their classmates colors, numbers, and/or days of the week. Their book has to have a sentence starter that repeats (e.g. Hungry Coqui eating food from Puerto Rico). • Step 2: Have a day where the family members come in and the student "reads" his/her book to his/her family. 	<p>Evidence – Checklists for Literacy to note growth of student's writing and refer to attachment Resource 4 – Developmental Stages of Writing.</p>	<p>"goodnight" and to discuss his/her own nighttime routines.</p> <ul style="list-style-type: none"> • The teacher reads aloud texts that have patterns, like <i>There Was an Old Lady Who Swallowed a Fly</i>. The student identifies what repeats, and creates a song or dance based on repetitions. To engage students, the teacher has them predict what the Old Lady would eat next. • The teacher reads aloud, <i>The Very Hungry Caterpillar</i> and has the student find the pattern (numbers go up as the days of the week continue). The student uses cut outs from the lesson plan to arrange the food in order to show the pattern. http://www.kizclub.com/stories5.htm • The teacher reads aloud, <i>Brown Bear, Brown Bear, What Do You See?</i> and has the student find the pattern in the text. The student creates puppets or colors in the cut outs to recreate the story's pattern. http://www.kizclub.com/stories5.htm • The teacher reads aloud, <i>The Very Busy Spider</i> and has the student act out the various animals and follow the pattern of the book. http://www.makinglearningfun.com/themepages/SpiderVeryBusyCharacterHeadbands.htm
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Jose-Luis Orozco**
 - *Diez Deditos and Other Play Rhymes and Action Songs from Latin America (Bilingual)*
- **Alma Flor Ada**
 - *Pio Peep! Traditional Spanish Nursery Rhymes (Bilingual)*
- **Shona Mckellar**
 - *Playtime Rhymes (Photographic step-by-step actions for hand motions)*
- **Arnold Lobel**
 - *The Random House Book of Mother Goose: A Treasury of 386 Timeless Nursery Rhymes*
- *Going on a Bear Hunt* <http://www.timmyabell.com/music/lyrics/ol/bearhunt.htm>
- **L. Martin and E. Carle**
 - *Brown Bear, Brown Bear What Do You See?*
- **Eric Carle**
 - *The Very Busy Spider*
- **Eric Carle**
 - *The Hungry Little Caterpillar*
- **Simms Taback**
 - *There Was an Old Lady Who Swallowed a Fly*
- **Deborah Lee Rose**
 - *The Twelve Days of Kindergarten*
- **Margaret Wise Brown**
 - *Goodnight Moon*
- **Alicia Padron**
 - *Brush! Brush! Brush!*
- **Elizabeth Verdick**
 - *Mealtime*
- **Elizabeth Verdick**
 - *Sharing time*
- **Elizabeth Verdick**



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- *Germs are Not for Sharing*
- **Jack Macguire**
 - *"Hopscotch, Hangman, Hot Potato, & Ha Ha Ha: A Rulebook of Children's Games"*

Additional Resources

- A complete resource of nursery rhymes with printable word wall vocabulary, lyrics, traceables, and crafts: <http://www.dltk-teach.com/rhymes/index.htm>
- Board games you can print and have students color in patterns under second board game: "Various Word Games"
http://www.kellyskindergarten.com/Games/GamestoMake/games_to_make.htm
- Class activities with games from Around the World: <http://www.scholastic.com/teachers/article/games-around-world>
- Hand clapping games and "Going on a Bear Hunt" good to teach prepositions "over" and "under": <http://marykweinhagen.hubpages.com/hub/Recess-is-BACK-Hand-Clapping-Games>

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Performance Tasks

Create a Board Game

- Step 1: The teacher creates a model board game using the attachment, K.3 Performance Task- Board Game Rubric to share with the student.
- Step 2: The student, with a partner, creates a board game that creates a pattern using shapes and colors.
- Step 3: The student, in English, states shapes, numbers, and colors as well as the pattern used. The Student also uses the words “first, second and third” when explaining the steps of his/her game.
- Step 4: The teacher has a game day where the student explains rules of his/her game to, and describes his/her game while playing it with others using the target language. Use the attachment, K.3 Performance Task- Board Game Rubric to assess language usage and level (entering, beginning, developing).

Create a Pattern Book

- Step 1: Based on the models read in class, the student creates his/her own pattern book to teach his/her classmates colors, numbers, and/or days of the week. The book has to have a sentence starter that repeats (e.g. Hungry Coqui eating food from Puerto Rico).
- Step 2: The teacher plans a day where the family members come in and the student “reads” the book to his/her family.

Sequencing a Story

- Step 1: The teacher does a story map with the class of a known nursery rhyme talking about what happens in the beginning, middle, and end using the vocabulary first, second and third.
- Step 2: The student draws the beginning, middle, and end of a nursery rhyme, of his/her choosing. Using a story map, the student retells the rhyme using grade level vocabulary including first, second and third (see attachment: K.3 Other Evidence – Sequence Chart).



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Suggested Sample Lessons

- Students create their own nursery rhyme book, sequence stories, put words in order: <http://kindergartencece.wikispaces.com/Skills-Nursery+Rhymes>
- Nursery rhyme collection and activities: <http://www.teachervision.fen.com/poetry/activity/5521.html>
- Hungry Caterpillar lessons and cut outs: <http://www.dltk-teach.com/books/hungrycaterpillar/sequencing.htm>
- Brown Bear, Brown Bear lessons and activities: <http://www.dltk-teach.com/books/brownbear/index.htm>