

Unit K.4: Let's Rhyme and Sing
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student uses songs and nursery rhymes as a way of discovering alliteration, syllables, and rhyming to find initial consonants and to learn the alphabet.
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Transversal Themes:	Knowledge, Skills and Competencies, Cultural Diversity
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Integration Ideas:	Math, Social Studies, Music
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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. Why do we read?

EU3. Reading allows us to grow as humans by developing our ability to use language, to think, and to express ourselves.

EQ4. Why do we sing?

EU4. Singing helps us learn new words in a fun way and allows us to connect with each other and with other cultures.

EQ5. What makes a good song?

EU5. Songs use rhyming and rhythm to make them memorable.

Transfer (T) and Acquisition (A) Goals

T1. By the end of the unit, the student will be able to identify letters in the alphabet, recognize sounds (phonemes), syllables, and spoken words, and be able to demonstrate basic knowledge of one-to-one letter-sound correspondences in order to develop literacy skills in English.

The student acquires skills to...

A1. Use basic aural phonemic awareness strategies to manipulate sounds and syllables.

A2. Form the letters of the alphabet.

A3. Identify the initial consonant in words.

A4. Write his/her first name.

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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.
K.L.1f	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
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.2b	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
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.4	Offer opinions about a topic or text using simple single word or short phrase answers with respect and tolerance.
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.
Reading	
K.R.5	Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book.
K.R.6I	Name the author and illustrator of an informational text and define the role of each in presenting the ideas or information.
K.R.6L	Name the author and illustrator of a story and define the role of each in telling the story.
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.11	Recognize sounds (phonemes), syllables, and spoken words.
K.R.FS.11a	Recognize, generate, and produce rhyming words, including nonsense words.
K.R.FS.11b	Identify syllables through actions (e.g., clapping).
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.



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K.R.FS.12	Know and apply phonics and word analysis skills to decode words.
K.R.FS.12a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and consonant sounds.
K.R.FS.13	Recognize the organization and basic features of print.
Writing	
K.W.1	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is...).
Writing Foundational Skills	
K.W.FS.10	Know and apply phonics and word analysis skills to decode words.
K.W.FS.10a	Write the letters that represent first name.
K.W.FS.10b	Attempt to write letters using print techniques.
Language	
K.LA.1c	Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities.
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 (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: K.L.1 K.L.1a K.L.1f K.LA.1c K.R.FS.11 K.R.FS.11a K.R.FS.11b K.S.1 K.S.4 K.S.4a K.W.1</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4 EQ5/EU5</p> <p>T/A: A1 T1</p>	<ul style="list-style-type: none"> Nursery Rhymes and songs in English. Words are made up of letters and can have more than one syllable. 	<ul style="list-style-type: none"> Rhyme, rhythm Sentence starters to describe words and sounds: (___ rhymes with ____, I hear ____, ___ starts with ____). Song, sing Syllable Words, letter, sound, beat 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Integrated Assessment K.2</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.2"). <p>Name Syllables</p> <ul style="list-style-type: none"> Step 1: The teacher or the student, if able, prints his/her name on an index card. Step 2: The student then finds the number of syllables in his/her name and writes it on his/her card or the teacher writes it if necessary. Step 3: The student then finds a group of peers that has the same number of syllables in their names and "reads" all the names in syllable form. (The teacher 	<p>Observation and Oral Assessment</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). Conduct observations (see attachment: K.4 Other Evidence – Checklists for Literacy) and note the oral and writing development of each student during classroom activities. 	<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>Aural Phonemic Awareness</p> <ul style="list-style-type: none"> The teacher asks "Why do we sing?" and lists student responses on a chart. The teacher then plays his/her own favorite song and talks about how that song makes him/her feel and why he/she likes the song (do you connect with it? Does it make you feel a certain way? Does it make you remember a time in your life?). The teacher has the student discuss how music makes him/her feel and adds it to the chart. The student brings in songs he/she enjoys and shares why he/she likes the song. The student includes this vocabulary in his/her individual word list. The teacher prompts students to say "I like this song because _____." The student shares songs (lullabies, nursery rhymes, etc) learned from his/her family members. If any family can come in to teach songs, it would be great to reinforce the essential question, "What knowledge do we bring to school?" The student creates a drawing or painting about "How music makes me feel," or "Why I love music" as he/she listens to music brought in from home.



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			<p>uses a checklist for assessment including whether they could write his/her name and find the syllables in their name.)</p>		<ul style="list-style-type: none"> • The student finds sounds in songs in Spanish. This will help the student's transition to recognizing phonemic sounds in English. The teacher asks, "What makes a good song? Is it the rhythm? Instruments? Lyrics"? The student creates his/her own musical instrument or claps along (rain stick, shekere, cajon) to find the beat of his/her favorite song to aid in finding syllables to identify phonemes (see lesson plan link below). If there is a local instrument maker, invite him/her to share his/her craft and give a demonstration. • The teacher uses nursery rhymes and songs as the basis for the student to discover aural phonemic awareness. The teacher reads aloud books that are/have songs (e.g., "Wheels on the Bus" by Raffi, Nursery Rhyme videos and songs) to find words that have common sounds (through rhymes to find the end sound and alliteration to find initial consonants). The teacher uses the following links as a resource for students to become familiar with the rhythm and lyrics of nursery rhymes: <ul style="list-style-type: none"> ○ I'm a Little Tea Pot http://youtu.be/e69-GO4bYLM ○ Row Row Row Your Boat http://youtu.be/-5RKxqeKL5Q ○ The Wheels on the Bus http://youtu.be/veYcwaNmRmM ○ Twinkle Twinkle Little Star http://youtu.be/yCjJyiqpAuU ○ One, Two, Buckle My Shoe http://youtu.be/OJUi2IP1EIA
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					<ul style="list-style-type: none">○ Where is Thumbkin? http://youtu.be/WLR98iCcYOI• The teacher creates posters of songs on chart paper. As the student sings, the teacher can follow along with a tracker to have the student understand how words are separated. If there is a word with two syllables, talk about how the two sounds can make one word.• The student practices with syllables by counting how many times his/her chin goes down (found by putting two fingers under the chin) when repeating words given by the teacher.• The teacher has a center where the student can use the pointer to sing while tracking words (as a discovery, not an assessment at this moment, since the student is just connecting the idea of printed word to sound and is not expected to separate words correctly) as well as having access to small printable books they can “read” by singing the song: http://www.nellieedge.com/free%20little%20books.htm• The student can use his/her musical instrument or clap to find the rhythm and locate sounds in songs. The teacher creates words for the word wall with pictures of the item for each song the teacher teaches (resource: http://www.dtk-teach.com/rhymes/index.htm).
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Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: K.L.1 K.L.1e K.LA.1c K.R.10 K.R.FS.11c K.S.2b</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A2 T1</p>	<ul style="list-style-type: none"> Letters of the Alphabet. 	<ul style="list-style-type: none"> Song, sing Words, letter, sound, beat 		<p>Alphabet Floor Game</p> <ul style="list-style-type: none"> The teacher writes out letters on note cards and lays them out randomly on the floor. The teacher says a letter of the alphabet and the student steps on that letter. The teacher can differentiate by having only uppercase or lowercase or mix it depending on the level of the student. 	<p>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</p> <p>Manipulatives for Alphabet Awareness</p> <ul style="list-style-type: none"> The teacher reads aloud, <i>Chicka Chicka Boom Boom</i> (see online version at http://youtu.be/A-V4zzXzpT8) about letters climbing up the coconut tree. As a story is also a song, the student sings along http://youtu.be/4QdN-HYp46c. The teacher asks questions about how reading this book helps with letter recognition and language development. The teacher creates a coconut tree and the student moves magnetic letters up and down the tree according to the song. http://dltk-teach.com/books/chicka/ The student rolls out snakes using clay and forms his/her name using the snakes. This can be a precursor for working in partners to put the alphabet in order on a snake to create a mobile: www.kizclub.com/craft/alphabetsnake1.pdf The teacher uses the student's name to create cheers for the name of the day while the student forms the letter with his/her hands or body: (Teacher: "Give me an A!" Students: "A!" "Give me an N" "N!" "Give me an A!" "A!" "What does that spell?" "ANA!")

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<p>PRCS: K.L.1 K.L.1a K.LA.1c K.LA.6 K.R.10 K.R.5 K.R.6.I K.R.6.L K.R.FS.12 K.R.FS.12a K.R.FS.13 K.S.1 K.S.5</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A1 A3 T1</p>	<ul style="list-style-type: none"> Letters of the alphabet. Nursery rhymes and songs in English. That words are made up of letters and can have more than one syllable. 	<ul style="list-style-type: none"> Read, write 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Class Alphabet Scrapbook</p> <ul style="list-style-type: none"> Step 1: The student creates an alphabet scrapbook page(s) for a class book, including a page for each letter of the alphabet. The student can select what letter(s) he/she wants to do (a letter from his/her name, for example). Step 2: The teacher differentiates the performance task by the student's level of English. The book can vary from one word (K is for Kite) to creating a sentence with various words that begin with the letter (I see kittens in the kennel). Step 3: On the page of the scrapbook, the student has words and pictures of things that begin with the letter. He/she can draw, find photos from newspapers 	<p>Picture Word Sort with Initial Consonant</p> <ul style="list-style-type: none"> The teacher selects three consonants to create a word sort with pictures of words learned during the unit. The teacher observes how the student identifies initial consonant sounds based on the picture and places it under the correct consonant (see attachment: K.4 Other Evidence – Picture Sort). The teacher conducts observations (see attachment: K.1 Other Evidence – Checklists for Literacy) and notes the oral and writing development of each student during classroom activities. Phonemic Awareness in Rhyming Assessment: (see attachment: K.4 Other Evidence – Recognizing Rhyme Assessment). 	<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>Initial Consonant Sounds</p> <ul style="list-style-type: none"> The teacher asks students, "Why do we read?" The student discusses how reading helps in life (signs, directions, recipes, entertainment). The teacher shares why he/she loves reading and discusses how what we hear can be written down into words. The teacher models how to handle a book, how to carefully turn the pages, how the words read from left to right. The teacher identifies and uses the vocabulary for the front cover, back cover, and title page. He/she uses a finger to trace under words being read to reinforce this concept. The teacher identifies the author and illustrator for the book and discusses the role of each in telling a story or presenting information. The student, with a partner, role-plays being a teacher and takes turns reading aloud a book that is already familiar to him/her. See tips: http://www2.ed.gov/pubs/CompactforReading/pdf/kinder/k02.pdf The teacher uses the name of the student to introduce initial consonant letters. The teacher creates name tile cards so the student can practice tracing and matching



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			<p>and magazines, and find examples of words from the word wall and the individual word list.</p> <ul style="list-style-type: none"> • Step 4: The student includes both the lower case and upper case form of the letter as well as tracing and writing the letter. • Step 5: The teacher makes sure the page includes both the lowercase and uppercase forms of the letter. The student cuts out examples from newspapers and magazines of the letter, and traces and writes the letter as well. 		<p>letters to his/her name (connects to the importance of our name from text in Unit K.2, Chrysanthemum)</p> <p>www.teachingheart.net/kevinideasc.html</p> <ul style="list-style-type: none"> • The teacher uses the names of the students to create word sorts: find same initial letters, sort by boys and girls. • The teacher uses a word wall developing a collection of words for each initial letter of the alphabet. The teacher begins with the student's name, then adds words from nursery rhymes and songs (e.g., Spider, teapot, London, bridge). • The teacher reads aloud Dr. Seuss' <i>Alphabet Book</i> (see online version at http://youtu.be/k8xq3vVF1pk) to show examples of alliteration and beginning sounds. • The teacher creates pictures of the words the student already knows to do picture word sorts with the initial word sounds (see attachment: K.4 Other Evidence – Picture Sorts). The teacher models the concept of picture sorts using shapes that are familiar to them. http://www.carlscorner.us.com/Sorts/Shapes.pdf The teacher connects this activity to a read aloud of <i>My Very First Book of Shapes</i> by Eric Carle. • The student sorts the pictures using only the initial consonant with the school vocabulary learned. http://www.carlscorner.us.com/Sorts/School%20Nouns%20Concentration%20Game.pdf
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: K.W.FS.10 K.W.FS.10a K.W.FS.10b</p> <p>EQ/EU:</p> <p>T/A: A2 A4 T1</p>	<ul style="list-style-type: none"> Nursery rhymes and songs in English. Print techniques. 	<ul style="list-style-type: none"> Read, write 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Printing Techniques</p> <ul style="list-style-type: none"> Step 1: The student draws pictures from the nursery rhymes or songs and "writes" a sentence describing his/her drawing. The student then underlines four words with the same initial consonant sound and signs his/her picture. 	<p>Observation of Signature</p> <ul style="list-style-type: none"> The teacher continues observation of student's signature using attachment K.4 Other Evidence – Checklists for Literacy to note growth of the student's writing and refers to attachment Resource 4 – Developmental Stages of Writing. 	<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>Attempt to Write Using Print Techniques</p> <ul style="list-style-type: none"> The student uses an easel with paintbrushes or finger paint to practice creating drawings with straight lines, curved lines, diagonals, horizontals, and vertical strokes to develop dexterity. Paintings can reinforce creating a color pattern (e.g., red-green-blue, repeat) or to retell a story from a read-aloud or from his/her life. The student traces letters in soft material (e.g., shaving cream, finger paint, mud, or dry sand) on a tabletop surface. The student traces letters on the back of a partner, and the partner guesses what letter it is. The student practices writing his/her first name with rainbow writing where he/she uses many colors over the same name to make a rainbow of colors on the word.

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Jose-Luis Orozco**
 - *De Colores and Other Latin American Folksongs for Children (Bilingual songs)*
- **Raffi**
 - *Wheels on the Bus and Shake my Sillies Out*
- **Dan Yaccarino**
 - *Zoom Zoom I'm Off To the Moon*
- **Bill Martin**
 - *Chicka Chicka Boom Boom*
- **Dr. Seuss**
 - *Dr. Seuss Alphabet Book*
- **Lois Ehlert**
 - *Eating the Alphabet*
- **Nancy Carlson**
 - *ABC I Like Me*
- **Stephen T. Johnson**
 - *Alphabet City*
- **Eric Carle**
 - *Eric Carle's ABC (The World of Eric Carle)*
- **Eric Carle**
 - *My Very First Book of Shapes*
- **Tana Hoban**
 - *Shapes, Shapes, Shapes*
- **Roseanne Thony**
 - *Round is a Mooncake: A Book of Shapes*
- **Jayne Harvey**
 - *Busy Bugs: A Book About Patterns*
- **Trudy Harris**
 - *Pattern Fish*



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Additional Resources

- Using music to teach literacy: <http://www.songsforteaching.com/lb/literacymusic.htm>
- Tips and worksheets for tracing lowercase and uppercase letters: <http://www.dltk-teach.com/alphabuddies/trace.htm>
- Tons of resources for alphabet recognition: <http://www.mrsalphabet.com/links.html>
- Nursery rhyme words and illustrations for word wall and centers: <http://www.kizclub.com/nursery.htm>
- Different alphabet recognition games and cut outs: <http://www.kizclub.com/activities.htm>

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Performance Tasks

Class Alphabet Scrapbook

- Step 1: The student creates an alphabet scrapbook page(s) for a class book including a page for each letter of the alphabet. The student can select what letter(s) they want to do (a letter from his/her name, for example).
- Step 2: The teacher differentiates the performance task by the student's level of English. The book can vary from one word (K is for Kite) to creating a sentence with various words that begin with the letter (I see kittens in the kennel).
- Step 3: On the page of the scrapbook, the student has words and pictures of things that begin with the letter. He/she can draw, find photos from newspapers and magazines, and find examples of words from the word wall and the individual word list.
- Step 4: The student includes both the lower case and upper case form of the letter as well as tracing and writing the letter.
- Step 5: The teacher makes sure the page includes both the lowercase and uppercase forms of the letter. The student cuts out examples from newspapers and magazines of the letter, and traces and writes the letter as well.

Name Syllables

- Step 1: The teacher or the student, if able, prints his/her name on an index card.
- Step 2: The student then finds the number of syllables in his/her name and writes it on his/her card or the teacher writes it if necessary.
- Step 3: The student then finds a group of peers that has the same number of syllables in their names and "reads" all the names in syllable form. (The teacher uses a checklist for assessment including whether they could write their name and find the syllables in their name.)

Printing Techniques

- Step 1: The student draws pictures from the nursery rhymes or songs and "writes" a sentence describing his/her drawing then underlines four words with the same initial consonant sound and signs his/her picture.

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Suggested Sample Lessons

- See attachment: K.4 Other Evidence – Picture Sorts
- Nursery rhyme lessons focused on animals (can be used throughout year): http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/25/Kinder%20Poems%20and%20Songs.pdf
- Create musical instruments: <http://songsforteaching.com/articles/makingmusicalinstrumentsathome.htm>
- Lessons using *Chicka Chicka Boom Boom*: http://curry.virginia.edu/go/wil/Chicka_Lesson.pdf
- Lessons using Dr. Seuss's *ABC's*: http://curry.virginia.edu/go/wil/Seuss_Lesson.pdf