	Unit K.5: Story Time
	English as a Second Language
	4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student listens to, acts out, and retells fairy tales in order to identify and compare characters and sequence a story. The student studies the vocabulary of the fairy tales in order to learn letter recognition and phonemic awareness.
Transversal Themes:	Knowledge, Skills and Competencies, Cultural Diversity
Integration Ideas:	Social Studies, Reading, Writing

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. What knowledge do I bring to school?
  EU1. We all 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 is reading important?
  EU3. Reading allows us to grow by developing our ability to use language to think and express ourselves and to better understand our surroundings.

EQ4. What makes a good story?
  EU4. Good stories can grab our attention, make us feel emotions, and allow us to connect with others and to our own experiences.

EQ5. Why does the character matter?
  EU5. Characters and their traits influence what happens in a story.

Transfer (T) and Acquisition (A) Goals

T1. By the end of the unit, the student will be able to retell fairy tales using sequencing with new English vocabulary words, and be able to identify and compare the main characters.

The student acquires skills to...

A1. Identify letters in and out of context and write the letters in his/her name.

A2. Use basic aural phonemic awareness to manipulate sounds and identify letters (consonants).

A3. Sequence the main events of a story.

A4. Use picture clues to demonstrate awareness of the main character and similarities and differences between characters in narrative text.

A5. Use a combination of drawing and labeling to narrate several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

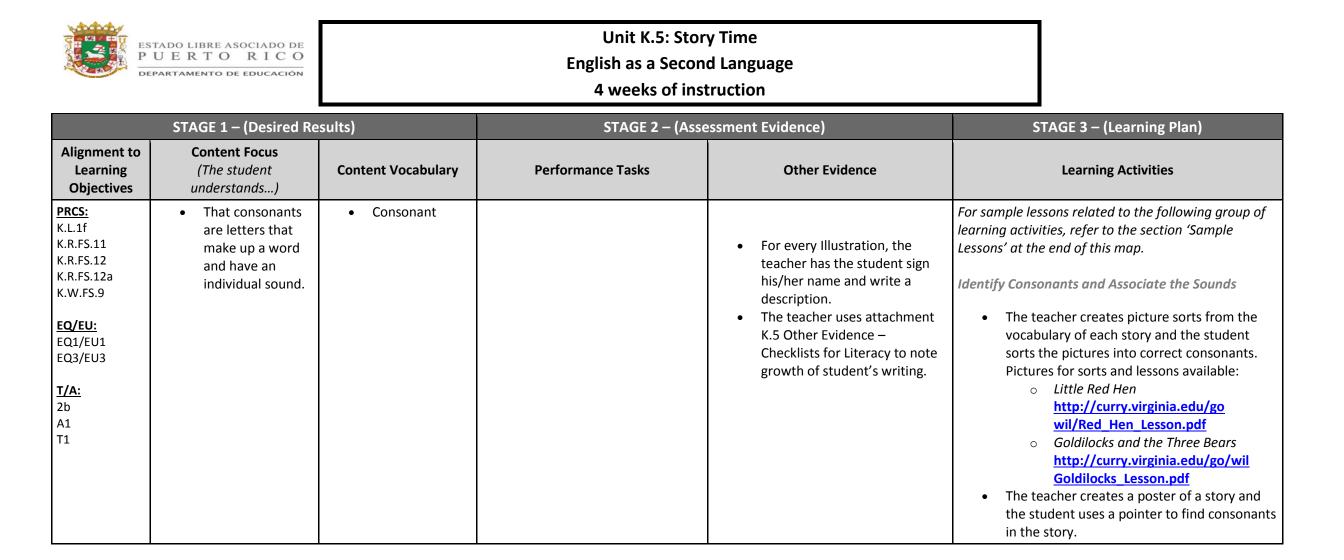| Puerto Rico Core Standards (PRCS)	
Listening	
K.L.1	Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.
K.L.1a	Ask and answer basic instructions and routine questions appropriate to the topic.
K.L.1f	Discriminate and 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 *yes-no* and *wh-* questions using gestures, words, and simple phrases.
K.S.2	Use common gestures, single words, and simple phrases when interacting with others, retelling texts and recounting experiences.
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.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.
Reading	Should be in order
K.R.1	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a variety of read-aloud texts and viewing of multimedia with substantial support.
K.R.3L	Identify characters, settings, and major events in a story that is read aloud.
K.R.7	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes and folk tales.
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.
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.

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.
K.W.4	Brainstorm ideas for writing by drawing illustrations.
Writing Foundational Skills	
K.W.FS.9	Recognize the organization and basic features of print.
K.W.FS.10b	Attempt to write letters using print techniques.
Language	
K.LA.1a	Use present form of basic verbs and common nouns (e.g., *I walk home.*).
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. Add Strategies for Differentiation

Unit K.5: Story Time
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 *(The student understands…)*	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
PRCS: K.L.1 K.L.1a K.L.1f K.LA.1c K.R.10 K.R.FS.11c K.R.FS.12 K.R.FS.12a K.W.FS.10b **EQ/EU:** EQ1/EU1 EQ2/EU2 **T/A:** A1 A2 T1	• Words can start with letters called consonants. • The alphabet is made up of letters with their own sounds.	• Consonants		*Observation* • **The teacher continues Question Observation Sheet** (see attachment: K.5 Other Evidence – Question Record). During read alouds, role-play, or during activities regarding the text, the teacher asks the student a question and records his/her answer. • **The teacher continues observations using attachment K.5 Other Evidence – Checklists for Literacy** to note the oral and writing development of each student during classroom activities.	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Alphabetic Principle When Participating in Listening and Speaking Activities.* • The teacher uses the characters from the fairy tales to represent letters (B for bears, G for Goldilocks and Gingerbread, H for Hen, M for Man, P for Pigs, R for Red Riding Hood, and W for Wolf, etc). For each story, the teacher selects three letters to focus on in instruction. The teacher models as he/she reads how he/she finds these letters, (e.g., "Hmm… what letter does Goldilocks begin with... G…G…Goldilocks begins with a 'G.' What sounds can 'G/g' make? What other story did we read that had a character begin with a 'G'?") The teacher uses the vocabulary consonants when referring to the letters. • For each story, the student plays with manipulatives to trace the letter (on sand, foam, paint) and in the air with his/her finger, on a partner's back and on paper if he/she is able.

Unit K.5: Story Time

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** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**

PRCS:
K.L.1f
K.R.FS.11
K.R.FS.12
K.R.FS.12a
K.W.FS.9
 	
EQ/EU:
EQ1/EU1
EQ3/EU3
 	
T/A:
2b
A1
T1
	• That consonants are letters that make up a word and have an individual sound.	• Consonant		• For every Illustration, the teacher has the student sign his/her name and write a description.
				• The teacher uses attachment K.5 Other Evidence – Checklists for Literacy to note growth of student's writing.
					For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.
					
					Identify Consonants and Associate the Sounds
					
					• The teacher creates picture sorts from the vocabulary of each story and the student sorts the pictures into correct consonants. Pictures for sorts and lessons available:
					   o *Little Red Hen* **http://curry.virginia.edu/go wil/Red_Hen_Lesson.pdf**
					   o *Goldilocks and the Three Bears* **http://curry.virginia.edu/go/wil Goldilocks_Lesson.pdf**
					• The teacher creates a poster of a story and the student uses a pointer to find consonants in the story.

Unit K.5: Story Time

English as a Second Language

4 weeks of instruction

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

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**
PRCS: K.L.1 K.L.1a K.L.1f K.R.10 K.R.FS.11 K.R.FS.11a K.R.FS.11b K.R.FS.11c **EQ/EU:** EQ2/EU2 EQ3/EU3 **T/A:** A1 A2 T1	• That words have beginning, middle, and end sounds. • That words can have one or more syllable.	• Beginning • End • Middle • Rhyme • Rhyming • Syllables	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Syllables and Rhyming* • Step 1: The teacher orally reads six words. Three matching pairs with at least 2 syllables, such as (morning and warning) randomly. • Step 2: The student sorts the words by rhyme and orally tells the number of syllables in each word. The teacher uses a simple checklist for assessment.	*Observation* • **The teacher continues the Question Observation Sheet** (see attachment: K.5 Other Evidence – Question Record). During read alouds, role-play, or during activities regarding the text, the teacher asks the student a question and records his/her answer. • **The teacher continues observations using attachment K.5 Other Evidence – Checklists for Literacy** to note the oral and writing development of each student during classroom activities.	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Phonemic Awareness When Participating in Listening and Speaking activities* • The student finds, in fairy tales and stories, examples of rhymes with the same spelling and sound and rhymes with the same sound but different spellings to demonstrate phonemic awareness (e.g., huff and puff in *The Three Little Pigs* and can, man in *Gingerbread Man*). The student plays with these sounds and creates new words with the sounds by pulling up alphabet letter cards. • The student uses his/her musical instrument from Unit K.4 or clapping to break down words into their syllables. "gin-ger-bread-man" The teacher can say "STOP!" in the middle of the word and the student says the sound he/she hears. The teacher asks, "Is it in the beginning, middle, or end of the word?" The student can do this with a partner. • Using the vocabulary from the reading that's on the word wall, the teacher gives a sound chunk and then asks, "Where is the sound?" The student finds the sound with his/her instrument (e.g., "Where is the 'di' in

					Goldilocks?" and he/she shakes out "Gol-di-locks," and says, "In the middle!").

Unit K.5: Story Time

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** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**
PRCS: K.L.1 K.L.1a K.R.1 K.R.3L K.R.7 K.S.1 K.S.2 K.S.3 K.S.6a **EQ/EU:** EQ1/EU1 EQ3/EU3 EQ4/EU4 EQ5/EU5 **T/A:** A3 A4 T1	• Story elements (characters, setting, problem, solution, ending). • Future tense "I will" (used in *The Three Little Pigs*).	• 5W Questions (Where was it? Who was there? Who is? What happened? Why did it happen?) The 5 W's: who, what, when, where, why? • Compare • Different • Same • Sentence starters: (The character is _____, The problem is _____, The solution is _____) • Sequencing words: (Once upon a time, Beginning, Middle, End, First, Then, Next)	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Creating a Fractured Fairytale* • With teacher support, the student creates, writes and acts out a fractured fairy tale (a modern rewriting of a traditional fairytale that changes the characters or character traits, or the perspective of the narrator to give a different twist to a traditional story).	*Felt Board or Puppet Story Retelling* • The student retells a story using puppets or felt board characters.	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Demonstrate awareness of main characters* • The teacher asks the student if he/she knows or has heard of fairytales to connect with the question, "What knowledge do we already bring to school?" The student thinks about what makes a fairytale (magical, imaginary place, a long time ago). • After the teacher reads aloud each story, he/she discusses the characters, setting, problem, and ending with the student and adds the elements to a class poster/chart. As the teacher reads the stories, he/she adds to the chart and has discussions about who is similar and different in the stories (e.g., Who creates problems in different stories? Who is kind in the stories? Who is angry? Who is mean?) The teacher uses the poster to refer back to during the whole unit. The student uses this poster to help him/her analyze his/her favorite stories and characters as well as to decide which story to act out and "remix" for his/her reader's theatre performance task. It is also a class point of pride to note all of the books read during this unit. • In *The Three Little Pigs*, the student role-plays

					and then compares the behaviors of the different pigs. Are they all the same? How are they different?

The content in the rightmost column:

- and then compares the behaviors of the different pigs. Are they all the same? How are they different?
- The teacher asks, "Why do Characters matter?" and "What would happen if the characters change in stories? Would the story change?" As a class, come up with what would happen if the wolf came to see *Goldilocks and the Three Bears*.
- The student role-plays the different stories with puppets, or by acting. The student uses the repeated sentences from the stories (e.g., "I will huff and puff and blow your house down!" or "too cold, too small"). The student uses masks to role play characters:
  - **http://makinglearningfun.com/ themepages/3PigsMasks.htm** (wolf, pigs)
  - **http://www.harcourtschool.com activity/art/storytelling/bears/ storytellingbears.html** (three bears)

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

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**
PRCS: K.L.1 K.L.1a K.LA.1a K.LA.6 K.R.1 K.R.10 K.R.3L K.S.1 K.S.2 K.S.6a K.W.3 K.W.4 **EQ/EU:** EQ1/EU1 EQ3/EU3 EQ4/EU4 EQ5/EU5 **T/A:** A3 A4 T1	• Verb conjugation for second person (e.g., Goldilocks eats porridge, not eat porridge). • Future tense "I will" (used in *The Three Little Pigs*). • Story elements: (characters, setting, problem, solution, ending).	• 5W Questions (Where was it? Who was there? Who is? What happened? Why did it happen?) The 5 W's: who, what, when, where, why? • Compare • Different • Same • Sentence starters: (The character is _____, The problem is _____, The solution is _____) • Sequencing words: (Once upon a time, Beginning, Middle, End, First, Then, Next) • Too (in *Goldilocks and the Three Bears*)	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Create your Own Story Book* • With support from the teacher, the student creates his/her own story book with text and illustrations, considering such story elements as characters, setting, problem, solution, beginning, middle and ending.	*Drawing a Story* • See attachment: K.5 Performance Task – Graphic Organizer. The student selects a story he/she enjoys and draws the character, setting, and sequence of events. The student self-reflects on his/her favorite character with questions: My favorite character was _____. I liked him/her because _____. My favorite part of the story was _____. (Option to have students illustrate favorite character and part of story)	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Sequencing* • For sequencing, the teacher talks about how things are done in order. The student shares what he/she does at home when he/she wakes up. The teacher introduces the words: first, then and next, and models how he/she can use these words to describe what he/she does in the morning by writing sentences using these words. The student retells his/her morning routine to a partner in Spanish (but have them use "first, then, next and finally" in his/her sentences). The teacher connects this to how stories have an order as well. The teacher reinforces the vocabulary: first, then, next, and finally as he/she reads aloud. • The teacher has the student use sequence cards, or pictures from the story and to put the story in order with a partner. **http://www.dltk-teach.com hymes/gingerbread/sequencing.htm** The student retells the story using "first, then, next and finally". The teacher reinforces when retelling to use the verb form for the second person if it is one person (e.g., the gingerbread man runs).

					• The teacher introduces vocabulary "beginning, middle, and end" and gives the example of what he/she does at the beginning, middle, and end of the day. The student shares what he/she does, using the words,"in the beginning, in the middle, and at the end." The teacher connects this to stories having a beginning, middle, and end. The teacher re-reads a story and asks, "Is this the beginning? Is this the middle? Is this the end?" throughout the story. The teacher uses a poster to draw examples of what happens at the beginning, middle, and end of a story. • The student draws the beginning, middle, and end of a story using attachment K.5 Performance Task – Graphic Organizer to plan a story <u>or</u> create a 3 tab foldable with the "beginning, middle, end" on the flap and the student illustrations underneath. • The student creates drawings of the characters from the story and his/her favorite part of the story. The teacher asks the student what is happening in the drawing and if it was in the beginning, middle, or end of the story.

STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Byron Barton**
  - *The Three Bears*
- *Little Red Hen*
- **Patricia Seibert**
  - *The Three Little Pigs*
- **Candice Ransom**
  - *Little Red Riding Hood*
- **Catherine McCafferty**
  - *Gingerbread Man*
- **Carol Ottolenghi**
  - *Jack and the Beanstalk*
- **Jon Scieszka**
  - *The True Story of the Three Little Pigs*
- **Gail Carson Levine**
  - *Betsy Who Cried Wolf*
- **Philomen Sturges**
  - *Little Red Hen Makes a Pizza*

Additional Resources

- Reading for ESL students in Kinder: **http://www.colorincolorado.org/educators/teaching/kreading/**
- On modeling story writing though shared writing: **http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html**

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

Performance Tasks

Create your Own Story Book

- Step 1: The teacher asks, "What makes a good story?" After the student shares, the teacher says that you want to make a good story and include his/her ideas. The teacher shares with student that he/she want to write a story with him/her.
- Step 2: The teacher models on a poster how to organize ideas in a story (see attachment: K.5 Performance Task – Graphic Organizer). The student brainstorms ideas for the characters, setting, and sequence of events using illustrations.
- Step 3: The teacher models how to write his/her ideas down and draw them on the poster.
- Step 4: The next day, the teacher uses the poster to create a story written with the student. The teacher writes a sentence or two for each event. (Options to scaffold and differentiate: The student dictates the story and the teacher writes it down, or has sentence starters (e.g., Once upon a time there was a _____ who lived in a _____.)
- Step 5: The following day, the teacher has the sentences already written in a book form and the student, with a partner, illustrates the pages with pictures, and creates a cover and back page (description of book with an exciting picture to entice readers!)
- Step 6: The student uses this classroom text as a model and works with a partner to create a story (see attachment: K.5 Performance Task – Graphic Organizer).
- Step 7: The student creates his/her own book based on his/her story. The teacher writes underneath the student writing what the sentences say and asks the student questions regarding story elements (e.g., "Who is the main character in your story?" "What is he/she like?" "Where is it?" "What happens next?")
- Step 8: The teacher celebrates the student's story by having a reading party so he/she can share his/her book with other students
- Step 9: The teacher has the student reflect on what makes a good story. The teacher sees if his/her ideas have changed after making a story him/herself.

Creating a Fractured Fairytale

- Step 1: As an example, the teacher selects a "fractured fairytale" to read aloud. A "fractured fairytale is a modern rewriting of a traditional fairytale that changes the characters or character traits, or the perspective of the narrator to give a different twist to a traditional story. After reading a "fractured fairytale," the teacher creates a Venn diagram comparing it to the traditional fairy tale. The student shares what the similarities and differences are between the two stories and how the character traits of the main character can change a story.
- Step 2: The teacher leads a shared writing as a class or in small groups to create a fractured fairytale. The teacher uses the class poster of story elements to help the student select the story and character he/she wants to change.
- Step 3: The student works with a small group to write the story or act it out.

Syllables and Rhyming

- Step 1: The teacher orally reads six words. Three matching pairs with at least 2 syllables, such as (morning and warning) randomly.
- Step 2: The student sorts the words by rhyme and tells orally the number of syllables in each Word. The teacher uses a simple checklist for assessment.

Suggested Sample Lessons

- Lessons on fairy tales and alphabet: **http://www.first-school.ws/theme/fairytales.htm**
- *Goldilocks and the Three Bears:* **http://www.first-school.ws/activities/fairytales/3bears.htm**
- Alphabet activities: **http://www.teachchildrenesl.com/idea-16.htm**
- Letter and rhyme a day: **http://www.hubbardscupboard.org/letter_and_rhyme_a_day.html**
- Teaching story structure with fairytales: **http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-about-story-structure-874.html**