

**Unit K.7: Living Things**  
**English as a Second Language**  
**4 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student uses oral, reading, and writing skills to learn the characteristics of animals and plants in order to sort, classify, observe, describe, and illustrate details of the world around them using English language skills. The student also makes connections to what our role is on Earth as caretakers.
<b>Transversal Themes:</b>	Environment, Skills and Competencies, Knowledge, Values, Attitudes, and Human Virtues
<b>Integration Ideas:</b>	Science, Math

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

- EQ1.** What knowledge do I bring to school?  
**EU1.** Knowledge gained from family and life experiences teaches 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.** How are living things the same? How are they different?  
**EU3.** Animals can be classified by how they look, what they eat, or what they can do. Plants can be classified according to their parts.
- EQ4.** What is my role on Earth?  
**EU4.** Humans are a part of this planet, and we have a role to play in its survival.

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

**T1.** At the end of the unit, the student will be able to use context clues, pictures, and accurate and appropriate English language words and expressions to describe the living world around him/her orally and with basic writing skills.

*The student acquires skills to...*

- A1.** Listen, participate, and interact during class activities and discriminate and identify sounds that differ from his/her first language.
- A2.** Engage and react to conversations, produce simple statements, and describe experiences or familiar topics.
- A3.** Interact with informational text by describing phenomena, identifying pieces of information, and asking/answering questions about unknown words.
- A4.** Use the beginning of the writing process by gathering information, brainstorming, and attempting to use print techniques.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>K.L.1</b>	Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.
<b>K.L.1a</b>	Ask and answer basic instructions and routine questions appropriate to the topic.
<b>K.L.1e</b>	Listen and participate in simple rhymes, songs, chants, etc.
<b>K.L.1f</b>	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
<b>Speaking</b>	
<b>K.S.1</b>	Engage in conversations and relate personal experience or story information by asking and answering simple <i>yes-no</i> and <i>wh-</i> questions using gestures, words, and simple phrases.
<b>K.S.2b</b>	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
<b>K.S.3</b>	React to conversations, text, and oral presentations orally and using physical actions and other means of nonverbal communication to show comprehension (e.g., to express feelings, opinions, etc.).
<b>K.S.4a</b>	Produce simple statements or beliefs using sentence starters or language models.
<b>K.S.5</b>	Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.
<b>K.S.6</b>	Plan and deliver brief oral presentations on a variety of familiar topics.
<b>Reading</b>	
<b>K.R.1</b>	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.
<b>K.R.2I</b>	Identify key details of an informational text read aloud.
<b>K.R.3I</b>	Identify individuals, events, ideas, or pieces of information in an informational text.
<b>K.R.4I</b>	Ask and answer questions about unknown words in an informational text and use illustrations to determine the meaning of unknown words.
<b>K.R.9I</b>	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Reading Foundational Skills</b>	
<b>K.R.FS.11c</b>	Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.
<b>K.R.FS.12</b>	Know and apply phonics and word analysis skills to decode words.



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<b>K.R.FS.12a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and consonant sounds.
<b>Writing</b>	
<b>K.W.2</b>	Use a combination of drawing and labeling to compose short informational texts to name what they are writing about and supply some information about the topic.
<b>K.W.4</b>	Brainstorm ideas for writing by drawing illustrations.
<b>K.W.7</b>	Remember information about experiences or gather information from various sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question.
<b>Writing Foundational Skills</b>	
<b>K.W.FS.10b</b>	Attempt to write letters using print techniques.
<b>Language</b>	
<b>K.LA.1b</b>	Simple sentences or phrases with basic structure including adjectives (e.g., <i>The dog is big.</i> ).
<b>K.LA.1c</b>	Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities.
<b>K.LA.3a</b>	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
<b>K.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
<b>K.LA.5</b>	Explore word meanings.
<b>K.LA.5a</b>	Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).
<b>K.LA.5b</b>	Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> K.L.1 K.L.1f K.LA.4 K.LA.5 K.LA.5a</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3</p> <p><b>T/A:</b> A1 A2 T1</p>	<ul style="list-style-type: none"> <li>Animal characteristics (fur, feathers, scales).</li> </ul>	<ul style="list-style-type: none"> <li>Animals (mammal, bird, reptile, amphibian, fish)</li> </ul>		<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>The teacher continues observations using attachment K.7 Other Evidence – Checklists for Literacy to note the oral and writing development of the student during classroom activities.</li> <li>The teacher continues with Word List and Individual Word List Oral Assessments (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition).</li> </ul>	<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><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>The teacher models how pictures tell a story using a wordless book, <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer. The student gives the words for the story and creates story for the pictures as a class: <a href="http://www.innovativeclassroom.com/Lesson-Plans/lessonplans.php?id=33">http://www.innovativeclassroom.com/Lesson-Plans/lessonplans.php?id=33</a></li> <li>While reading aloud <i>Spots, Feathers, and Curly Tails</i>, the teacher models how to figure out the next animal using clues from illustrations. The teacher shares how pictures can help to understand words in the text. When the teacher comes to the name of the animal, he/she shares how the picture lets/helps us know that word, (e.g., cow is the animal with spots). The student practices this individually or in pairs.</li> <li>The teacher uses <i>Polar Bear, Polar Bear, What do you hear?</i> with pictures of the animals showing the student what words are used for the sounds of animals.</li> </ul>

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
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<p><b>PRCS:</b> K.L.1 K.L.1a K.L.1e K.L.1f K.LA.3a K.LA.5a K.LA.5b K.R.2I K.R.9I K.S.1 K.S.3 K.S.4a K.S.5</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3 EQ4/EU4</p> <p><b>T/A:</b> A1 A2 T1</p>	<ul style="list-style-type: none"> <li>Animal characteristics (fur, feathers, scales).</li> <li>Animal needs (breathe oxygen above water and in water).</li> <li>The life cycle of living things (birth, growth, reproduction, death).</li> <li>How animals are born (egg or within the mother).</li> <li>Classes of animals and how to classify them (mammal, bird, reptile, fish, amphibian).</li> <li>That different animals need different food to survive (carnivore, herbivore, omnivore, milk when born if a</li> </ul>	<ul style="list-style-type: none"> <li>Animals (mammal, bird, reptile, amphibian, fish)</li> <li>Birth, death, egg, born inside, born outside</li> <li>Body parts (head, eyes, mouth, ears, nose neck, legs, arms, tail, body, fur, feathers, wings, scales, skin)</li> <li>Sentence starters: This is different because _____. This is the same because _____. The plant needs _____. The mom is bigger than _____. The child is smaller than _____.</li> <li>Size (bigger than, smaller</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Sorting Animals</b></p> <ul style="list-style-type: none"> <li>Step 1: The teacher provides a variety of pictures of animals that can be glued down.</li> <li>Step 2: The student selects a variety of animals and shows how he/she is going to sort the animals.</li> <li>Step 3: The teacher writes the categories on separate sheets of paper as dictated by the student.</li> <li>Step 4: The student then glues down the animals that belong in each category and puts the sound each animal makes next to each picture (if possible).</li> </ul>	<p><b>Anecdotal Evidence/Observation</b></p> <ul style="list-style-type: none"> <li><b>Question Observation Sheet for context clues</b> (see attachment: K.7 Other Evidence – Question Record). The teacher selects a text where the pictures will aid in explaining vocabulary. The teacher interviews each student individually, asking, “Does this picture help you learn a new word?”</li> <li><b>The teacher continues observations using attachment K.7 Other Evidence – Checklists for Literacy</b> to note the oral and writing development of the student during classroom activities.</li> <li><b>For every illustration, the student signs his/her name and writes a description.</b> The teacher uses attachment K.7 Other Evidence – Checklists for Literacy to note growth of student’s writing.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>The teacher asks: “What knowledge do we already bring to school?” The student shares what animals he/she knows about in Puerto Rico. The teacher assists the student to create a brainstorm of animals and asks, “Are they all the same? What makes animals different?” From this conversation, the teacher uses images from animal word lists to find out what animals the student is describing and interested in: <ul style="list-style-type: none"> <li><a href="http://esl-kids.com/flash-cards/animals.html">http://esl-kids.com/flash-cards/animals.html</a></li> </ul> </li> <li>The teacher reads aloud a folktale on Coqui: <a href="http://www.marisamontes.com/song-of-the-coqui.htm">http://www.marisamontes.com/song-of-the-coqui.htm</a> The student illustrates or finds pictures of animals found in Puerto Rico. The student acts out being the animals and classifies the animals in various ways (e.g., by color, size, what they eat (carnivore, herbivore, omnivore))</li> <li>The teacher and student sing a folksong about the coqui in English: <a href="http://www.mamalisa.com/?t=es&amp;p=1314&amp;c=92">http://www.mamalisa.com/?t=es&amp;p=1314&amp;c=92</a></li> <li>The teacher reads aloud books on five classes</li> </ul>



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	mammal).	than, the biggest, smallest)			<p>of animals (birds, mammals, reptiles, amphibians, and fish). As the teacher reads, he/she creates a list of words that describe the characteristics of each type of animal with the student (e.g., <i>A Boy, a Dog, a Frog, Baby Beluga, Small Green Snake, Brown Bear, and Brown Bear. What do you see?</i>)</p> <ul style="list-style-type: none"> <li>• The teacher reads <i>Polar Bear, Polar Bear, What do you Hear?</i> The student creates art of the animals and acts out being the animals from the book. The teacher asks, "Where would they live? What would they eat?"</li> <li>• The teacher turns the classroom into a forest and the student creates and places the animals answering the questions: What animals would live there? Who would eat whom? Where would they be (in a tree, underground, on the floor)?</li> <li>• The teacher reads aloud <i>Chicks and Chickens</i> by Gail Gibbons and talks about the life cycle of a bird. Then the teacher reads aloud <i>The Life Cycle of a Bat</i> by JoAnn Early Macken and talks about the mammal life cycle. The student describes the differences in the life cycles of a bird and a mammal.</li> <li>• The teacher sings songs to teach the names and sounds of animals: (videos are to be a reference to the teacher to familiarize one's self with the lyrics and rhythm):</li> <li>• <a href="http://www.youtube.com/watch?v=t99ULjCsaM">http://www.youtube.com/watch?v=t99ULjCsaM</a> -These are the sounds that the animals make</li> <li>• <a href="http://www.dailymotion.com/video/xhsyym_nursery-rhymes-old-macdonald-had-a-farm_music">http://www.dailymotion.com/video/xhsyym_nursery-rhymes-old-macdonald-had-a-farm_music</a> - <i>Old</i></li> </ul>
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					<p><i>McDonald Had A Farm</i></p> <ul style="list-style-type: none"><li>• The student uses word cards or plastic animals to create various ways of categorizing animals (e.g., ones that lay eggs, ones that don't, ones that eat meat, ones that don't, long tails, short tails, etc).</li><li>• The teacher and the student discuss the question: "How are we a part of Earth?" The student infers whether or not humans are mammals, reptiles, birds, or fish. With his/her partner, the student comes up with evidence (fur or scales, born inside our mothers or in an egg, produces milk or does not produce milk) to guess what kind of animal we are.</li></ul>
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			<p>models and word wall to name the parts of the plant and gives recommendations on how to care for a plant.</p> <ul style="list-style-type: none"><li>• Step 6: The teacher uses attachment K.7 Performance Task – Living Things Rubric to evaluate the book and to conduct an oral interview of the student’s language abilities.</li></ul>		
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<p><b>PRCS:</b>            K.L.1            K.L.1a            K.L.1e            K.L.1f            K.LA.1b            K.LA.1c            K.R.FS.11c            K.R.FS.12            K.R.FS.12a            K.S.2b            K.S.5            K.S.6            K.W.2            K.W.4            K.W.7            K.W.FS.10b</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ3/EU3</p> <p><b>T/A:</b>            A4            T1</p>	<ul style="list-style-type: none"> <li>Letters make sounds.</li> <li>Letters have both names and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Alliteration</li> <li>Letters</li> <li>Sounds</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>My Favorite Animal Book</b></p> <ul style="list-style-type: none"> <li>Step 1: The student researches (looks through books) on animals and picks out what his/her favorite animal is (A good source is: <i>Coqui y Sus Amigos: Los Animales De Puerto Rico/Coqui and His Friends: The Animals of Puerto Rico</i> by Alfonso Silva Lee).</li> <li>Step 2: Based on photographs, the student gathers information (writes down in lists what the animal looks like, teacher then transcribes his/her information), and with adult support looks up information about:               <ul style="list-style-type: none"> <li>How it is born</li> <li>What it looks like as a baby, as a grown up</li> <li>Where it lives</li> <li>What it eats</li> </ul> </li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><b>Continue Alphabet Assessment:</b> Assess the student’s ability to name alphabet letters in uppercase and lowercase letters (see attachment: K.7 Other Evidence – Alphabet Assessment).</li> <li><b>Continue Phonemic Awareness Oral Assessment:</b> Assess if the student can identify the beginning letter (see attachment: K.7 Other Evidence – Phonemic Awareness Assessment).</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud <i>Baby Beluga</i> by Raffi and <i>Small Green Snake</i> by Libba Moore Gray and the student finds examples of alliteration in the text to reinforce alphabet. The student acts out the sounds of “SSSS” with his/her arms and hands.</li> <li>The teacher sings <i>Phonics Song</i> and the student notices the difference between the ABC names and phonemes:  <a href="http://www.youtube.com/watch?v=saF3-foXWAY">http://www.youtube.com/watch?v=saF3-foXWAY</a></li> <li>The student puts the alphabet in order with animal alphabet cards:  <a href="http://www.goodnightstories.com/images/alphabet/alphabet1.htm">http://www.goodnightstories.com/images/alphabet/alphabet1.htm</a></li> <li>The teacher uses <i>Animals Alphabet</i> to reinforce letters of the alphabet and has an activity center where the student traces the alphabet letters, shapes them out of clay, matches uppercase and lower case letters egg hunt game (from Unit K.6), and tracing practice: <a href="http://www.first-school.ws/theme/animals/alphabet-coloring-pages.htm">http://www.first-school.ws/theme/animals/alphabet-coloring-pages.htm</a></li> </ul>



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- Step 3: The student creates the book a page a day, where each page has a drawing and a descriptive sentence.
- Step 4: The teacher with the student creates a cover and title, and has the student peer edit (share his/her writing with a partner) to give comments and ideas, and then the teacher has the student correct his/her own work.
- Step 5: The teacher has a publishing party where the student reads to other students and to members of the school community.
- Step 6: The teacher uses attachment K.7 Performance Task – Living Things Rubric to evaluate the book and to conduct an oral interview of the student’s language abilities.

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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Alfonso Silva Lee**
  - *Coqui Y Sus Amigos: Los Animales De Puerto Rico/Coqui and His Friends the Animals of Puerto Rico*
- **Marisa de Jesús Paolicelli**
  - *There's a Coqui in my Shoe!*
- **Nicolasa Mohr**
  - *The Song of El Coqui and Other Tales of Puerto Rico*
- **B. Martin & Eric Carle**
  - *Polar Bear, Polar Bear, What do you hear?*
- **B. Martin & Eric Carle**
  - *Brown Bear, Brown Bear, What do you See?*
- **Nancy Tafuri**
  - *Spots, Feathers, and Curly Tails*
- **Eric Carle**
  - *The Very Busy Spider*
- **Raffi**
  - *Baby Beluga*
- **Libba Moore Gray**
  - *Small Green Snake*
- **Mercer Mayer**
  - *A Boy, a Dog, and a Frog*
- **Kevin Henkes**
  - *Birds*
- **Lynne Cherry**
  - *The Great Kapok Tree*
- **Gail Gibbons**
  - *From Seed to Plant*
- **Eric Carle**
  - *The Tiny Seed*

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- **Sharon Jennings**
  - *Franklin Plants a Tree*
- **Ruth Krauss**
  - *The Carrot Seed*
- **Joanna Cole and Bruce Degen**
  - *The Magic School Bus Plants Seeds: A Book About How Living Things Grow*
- **Gail Gibbons**
  - *From Seed to Plant*
- **Helene Jamieson Jordan**
  - *How a Seed Grows*

**Additional Resources**

- Word cards and matching games for animals: what they eat, etc: <http://www.kizclub.com/animals.htm>
- Vegetable themed books: [http://www.hubbardscupboard.org/the\\_enormous\\_kinder\\_garden.html](http://www.hubbardscupboard.org/the_enormous_kinder_garden.html)
- Lessons suggestions to use with *The Tiny Seed* Folktale: <http://www.eric-carle.com/bb-seed.html>
- On the Coqui: <http://www.elboricua.com/coqui.html>
- This is a narrated video titled *A Plant Story* by Teresa Guardiola: <http://www.neok12.com/php/watch.php>
- Vocabulary game about plants: <http://www.eduplace.com/science/hmsc/content/vocabgames/index.html>
- This is a time lapse of plants growing: <http://www.neok12.com/php/watch.php?v=zX6515707a0f466267725159&t=Plants>

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## Performance Tasks

### *My Favorite Animal Book*

- Step 1: The teacher provides a variety of pictures of animals that can be glued down.
- Step 2: The student selects a variety of animals and shows how the student is going to sort the animals.
- Step 3: The teacher writes the categories on separate sheets of paper as dictated by the student.
- Step 4: The student then glues down the animals that belong in each category and puts the sound each animal makes next to each picture (if possible).

### *My Plant Journal*

- Step 1: The teacher uses attachment K.7 Performance Task – Plant Journal to evaluate the student.
- Step 2: The student grows a plant from seed, and keeps a diary of how it changes. Every day, the student does a sketch and writes what he/she observes for ten days.
- Step 3: The teacher teaches the student how to take care of a plant and talks about what a plant needs to live (water, sun, soil, and air).
- Step 4: The teacher assists the student to connect the caring of a plant to the essential question, “What is our role on Earth?” and the student sees how his/her role as a caretaker helped the plant grow and survive (or did not).
- Step 5: The student uses the models and word wall to name the parts of the plant and gives recommendations on how to care for a plant.
- Step 6: The teacher uses attachment K.7 Performance Task – Living Things Rubric to evaluate the book and to conduct an oral interview of the student’s language abilities.

### *Sorting Animals*

- Step 1: The student researches (look through books) on animals and picks out what his/her favorite animal is (A good source is: *Coqui y Sus Amigos: Los Animales De Puerto Rico/Coqui and His Friends: The Animals of Puerto Rico* by Alfonso Silva Lee).
- Step 2: Based on photographs, the student gathers information (write down in lists what the animal looks like, teacher then transcribes their information), and with adult support looks up information about:
  - How it is born
  - What it looks like as a baby, as a grown up
  - Where it lives
  - What it eats
- Step 3: The student creates the book a page a day, where each page has a drawing and a descriptive sentence
- Step 4: The teacher with the student creates a cover and title, and has the student peer edit (share their writing with each other) to give comments and ideas, and then has the student correct their own work.
- Step 5: The teacher has a publishing party where the student reads to other students and to members of the school community.
- Step 6: The teacher uses attachment K.7 Performance Task – Living Things Rubric to evaluate the book and to conduct an oral interview of the student’s language abilities.

**Unit K.7: Living Things**  
**English as a Second Language**  
**4 weeks of instruction**

**Suggested Sample Lessons**

- Eight lessons on what animals need to live: [http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/376/What%20Animals%20Need.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/376/What%20Animals%20Need.pdf)
- Plant experiment to compare how three seeds grow. Do this before students grow their own seeds for their performance task: <http://www.kidzone.ws/science/seeds.htm>
- Reinforce names of colors, tracing letters, and names of animals through identifying animals by color: [http://www.kidzone.ws/prek\\_wrksht/colors/index.htm](http://www.kidzone.ws/prek_wrksht/colors/index.htm)
- From Seed to Plant: <http://www.scholastic.com/teachers/lesson-plan/lets-learn-about-plants-0>