

Unit K.8: My Community
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student learns about and discusses concepts related to his/her family and community, using accurate and appropriate English to discuss the essential workers for communities in the city and country.
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Transversal Themes:	Knowledge, Values, Attitudes, and Human Virtues, School to Work, Environment
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Integration Ideas:	Social Studies, Reading, Math, Writing
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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. What do I enjoy about my community?

EU3. Communities offer a variety of services and amenities for those that live in it.

EQ4. What/Who do I need in a community to survive?

EU4. Communities can have a variety of people that depend on each other for food, jobs, or shelter and there are many jobs that are needed to keep a neighborhood safe, healthy, and fun.

Transfer (T) and Acquisition (A) Goals

T1. At the end of the unit the student will be able to express feelings, concepts and personal experiences about people and places in his/her neighborhood using newly acquired English vocabulary.

The student acquires skills to...

A1. Listen and interact with peers and teachers in a socially appropriate manner by responding to others and following instructions.

A2. Speak about personal experiences, use common courtesy words, and react to a variety of input appropriately.

A3. Identify details, use context clues, and ask/answer questions in text as well as identify concepts of print and manipulate sounds and syllables.

A4. Write grammatically correct sentences with age appropriate spelling and spacing as well as write his/her 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.1b	Interact in a socially appropriate manner through eye contact and gestures.
K.L.1c	Listen and respond to simple commands and 2-step instructions and directions.
K.L.1d	Offer and respond to greetings/farewells using appropriate courtesy expressions.
K.L.1e	Listen and participate in simple rhymes, songs, chants, etc.
Speaking	
K.S.1	Engage in conversations and relate personal experience or story information by asking and answering simple <i>yes-no</i> and <i>wh-</i> questions using gestures, words, and simple phrases.
K.S.2	Use common gestures, single words, and simple phrases when interacting with others, retelling texts and recounting experiences.
K.S.2a	Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.
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.2L	Identify key details in a story read aloud.
K.R.4L	Ask and answer questions about unknown words in a literary text and use illustrations to determine the meaning of unknown words.
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	

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K.R.FS.11	Recognize sounds (phonemes), syllables, and spoken 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.13a	Follow words from left to right, top to bottom, and page by page.
K.R.FS.13b	Recognize that spoken words are represented in written language by specific sequences of letters.
Writing	
K.W.1	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is...).
K.W.4	Brainstorm ideas for writing by drawing illustrations.
K.W.5	Explore a variety of digital tools through teacher-led writing activities.
Writing Foundational Skills	
K.W.FS.9a	Understand that words are separated by spaces in print.
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.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
K.LA.2a	Recognize and name end punctuation as a period.
K.LA.2b	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.LA.2c	Spell simple words phonetically, drawing on knowledge of sound-letter relationships with correct spelling and spacing.
K.LA.2d	Consult reference materials, including picture dictionaries, as needed to check and correct spellings, using the ability to find words by the first letter.
K.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
K.LA.4a	Use context clues and illustrations to identify the meaning of unfamiliar words.
K.LA.5d	Act out word meanings.
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.1c K.LA.4a K.LA.5d K.R.4L K.S.4 K.S.5</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: A1 A2 T1</p>	<ul style="list-style-type: none"> Roles in the community (see content vocabulary list). 	<ul style="list-style-type: none"> Community members (teacher, librarian, firefighter, police officer, doctor, dentist, shopkeeper, mayor, neighbor, bus driver, construction worker) Directions (left, right, straight, next to, across from) Sentence Starters (I like my neighborhood because ____; My neighborhood has ____; I want to be a ____; My favorite place is the ____) 	<p><i>Integrated Assessment K.4</i></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.4"). 	<p><i>Observation</i></p> <ul style="list-style-type: none"> The teacher continues with Word List and Individual Word List Oral Assessments (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). The teacher continues observations using attachment K.7 Other Evidence – Checklists for Literacy to 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><i>Community</i></p> <ul style="list-style-type: none"> The teacher asks: "How can we use words to improve our relationship with others?" The teacher ends the year with the question he/she has been using throughout the year: "What ways can we interact with our fellow community members to make our neighborhood a better place?" The student creates a list about what he/she likes about where he/she lives and what he/she would like to change. The student comes up with ways he/she can use his/her words to make his/her community a better place. Vocabulary goes into the class word wall and also the individual word list. The teacher asks: "What knowledge do we already know?" The student shares what community is to him/her. Family members and community members come into class to share what they do in the community. The teacher creates word lists and has the student role play his/her job using the vocabulary. The teacher reads aloud "On the Town" to introduce vocabulary, in English, of members and places within the community. The



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					<p>student uses pictures to infer the word in Spanish and then the teacher gives it to him/her in English. The teacher uses these for the class word wall.</p> <ul style="list-style-type: none">• The teacher selects books to read aloud about different roles (police officers, firefighters, doctors, teachers, construction workers, etc) to build vocabulary. The student role-plays these jobs. List of books and activities for role-playing: http://prekinders.com/community-theme/• The teacher and student play the game “Who will help me?” and the student matches where he/she needs to go in the community to receive help: http://www.kizclub.com/Topics/community/whowillhelp.pdf• Locations: The teacher uses the student’s body to teach “next to,” “across from,” “left,” “right,” “straight.” The teacher has the student play games where he/she is driving or walking and has to give directions.• The teacher gives the student two-step directions such as: “turn left then walk next to the table.”• The teacher recreates the community using blocks or milk cartons and has the student give directions or say where places are in the community (Where is ____? It is ___ blocks up or down. Turn ___. It is next to, across from, left, right, and straight).• The teacher discusses how our good health habits can help the community. The teacher reads aloud <i>Wash your Hands</i> and discusses how we stop germs from spreading in class.
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					The teacher connects this to the earlier unit on patterns we have in our life. The teacher asks: “How can our healthy patterns help the community?” (the teacher can connect this to any issues in the community, such as the H1N1 flu virus)
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					<p><i>My Mother.</i> If possible, the student should also have the text or the teacher should project the text using a document camera and projector to show the text. The student attempts to follow the words from left to right, top to bottom, and page-by-page.</p> <ul style="list-style-type: none">• The teacher connects how saving money can help us reach a goal. The teacher helps the class decide if they want to collect money to help the community (hunger bank, homeless shelter): http://learningtogive.org/lessons/unit202/
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			<p>creates a collage cover (inspired by art of Bryan Collier) using colors and shapes to create a picture of him/her.</p> <ul style="list-style-type: none">• Step 5: The student creates his/her drawing on a computer based drawing program if possible, and adds a text box with writing to the illustration as a final draft.		<p>recognition. The student goes through a page of the book and points out the periods by name.</p> <p><i>Using a Picture Dictionary</i></p> <ul style="list-style-type: none">• The teacher selects words from read-aloud texts, word wall, or other age-appropriate materials and models for the student how to use a picture dictionary to find the meaning of an unknown word.• The teacher writes additional words on the chalkboard or white board.• Students pair up to find the words in a picture dictionary, using the technique the teacher modeled.
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<p>PRCS: K.L.1 K.L.1a K.R.10 K.R.2L K.R.7 K.S.1 K.S.2 K.S.4 K.S.5</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A1 A2 A3 T1</p>	<ul style="list-style-type: none"> Main characters in stories and how the setting affects what they do. Differences and similarities between the city and country. 	<ul style="list-style-type: none"> City Compare Country Venn Diagram 		<p><i>Country Me, City Me</i></p> <ul style="list-style-type: none"> The teacher has the student create a book that compares activities, jobs, and the setting in the city and the country. The teacher interviews the student to check what vocabulary has been acquired (city/country, various jobs, farmer/store owner/home/barn/buildings etc.). The teacher uses 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>Characters and Comparing City/Country</p> <ul style="list-style-type: none"> The teacher reads aloud, <i>City Mouse, Country Mouse</i> and the student shares if he/she is more like the country mouse or the city mouse. The teacher and the student discuss how where we live affects who we are. With input from the student, the teacher makes a Venn diagram with drawings of how the country mouse and city mouse are similar and different. The teacher asks, “What do they wear that is different? What do they eat? What do they do?” The teacher asks, “What do we already know?” to compare how life is different in the city and in the country. The student gives examples of jobs and community members that are unique to each place and are found in both the city and country/ The student draws him/herself in the city and in the country The teacher asks, “What would they be doing? Who would they see? Why?” The teacher reads aloud <i>Tar Beach</i> and <i>Uptown</i> to discuss how living in the city gives the characters opportunities to do different activities than if they lived in the country (another text option is <i>Mrs. Wishy-Washy’s</i>



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					<i>Farm and Farming).</i>
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<p>PRCS: K.L.1e K.R.FS.11 K.R.FS.11b K.R.FS.11c K.R.FS.13b K.S.2b K.W.4 K.W.FS.10 K.W.FS.10a K.W.FS.10b</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: A1 A4</p>	<ul style="list-style-type: none"> How to write his/her name and how to recognize the names of other students. 	<ul style="list-style-type: none"> Mural Syllables 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Our Community Mural</p> <ul style="list-style-type: none"> Step 1: The teacher asks the question, “What does a community need to survive? Who do we need?” The student decides what the important jobs and places are that make up the community that are necessary for it to survive. Step 2: The teacher creates teams where the student, in small groups, brainstorms ways to show how these people and places help the community. Step 3: In small groups, the student drafts and creates his/her plan for the mural. Step 4: The plans out what will go where in the mural with the class. Step 5: The student, on large pieces of paper (butcher paper), traces his/her drawing and then, as a class, 	<p>Alphabet Assessment</p> <ul style="list-style-type: none"> Continue Alphabet Assessment: Assess the students’ ability to name alphabet letters in uppercase and lowercase (see attachment: K.7 Other Evidence – Alphabet 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>Writing Name</p> <ul style="list-style-type: none"> The student finds his/her name on the word wall, chants the letters and claps out syllables of his/her name. The student plays the memory game with names of students to see if the student can identify names and match the names with photos of classmates. The teacher and student sing letters of the student’s name (http://teachers.net/lessons/posts/2871.html), the student uses magnetic letters or cut outs to select the letters of his/her name, and then writes them on paper. The teacher and student create a class <i>Brown Bear Brown Bear What do you See?</i> book using their names.



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			<p>paints their mural.</p> <ul style="list-style-type: none">• Step 6: The teacher Interviews groups to have them explain who is in their mural, where they are, why they are there and how they help the community.		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Judith Caseley**
 - *On the Town*
- **Raffi: <http://www.youtube/pgKzY93Bk6M>**
 - *One Light One Sun*
- **Bryan Collier**
 - *Uptown*
- **Andrea Zimmerman**
 - *Trashy Town*
- **John Wallner**
 - *Country Mouse, City Mouse*
- **Tony Ross**
 - *Wash your Hands*
- **Faith Ringgold**
 - *Tar Beach*
- **Eloise Greenfield**
 - *Night on Neighborhood Street*
- **Gail Gibbons**
 - *Farming*
- **Joy Cowley**
 - *Mrs. Wishy-Washy's Farm*
- **Katz Cooper (There is a whole series: Whose Tools/gloves/coat for community workers)**
 - *Whose Hat is This? A Look at Hats Workers Wear- Hard, Tall and Shiny (Whose is it? Community Workers)*
- **Pat Mora**
 - *Tomás and the Library Lady*
- **Melrose Cooper**
 - *I Got Community*
- **Arthur Dorros**
 - *Abuela*

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- **Carmen Lomas Garza**
 - *Family Pictures/Cuadros de Familia*
- **Neil Chesanow**
 - *Where do I Live*
- **Joan Sweeney**
 - *Me on a Map*
- **Pat Hutchins**
 - *Rosie's Walk*
- **K. and J. McMullan (about construction trucks)**
 - *"I'm Dirty"*
- **Margret Mayo**
 - *"Choo Choo Clickity Clack"*
- **Tony Mitton and Ant Parker**
 - *"Dazzling Diggers"*

Additional Resources

- Community Word Cards, Activities: <http://www.kizclub.com/community.htm>
- Community Themes: <http://www.scholastic.com/teachers/unit/community-everything-you-need>
- Songs for remembering and spelling out names: <http://www.kinderkornet.com/names.html>
- <http://teachers.net/lessons/posts/1043.html>

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Performance Tasks

My Neighborhood Book

- Step 1: The teacher reads aloud *Uptown* as a model of how to write about what the student likes about his/her neighborhood.
- Step 2: The student selects four to five things/places/people he/she likes about his/her neighborhood, draws it and writes two sentences, properly spaced, for each place. The student uses the sentence starter from the text “Uptown is: _____” but applies it to his/her neighborhood, e.g., Bayamon is _____).
- Step 3: The student writes with correct capitalization, punctuation, and spelling of known or word wall words.
- Step 4: The student creates a collage cover (inspired by art of Bryan Collier) using colors and shapes to create a picture of him/her.
- Step 5: The student creates his/her drawing on a computer based drawing program if possible, and adds a text box with writing to the illustration as a final draft.

Our Community Mural

- Step 1: The teacher asks the question, “What does a community need to survive? Who do we need?” The student decides what the important jobs and places are that make up the community that are necessary for it to survive.
- Step 2: The teacher creates teams where the student, in small groups, brainstorms ways to show how these people and places help the community.
- Step 3: In small groups, the student drafts and creates his/her plan for the mural.
- Step 4: The teacher plans out what will go where in the mural with the class.
- Step 5: The student, on large pieces of paper (butcher paper), traces his/her drawing and then, as a class, paints their mural.
- Step 6: The teacher interviews groups to have them explain who is in their mural, where they are, why they are there and how they help the community.



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Suggested Sample Lessons

- Lessons 1-6 are on building knowledge of student's place in the world, and then in their town and community:
http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1060/Investigating%20Our%20Place%20in%20the%20World.pdf
- Create games to name places in the community: <http://www.scholastic.com/teachers/lesson-plan/activity-plan-2-3-community-cooperation-community-patchwork>
- Lessons to teach writing names and print concepts: <http://www.readwritethink.org/classroom-resources/lesson-plans/what-name-teaching-concepts-37.html>
- Use City Mouse, County Mouse to talk about needs and resources in a community: <http://learningtogive.org/lessons/unit83/lesson3.html>
- <http://teachers.net/lessons/posts/1206.html>