## Unit K.6: Let’s Go Outside
### English as a Second Language
#### 4 weeks

<table>
<thead>
<tr>
<th>Stage 1 - Desired Results</th>
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<tr>
<td><strong>Unit Summary</strong></td>
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<tr>
<td>In this unit, students will learn about weather, seasons, and how to identify appropriate clothing and activities for the different seasons and types of weather.</td>
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<td><strong>Transfer goal:</strong> Students will be able to use appropriate English to describe seasonal changes in terms of clothing, activities, scenery and how to prepare for them.</td>
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<thead>
<tr>
<th>Content Standards and Learning Expectations</th>
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<tr>
<td><strong>Listening and Speaking</strong></td>
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<tr>
<td>L/S.K.2 Demonstrates the development of early phonemic awareness and the alphabetic principle when participating in listening and speaking activities.</td>
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<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>R.K.1 Identifies vowels and consonants; associates the sounds.</td>
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<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>W.K.1 Identifies and traces the letters of the alphabet using linear and curved strokes; recognizes uppercase and lowercase letters.</td>
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<tr>
<td>W.K.2 Writes the letters that represent first name.</td>
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<tr>
<th>Big Ideas/Enduring Understandings:</th>
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<tr>
<td>• Knowledge gained from family and life experiences teaches us to connect with community and grow as learners.</td>
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<tr>
<td>• When I listen to understand, I can build a better relationship with others.</td>
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<tr>
<td>• The weather changes because the earth is closer or farther away from the sun.</td>
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<tr>
<td>• How we dress helps us prepare for the weather.</td>
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<td>• Seasonal changes are reflected in the way we dress, and the outdoor activities we can enjoy.</td>
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<th>Essential Questions:</th>
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<tr>
<td>• What knowledge do I bring to school?</td>
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<td>• How can I use words to improve my relationship with others?</td>
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<tr>
<td>• What do I like to do outside?</td>
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<tr>
<td>• How does the weather change?</td>
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<td>• How does the weather affect my life?</td>
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<tr>
<th>Content (Students will know...)</th>
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<tr>
<td>• Words (vocabulary) and expressions to describe the weather and temperature.</td>
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<tr>
<td>• Clothes and travel vocabulary (see list below).</td>
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<tr>
<td>• Different places have different seasons</td>
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<tr>
<td>• The characteristics of weather and seasonal changes</td>
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<tr>
<td>• Activities in different weather</td>
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<th>Skills (Students will be able to...)</th>
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<tr>
<td>• Demonstrate the development of early phonemic awareness when participating in listening and speaking activities.</td>
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<tr>
<td>• Demonstrate the development of the alphabetic principle when participating in listening and speaking activities.</td>
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<tr>
<td>• Identify vowels and consonants.</td>
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<td>• Associate sounds of vowels and consonants.</td>
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**English as a Second Language**

4 weeks

- Beginning sounds and letters for weather words, days of the week, months etc...
- Months of the year
- Difference between climate (seasonal patterns) and weather (everyday weather)

### Content Vocabulary

- Weather (windy, rainy, sunny, stormy, foggy, snowy)
- Temperature (hot, cold, warm)
- Seasons (wet, dry, spring, summer, fall, winter)
- Climate (Tropical, Temperate)
- Island
- United States
- Day, night, Earth, Sun, moon, stars
- Lighter, darker
- Sentence starters: (Today is _____, Yesterday was _____, Tomorrow will be ______)
- Clothes, hat, shirt, shorts, shoes, jacket, sweater, cap, gloves, swimsuit
- Travel, suitcase, airport
- Paper doll, poster
- Vowel, consonant
- Trace, write
- Line, curve

### Stage 2 - Assessment Evidence

#### Performance Tasks

**Me in All Seasons**

- Students will create a poster drawing of themselves in the seasons in Puerto Rico and in the United States (two posters) or create paper dolls for each season [http://www.makingfriends.com/friends/f_seasonal.htm](http://www.makingfriends.com/friends/f_seasonal.htm)
- For each doll or picture, the student needs to say what season it is and why the doll or drawing is dressed in a certain way (e.g. I wear a hat. It is cold.).
- Use attachment K.6 Other Evidence – Theme Rubric to see the progression of the student’s understanding of weather, clothing, and

#### Other Evidence

- Identify and trace the letters of the alphabet using linear and curved strokes.
- Recognize uppercase and lowercase letters.
- Write letters that represent first name.
- Make inferences to predict what clothes are suitable for what weather.

- Create a Venn diagram with pictures to compare the similarities and differences of weather in Puerto Rico and the United States.
- Continue observations using attachment K.1 Other Evidence – Checklists for Literacy to note the oral and writing development of each student during classroom activities.
- For every illustration, have the student sign his/her name and write a description. Use attachment K.4 Other Evidence – Checklists
seasons throughout the unit and then after the project.

**My Suitcase**

- Students will create a suitcase (use a box) to prepare for travel in Puerto Rico and a suitcase for travel in the United States. What kind of clothes does he/she need? Students can bring in real clothes, or create clothes out of construction paper.
- Students will role play that they are traveling to different places. Make your classroom into an airport and pretend to help check the students in and ask “where are you going?” and “what do you need there?”
- Use attachment K.6 Other Evidence – Theme Rubric to see the progression of the student’s understanding of weather, clothing, and seasons throughout the unit and then after the project.

**Stage 3 - Learning Plan**

**Learning Activities**

**Weather and seasons**

- Ask the students, “What do I like to do outside?” have them share what activities they do outside and add the vocabulary to the individual word list. In pairs have them use the words to act out being outside, draw pictures of him/herself doing his/her favorite activities using the vocabulary in the target language, such as “I like to _______ outside.”
- Discuss, “does the weather change outside?” Discuss types of weather if the students notice if there is a time when it rains more or less. Talk about how Puerto Rico is a tropical island because it is near the middle of the earth and so it stays warm all year.
- Sing songs about the weather to teach both vocabulary and alphabet letters (especially weather Bingo!) [http://mrsjonesroom.com/themes/weather.html#songs](http://mrsjonesroom.com/themes/weather.html#songs).  
- Read aloud *Snowy Day* by Ezra Keats. Does it snow in Puerto Rico? Why not? What does the boy wear to stay warm? Do the students have clothes like the boy? Why or why not? Introduce the concept of seasons and share how different parts of the world have different type of seasons (e.g. tropical: dry season, wet season, temperate: spring, summer, fall and winter). Use attachment K.6 Learning Activity – Seasons to show pictures.
- If any family members have lived in the US (colder climates) have them come in and share their story about adjusting to the weather change. Have them share what it was like to experience their first winter and how they prepared and acclimated to the change in climate.
- Reinforce the months of the year with the seasons. Share what seasons in Puerto Rico are dry and what seasons are wet. What are the different months in the four seasons in the United States?
Sing songs to reinforce vocabulary (watch videos to learn lyrics and tune and write them down on chart paper) Song on four seasons/activities/clothes: http://youtube/LTxsGf1VdY and song to reinforce the months of the year: http://youtube/5enDRrWyXaw

Introduce weather vocabulary by reading aloud, Weather Words and What They Mean by Gail Gibbons and The Season of Arnold’s Apple Tree by Gail Gibbons and discuss what type of weather happens in Puerto Rico and what type does not. Use the attachment K.6 Learning Activity – Weather Sorts, to sort what type of weather occurs in Puerto Rico and what type of weather does not.

Illustrate the cycles of seasons in a tropical location (like Puerto Rico) and a temperate location (like New York) and use the illustrations to compare and contrast the climates and to reinforce patterns: http://www.havefunteaching.com/worksheets/graphic-organizers/sequencing/sequence-cycle-graphic-organizer.pdf

During the entire unit, have a class weather diary to reinforce the days of the week and the type of weather. Assign the job of “weather reporter” to students on a weekly basis so students can come in and tell what the weather will be for the weather diary activity http://www.kizclub.com/Topics/holiday/weather.pdf

Create a weather graph over the unit from the data collected by the daily weather reporters: http://www.superteacherworksheets.com/weather/weather-graph.pdf

Select a read aloud text for different seasons and weather (e.g. beach book to represent tropical climate, book for fall, winter, and rain for the wet season). For each read aloud, have the students create their own travel diary where they write where they go in the story (e.g. The United States, or the country, or city) and have them draw and write what the weather was like in each story. You can scaffold by having sentence starters (e.g. Today we went to _______. The weather was ________, I would wear a _________ to be prepared.)

Read aloud, Gilberto and the Wind and Conduct experiments of what the wind can blow: http://www.littlegiraffes.com/weather.html

Day and Night

To connect with the question, “what knowledge do we bring to school,” ask if the students notice if the day changes. If they notice sunrise and sunset, ask them what happens to the sun? Have them come up with a partner why there is day and night. Then describe how the Earth turns away from the sun to create night (show with a globe and a picture of a sun). Read Goodnight Moon to talk about what we do at night. Ask the students, “What happens to the moon in the book?” Talk about how the moon gives light. “Does it get lighter or darker?”

Have students share with a partner what their routines are in the morning and at night. Write them down for their individual word list. Have them find similarities and differences between what the student does and what his/her partner does.

Read aloud a non-fiction text about what creates night and day like What Makes Day and Night (Let’s-Read-and-Find-Out Science 2) by Franklyn M. Branley and have students create drawings to show the change of day to night and have them explain it using vocabulary (day, night, earth, sun, stars).

Clothes

Make graphs about what clothes the students are wearing and infer why (is it hot outside? Is it
rainy?) How can we prepare for weather? How does weather affect what we wear? Introduce the English words for the clothes they wear (shirts, shorts, pants, shoes, hat, cap, socks, jacket) and umbrella.

- Teach clothing vocabulary by bringing in examples of clothes from selected words for the word wall and then have students use the cards to quiz each other on vocabulary [http://www.teachchildrenesl.com/filez8932/flashcards/clothing_1.pdf](http://www.teachchildrenesl.com/filez8932/flashcards/clothing_1.pdf)
- Read *Caps for Sale* and discuss the clothes worn by the characters. Why wear a cap? How does it protect us from the weather?
- Create a class graph that tallies the type of clothes seen in different read alouds (e.g. hats, jackets, gloves, shirt, pants, shorts, boots, and sandals).
- After having read books about different seasons (spring, summer, fall, winter) Have students match clothes to seasons: [http://www.montessoriforeveryone.com/assets/PDF/Seasons_and_Clothing_Matching.pdf](http://www.montessoriforeveryone.com/assets/PDF/Seasons_and_Clothing_Matching.pdf)

**Vowels**

- Share how some letters in English are extra special because every word needs them, which are vowels. Introduce them (a, e, i, o, u and sometimes y) and have students give you any word in English and Spanish. Write down the word and ask, “Can you find a vowel?” and have volunteers circle it on the board. With partners, use words from the word wall to have them find vowels. Have them guess which the most popular vowel is and then as a class, have students tally how many vowels they find, and make a class graph.
- Have students find vowels in their name, in the names of their classmates and around the room (on posters of songs, poems, nursery rhymes, in story books).
- Reread “Goodnight Moon” to find the rhymes and to find the vowels.

**Alphabet**

- Create center activities involving various activities with the alphabet: match lowercase to uppercase letters, match letters with tails, or crosses, curved lines, straight lines, fill in missing letters in alphabet, *Chicka Chicka Boom Boom* center with coconut tree and letters, finding letters for student’s name and classmate’s name, trace letters in shaving cream, finger paint or sand.
- Play Alphabet Egg Matching game to have students in partners match lowercase and uppercase letters. Have them play with eight pairs at a time [http://www.kizclub.com/activities/eggmatch.pdf](http://www.kizclub.com/activities/eggmatch.pdf)
- Have students practice making horizontal lines, vertical circles, tails, diagonal lines in paint or another wipe-able surface and then, once comfortable, practice writing out letters in their name
- Once students are comfortable with making lines with finger paints and paint brushes, while listening to music, have students practice the types of lines they need to work on [http://www.kidzone.ws/prek_wrksht/dynamic.htm](http://www.kidzone.ws/prek_wrksht/dynamic.htm)
- Have students select the letters in their name and use those to complete traceable worksheets of their name [http://www.kidzone.ws/prek_wrksht/learning-letters/index.htm](http://www.kidzone.ws/prek_wrksht/learning-letters/index.htm)
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Sample Lessons
- Color, cut, and paste seasons: [http://www.kidzone.ws/prek_wrksht/cutpaste-seasons.htm](http://www.kidzone.ws/prek_wrksht/cutpaste-seasons.htm)
- Apples and pumpkins: [http://curry.virginia.edu/go/wil/Apples_and_Pumpkins_Lesson.pdf](http://curry.virginia.edu/go/wil/Apples_and_Pumpkins_Lesson.pdf)

Additional Resources
- “All About the Weather” by Deborah Ellemeyer and Jo Ellen Moore
- Springtime themed Alphabet: [http://curry.virginia.edu/go/wil/Spring_Alphabet.pdf](http://curry.virginia.edu/go/wil/Spring_Alphabet.pdf)
- Short vowel posters: [http://www.beginningreading.com/Short%20Vowel%20Posters.htm](http://www.beginningreading.com/Short%20Vowel%20Posters.htm)

Literature Connections

**Alphabet**
- *Chicka Chicka Boom Boom* By Bill Martin
- *K is for Kissing a Cool Kangaroo* By G. Andreae
- *Weather ABC* by Blake A. Hoena

**Weather**
- *Weather Words and What they Mean* by Gail Gibbons
- *The Season of Arnold’s Apple Tree* by Gail Gibbons
- *Cloudy with a Chance of Meatballs* by Judy Barrett
- *Apples and Pumpkins* by Anne Rockwell
- *Snowy Day* by Ezra Keats
- *Caps for Sale* by Esphyr Slobodkina
- *Gilberto and the Wind* by Marie Hall Ets
- *Rain School* by James Rumford
- *Come on Rain* by Karen Hesse
- *How Will We Get to the Beach?* by Brigitte Luciani
- *At the Beach* by Anne Rockwell
- *Hello Ocean* by Pam Munoz Ryan
- *Rosie’s Hat* by Julia Donaldson and Anna Curry

**Night and Day**
- *Goodnight, Moon* by Margaret Wise Brown
- *What Makes Day and Night (Let’s-Read-and-Find-Out Science 2)* by Franlyn M. Branley
- *Owl Moon* by Jane Yolen
- *A Night in the Country* by Cynthia Rylant
- *Good Day, Good Night* by Marilyn Singer
- *Night Monkey Day Monkey* by Julia Donaldson

Adapted from *Understanding by Design* by Grant Wiggins and Jay McTighe