# Unit 1.3: Working it out
## English as a Second Language
### 4 weeks

## Stage 1 - Desired Results

### Unit Summary
During this unit students will read and discuss books on friendship in order to use basic vocabulary and language patterns to describe family members and peer relationships. They will be able to identify main characters in stories and compare and contrast their similarities and differences.

**Transfer goal:** Students will leave the class able to use their learning about friendship in order to develop social skills to resolve conflict and use peace building skills at school and at home.

### Content Standards and Learning Expectations

#### Listening and Speaking

**L/S.1.2** Develops and demonstrates phonemic awareness and auditory discrimination to identify distinctive sounds.

**L/S.1.3** Uses basic vocabulary and language patterns to identify and describe familiar concepts related to self, to family, and to interact with peers.

**L/S.1.4** Offers and responds to greetings and farewells using the appropriate courtesy expressions.

#### Reading

**R.1.4** Identifies the main character(s) and uses picture cues to identify similarities and differences between characters within narrative text.

#### Writing

**W.1.4** Writes to describe a picture, person, or object; writes sentences of two or three words in length.

### Big Ideas/Enduring Understandings:
- Reading helps us understand our own stories, the stories of others, and the world around us.
- Good friends help and support us, even during difficult times.
- We build peaceful relationships through the decisions we make.
- Good stories can connect with the reader regardless of time and place.

### Essential Questions:
- Why read?
- How is building friendship like building peace?
- Is peace possible?
- What makes a good story?

### Content (Students will know...)
- Characteristics of friendship (care, respect, helpful, patience, love)
- Ways to resolve conflict peacefully (listening, thinking of consequences, sharing feelings)
- Ways to deal with anger (separation, speaking out, not hitting others)

### Skills (Students will be able to…)
- Develop and demonstrate phonemic awareness and auditory discrimination to identify distinctive sounds.
- Use basic vocabulary and language patterns to interact with peers.
- Offer and respond to greetings and farewells
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- Greetings and Farewells (Good Morning, Good Afternoon, Good Evening, Hello, Goodbye)
- Polite Expressions (Please, Thank you, Excuse me, I’m sorry)
- Main characters in stories

**Content Vocabulary**
- Main Character-character trait vocabulary - bossy, kind, bully
- Problem
- Friendship, friends, friendly
- Enemies
- Senses (looks like, feels like, smells like, taste like)

**Performance Tasks**

**Create a Peace Play**
- Students will synthesize all of the lessons learned from the read alouds on friendship, conflict resolution, and peace to write and perform a class play on peace.
- Students will decide as a class different problems (war, gang fights, personal disagreement) and how you can solve them with the same techniques (listening, sharing feelings, coming to an agreement).
- Students can work in small groups to create a simple script of the conflict and make sure it is resolved using techniques decided by the class (assist students with idea building by giving “What if” situations to create awareness that a story should have a beginning, middle, and end) by acting it out, having role plays.
- Students will create characters, and develop their characteristics (are they bossy? Kind? Mean? Quiet? Loud? Shy?).
- Students who do not want to act can help with costumes, props, background, music, directing.

**Stage 2 - Assessment Evidence**

**Other Evidence**
- “Rhyme a Week”: Based on the nursery rhymes and activities from the website: [http://curry.virginia.edu/go/wil/rimes_andRhymes.htm](http://curry.virginia.edu/go/wil/rimes_andRhymes.htm), use attachment: 1.1 Other Evidence – Word Rhyme Assessment to assess student’s ability to identify rhyme.
- **Oral Assessment of Word Wall Vocabulary and Individual Vocabulary** (see attachment: Resource 1 - Oral Assessment for Vocabulary Acquisition)
- **Social Language Observation**: During morning message, story time and instructions, use attachment, Resource 7 – Social Language Rubric to note growth of student’s ability to follow instructions, and participate during read alouds.
- **Observation of Greetings/Farewells and Polite Social Language**: During role-plays of stories and during playtime, observe how students integrate and use greetings/farewells and polite social language (excuse me, thank you, please, I’m sorry) in English. Use attachment, 1.3 Other Evidence – Interaction Rubric, to observe growth and inform instruction throughout the unit.
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- Perform the play with an audience and have the audience share what they learned from the play and the connections they can make between small conflicts (like fights) and larger conflicts (like war).
- Use sentence starters: I learned that when ____________, __________ happens, I learned that when I am nice to others, they are nice to me to assist in helping students understand cause and effect.
- Use attachment, 1.3 Performance Task – Narrative Writing Rubric to assess students writing process, spelling, and handwriting.

Stage 3 - Learning Plan

**Learning Activities**

*Greetings and Interaction*

- Reinforce greetings and interactions during the morning message, through the Good Morning song (see Unit K.2 “Let’s Learn”).
- During read alouds, find examples of greetings and interactions that you want students to reinforce in their own role-plays and for their play. Create a list of these examples that students can refer to on the Word Wall.

*Friendship and Comparing Characters*

- What is a good friend? Create class vocabulary based on students’ own experiences and what they believe the qualities of a good friend are. Have the students’ share a time when they were a good friend. Read aloud, “Will you be my Friend?” to share how sometimes we can be shy when wanting to make a new friend.
- Use attachment 1.3 Learning Activity – Friendship Vocabulary and Lessons to develop common vocabulary for friendships and to describe friendship through the senses, (i.e. What does friendship look like, feels like, sounds like, smells like?) As you read aloud stories about friendship, you can add to the poster of what friendship looks like.
- Read aloud stories that show different friendships and how they develop (“Frog and Toad”, “Willy and Hugh” and “Franklin is Bossy”) use the main characters to compare and contrast using a class Venn Diagram poster. Create a poster with the characteristics of the characters and show how their behavior helps or hurts their feelings.
- Have students create a drawing that contrasts two characters from the story. Have the students write labels describing how the characters are different.
- Based on the characters, students can make puppets and/or act out the characters from the stories. This will help reinforce developing a story sequence for their play. Before they role-play the story, have the students decide what is the beginning, middle, and end of the story. Have them decide what is the problem and how was it solved.
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- Discuss “Why read?” How does reading help us learn to be a better friend? Have students share lessons they have learned from the characters. Students can create lists on “How to be a good friend” and share a time they were a good friend or create a three tab book on how to be a good friend or how to solve a conflict (this will help with vocabulary and problem solving skills needed for the performance task).

Peace
- Discuss, “What is peace?” Having peace is not just no war, but also peace can be feeling safe and okay with who you are. Read aloud “The Peace Book” and have students share times in their life where they feel peaceful.
- “How is building friendship like building peace?” to connect how our everyday actions and relationships can promote peace in our lives and in the world. To reinforce this idea, read aloud “Peace Begins With You” and have students give examples of how they can work towards peace.
- Read aloud, “What does Peace Feel Like?” and have the students create a poster of what peace looks like, feels like, sounds like, tastes like, and smells like.
- Class can create a “Peace book” and write “Peace is ____” and try to use all letters in the alphabet.
- Discuss “Is peace possible?” by reading aloud “The Enemy: a Book about Peace.” In this story, soldiers realize their enemy is a person just like them. War happens when we dehumanize our enemy and consider them an “other.” Have students compare and contrast the two soldiers in the story. Do they have more things in common or different? Discuss how they stopped fighting and why they fought in the first place.

Conflict Resolution
- Discuss “What makes a good story?” Many times we think action packed stories are the best, but many times it is how we connect to the characters that makes a story good. Have students share what stories they like and why it’s a good story. Connect it to characters and how problems are solved.
- Have students share what they do when they have a fight with family or friends. Connect it to the question, “Is peace possible?” Use lessons below to discuss how to solve conflicts by thinking of others and sharing our feelings rather than using our hands to show anger (read aloud “Hands are not for Hitting”).
- Read aloud books on anger (“When Sofie Gets Angry...” and “Yo! Yes!”) and discuss how the characters solved their problems. Compare the characters and the students own experiences to “Is it Right to Fight?” which deals with acknowledging anger, but how to channel it productively.

Sample Lessons
- See attachment: 1.3 Learning Activity – Friendship Vocabulary and Lessons
- Developing empathy for others: http://www.tolerance.org/activity/developing-empathy
- Decision making and conflict Resolution: http://www.sasked.gov.sk.ca/docs/elemsoc/g1u43ess.html
Additional Resources

- Additional lessons and reading list from lesson plans on friendship:
- Songs and poems about friends:
- Lessons on building peace and acceptance of different families:
  [http://www.safeschoolscoalition.org/rg-teachers_elementary.html](http://www.safeschoolscoalition.org/rg-teachers_elementary.html)

Literature Connections

- About friends and to compare characters:
  - *Willy and Hugh* by Anthony Browne
  - *Franklin is Bossy* by Paulette Bourgeois
  - *Frog and Toad are Friends* by Arnold Lobel
  - *Will you be my friend?* by Nancy Tufuri
  - *The Giving Tree* by Shel Silverstein (selfishness: compare the man and the tree)
  - *Lizzie and Harold* by Elizabeth Winthrop
- About Conflict Resolution and Communication:
  - *Is it Right to Fight?* by Pat Thomas
  - *When Sophie gets Angry, Really Really Angry* by Molly Bang
  - *Hands are not for Hitting* by Martine Agassi
  - *Yo! Yes!* by Chris Raschka
  - *It’s Mine!* by Leo Lionni
  - *King of the Playground* by Phyllis Reynolds Naylor (bullying)
  - *Crow Boy* by Taro Yashima (being cruel, accepting people)
  - *Wilfrid Gordon McDonald Partridge* by Mem Fox (helping)
  - *Amos & Boris* by William Steig (helping)
  - *Sam, Bangs & Moonshine* by Evaline Ness (lying)
  - *The Hating Book* by Charlotte Zolotow
  - *The Grouchy Lady Bug* by Eric Carle
- About Peace:
  - *The Enemy: a Book about Peace* by Davide Cali and Serge Bloch
  - *The Peace Book* by Todd Parr
  - *Peace Begins With You* by Katherine Scholes
  - *What does Peace Feels Like?* by Vladimir Radunsky
- Scott Foresman Reading – Collection 1.1
  - *Good Times We Share* Book and Practice Book
  - *Big Monkey, Little Monkey* by Terry Mathews On Level Reader 3 page 2 (Main Idea)
- Scott Foresman Reading – Collection 1.2
  - *Take a Closer Look* Book and Practice Book
  - *Can You Find It?* page 50 by Sharon Fear (Science Connection)