

Theme: Hair/Pelitos by: Sandra Cisneros

Language: English (ESL)

Level: Kindergarten

When: beginning of the year- October

Author: Chelsea Montbriand

Important Question: What makes your family special?

GOALS/OBJECTIVES

1. Students will attend a read aloud and be able to make predictions about the text.
2. Students will be able to give physical descriptions of characters in the book.
3. Students will be able to give physical descriptions of members of their own family, by using the structure “this is My _____, he/she has _____ hair”

Summary of Assessment Tasks

Interpretive task

Students attend a picture walk/read aloud and make inferences/predictions about the characters in the text; i.e., how do you know that this person is the mother?”

- “Why does she say the hair is like _____?”
- “Ask students why a certain character is ‘special’?”

Presentational task

Students will make their own picture book of their own family, complete with labels.

- drafts will be in the form of pictures drawn on sheets of paper that will act as a blueprint for their final book.
- teacher will be circulating during work time and asking which person in their family they are drawing and to give a short description of the family member.

Interpersonal task

Students will be paired up with one another, in a TPS type of situation, and will be read a description (by the teacher).

- Students will talk to one another about their book. They will ask and answer simple questions about the family members
- Students will share who each person is in their book and something special about that person

What are the Cultural Aspects?

- Families are made up very differently depending on the person.
- Families are made up of different people.
- The types of things the narrator uses to describe each person's hair reflects her culture, or where she comes from.

What are the Connections to other subjects?

- Social Sciences
- -Literacy building, using strategies that will help them in future reading.

What are the language and cultural Comparisons

- Comparing the family in the book to families they know.
- Looking at how other students' families are constructed.

What are the connections to Communities in and outside of the classroom?

- Comparing the family in the book to your own family.
- The importance of families in their community.
- What do families do?
- Students show the book to their families either at conferences or at home

STEP 2: Assessment Tasks 1, 2, 3: what will each task assess, does it mirror the instructional objective for the unit?

| <i>Mode of Communication</i> | Interpretive task |
|--|---|
| <p>Performance Assessment (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p> <p>Where in the unit does this fit best?</p> <p>This task would fit best at the beginning of the year when students are beginning to learn about one another and how to express simple characteristics in people.</p> | <ul style="list-style-type: none"> • Students and teacher perform a picture walk, during which students are asked to make inferences about the characters in the book. (ie: what does his/her hair look like? Who do you think this is in the picture? Why do you think that?) • Students attend a read aloud of the book by teacher. Teacher pauses on key parts of the book to make sure students are following and understanding the material. • Students are asked to draw and label the picture of the character whose hair they liked the best. And tell me why using the structure “I like ----- hair because -----.” • Also answer the question, “what did the girl say this person’s hair looked like?” <p>Functions:</p> <ul style="list-style-type: none"> - describing members of the family in the book. - Ability to answer the questions regarding the book and express this in their drawing and oral response. (ie: “Whose hair did you like the best? Why? What did the girl say his/her hair looked like?”) <p>Structures:</p> <ul style="list-style-type: none"> - using adjectives and “have/has” to describe, orally, the family members in the book. - Ability to draw their favorite character in the book. And label (name of character) - Ability to orally convey the structure “I like ----- hair because -----“ <p>Vocabulary:</p> <ul style="list-style-type: none"> - mom, dad, sister, brother, etc. - has/have, hair, colors <p>Materials:</p> <ul style="list-style-type: none"> - crayons, paper, and <i>Hair/Pelitos</i> book |

RUBRIC or Criteria for Assessment Task 1

TASK: Interpretive

Non-negotiables:

- chosen character is represented in drawing
- character is labeled correctly

| Criteria* | Approaching expectations | Meets expectations | Exceeds expectations |
|----------------------------------|---|---|---|
| Communication (oral response) | Student is able to answer simple WH-questions about the content, but with a lot of scaffolding and prompting. | Student is able to answer simple WH-questions about the content, with some prompting and scaffolding. | Student is able to answer simple WH-questions about the content, with little to no prompting and scaffolding. |
| Content (drawing) | Student is able to follow directions and draw their chosen character, but needed a lot of scaffolding and extra instruction to convey the idea. | Student is able to follow directions and draw their chosen character, but needed mild to moderate scaffolding to convey the idea. | Student is able to follow directions and draw their chosen character with little to no scaffolding or prompting from the teacher to convey the idea. |
| Comprehensibility | Student is able to orally convey the reasoning behind why they chose their character using the structure “I like _____ because _____” with a lot of prompting from the teacher. | Student is able to orally convey the reasoning behind why they chose their character using the structure “I like _____ because _____” with some extra prompting from the teacher. | Student is able to orally convey the reasoning behind why they chose their character using the structure “I like _____ because _____” with little to no prompting from the teacher. |

Notes: Since this is a kindergarten ESL class, my expectations are aligned with the CAN DO descriptors for level 1 or entering students from the WIDA Consortium standards.

Assessment Task 2

| <i>Mode of Communication</i> | Presentational task |
|--|--|
| <p><i>Performance Assessment</i></p> <p>Where in the unit does this fit best? The middle</p> | <ul style="list-style-type: none"> • -Teacher informs students that they will be making their own book about their own family’s hair. • -Teacher shows students a copy of a book that she made about her family to model what is expected of them. • -Teacher writes the necessary vocabulary words on the white board to help guide students • -Students are asked to draw a picture of themselves, and members of their family on a regular piece of scratch paper with pencil. • -Students are also expected to label each picture with who they drew (ie: me, mom, dad, etc.) on a regular piece of scratch paper with pencil. <p>-After the drawings and labels have been shown and approved by the teacher, students will transfer their drawings onto their book “their fancy paper” with crayons.</p> <p>Functions:</p> <ul style="list-style-type: none"> - describing members of their own family - Ability to draw and label pictures of themselves and members of their family. <p>Structures:</p> <ul style="list-style-type: none"> - using words like “me, mom, dad, brother, sister, etc...” <p>Vocabulary:</p> <ul style="list-style-type: none"> - mom, dad, sister, brother, etc. <p>Materials:</p> <ul style="list-style-type: none"> - pencils, crayons, scratch paper, booklet paper, and white board |

RUBRIC or Criteria for Assessment Task 2

TASK: Presentational

Non-negotiables:

- Students will make a book about their family
- Students will draw at least three pictures (themselves and two family members)
- Students will label each drawing with the name of the person they drew
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| Criteria* | Approaching expectations | Meets expectations | Exceeds expectations |
|--------------------------------------|--|--|---|
| Content (drawings) | Student has a lot difficulty with the task and needs quite a bit of scaffolding to complete the drawings. | Student has moderate difficulty with the task and needs some scaffolding to complete the drawings. | Student has little to no difficulty with the task and needs little to no scaffolding to complete the drawings. |
| Comprehensibility (labeled drawings) | Student has a lot of difficulty with writing the names of the person in the drawing. Teacher needs to step in several times to help with the task. | Student has moderate difficulty with writing the names of the person in the drawing. Teacher needs to step in a 3-5 times to help with the task. | Student has little to no difficulty with writing the names of the person in the drawing. Teacher needs to step in only a few times to help with the task. |
| Response to Directions | Student has a lot of difficulty understanding and following simple directions regarding the task. | Student has moderate difficulty understanding and following simple directions regarding the task. | Student has little to no difficulty understanding and following simple directions regarding the task. |

Notes: As with the interpretive task, since this is a kindergarten ESL class, my expectations are aligned with the CAN DO descriptors for level 1 or entering students from the WIDA Consortium standards.

Assessment Task 3

| <i>Mode of Communication</i> | Interpersonal task |
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| <p><i>Performance Assessment</i></p> <p>Where in the unit does this fit best? The end</p> | <ul style="list-style-type: none"> • -Teacher informs students that they will be showing their classmates their books that they made. • -Teacher shows students a copy of a book that she made about her family to model what is expected of them. Teacher will model for the students how to talk about the pictures (i.e.; “This is my mom, she has brown hair.”) • -Students will show their book to a partner, and describe at least two pictures. • -They will ask and answer questions about the pictures. Teacher will observe <p>Functions:</p> <ul style="list-style-type: none"> - describing members of their own family - Ability to speak about their drawings to the class <p>Structures:</p> <ul style="list-style-type: none"> - using words like “me, mom, dad, brother, sister, etc...” <p>Vocabulary:</p> <ul style="list-style-type: none"> - mom, dad, sister, brother, etc. <p>Materials:</p> <ul style="list-style-type: none"> - books that the students made |

RUBRIC or Criteria for Assessment Task 3

TASK: Interpersonal

Non-negotiables:

- Students will show their book to the class
- Students will talk about at least two pictures using the given structure
- Students will listen to other student’s presentations

| Criteria* | Approaching expectations | Meets expectations | Exceeds expectations |
|---|---|---|--|
| Content (talk about what they are supposed to) | Student has a great deal of difficulty talking about the pictures in their book. Student needs a lot of scaffolding and prompting from the teacher. | Student has moderate difficulty talking about the pictures in their book. Student needs some scaffolding and prompting from the teacher. | Student has little to no difficulty talking about the pictures in their book. Student needs little to no scaffolding and prompting from the teacher. |
| Communication | Student is unable to answer simple WH-questions about their book without a great deal of scaffolding. Answers are not entirely comprehensible to the teacher. | Student is able to answer simple WH-questions about their book with a moderate level of scaffolding. Answers are comprehensible to the teacher. | Student is able to answer simple WH-questions about their book with little to no scaffolding. Answers are comprehensible to the teacher. |
| Ability to listen to other students | Student has a lot of difficulty staying on task and listening to others during sharing time. | Student has some difficulty staying on task and listening to others during sharing time. | Student has no difficulty staying on task and listening to others during sharing time. |

- Number of criteria depends on level, task and **purpose of the assessment task.**

| Step 3. The instructional and formative assessment components of the unit | | | |
|---|---|---|---|
| Functions | Structures | Vocabulary | Materials/Resources |
| <p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p> <ul style="list-style-type: none"> - Students will attend a read aloud of the story <i>Pelitos</i>. - Students will be asked to answer simple WH-questions about the book. - Students will be asked to orally describe their favorite character in the book. - Students will be asked to draw their favorite character on a sheet of paper and label it with the name of the character. - Students will be asked to draw and label pictures of their own family in a book they make. - Students will show their books to the class and give a simple oral description of their drawings. | <p>Verbs, adjectives, adverbs, tenses</p> <ul style="list-style-type: none"> - present tense “this is my mom, she has brown hair” - verb “to have” must be able to produce 1st and 3rd person forms of that verb - colors to describe hair “yellow, brown, black, gray, red, etc..” - 1st person present form of “to like” | <p>What are the essential words needed? What are additional words that are nice to know?</p> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> - mom, dad, me, brother, sister, grandpa, grandma, uncle, aunt, cousin, she, he. - Colors to describe hair color: brown, red, black, yellow, gray, etc... - Because | <p>Pictures, stories, online resources, videos, games</p> <ul style="list-style-type: none"> - <i>Pelitos</i> by: Sandra Cisneros - Paper - Crayons - Pencils |

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| <p>When/How do I assess these?</p> <ul style="list-style-type: none"> - Basically all of these will be assessed continuously during each task. - Since this is a kindergarten class, constant supervision needs to happen in order for the tasks to function properly and safely. - Along with the tasks, the students' abilities to stay on task and follow directions will also be assessed. | <p>When/How do I assess these?</p> <ul style="list-style-type: none"> -As with the function portion of the unit, these will also be assessed by monitoring the students constantly during each task. -Also, students will be assessed by the teacher reviewing their work, like the initial drawings and their final book. As well as what they orally present during the share time. | <p>When/How do I assess these?</p> <ul style="list-style-type: none"> - These vocabulary words will be assessed during each task, through monitoring of the tasks. - Teacher will also review the tasks (their drawings and final book.) - Teacher will also pay close attention to the vocabulary being used during the share time. | |
| <p>Reflection: What worked well, what needs to be changed? Something that occurred to me during the construction of this unit, is some students' inability to convey their ideas in a high pressure situation like share time. As I have said before, I would have the student show me their book privately.</p> | | | |

STEP 4: Preparing for (Interpersonal/Presentational/Interpretive) Assessment

(Beginning–middle–end) How do I introduce topic, build a middle, wrap up the unit?

Learning Activities /Opportunities for students to practice

| | Learning Activities: Description |
|------------------|--|
| Beginning | <ul style="list-style-type: none"> - Introduce the book <i>Pelitos</i> by: Sandra Cisneros by performing a picture walk with the students. Asking questions about the pictures to build knowledge of the content. - After picture walk, read aloud the book pausing to ask questions about what has happened so far. - Students are asked to draw and label the picture of the character whose hair they liked the best. And tell me why using the structure “I like ----- hair because -----“ - Also answer the question, “what did the girl say this person’s hair looked like?” |
| Middle | <ul style="list-style-type: none"> - -Students are asked to draw a picture of themselves, and members of their family on a regular piece of scratch paper with pencil. - Students are also expected to label each picture with who they drew (ie: me, mom, dad, etc.) on a regular piece of scratch paper with pencil. - After the drawings and labels have been shown and approved by the teacher, students will transfer their drawings onto their book “their fancy paper” with crayons. |
| End | <ul style="list-style-type: none"> - Students are instructed to show their book to the class, and describe at least two pictures. Using the structure “This is _____ he/she/I has/have _____ hair. - If students do not want to speak in front of the class they can tell me privately during work time. |