

Final: EDMS 4150-003  
Stuart Hayden

Alma Flor Ada-Friends/Amigos

Grade Level: 1

Proficiency Level: Beginning

ELD Domain: Reading

ELD Strand: Fluency and Systematic Vocabulary Development: 1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) Respond appropriately to social and academic interaction (e.g. simple question/answer, negotiate play) Retell simple stories by using drawings, words, phrases.

Reading Comprehension: Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g. matching objects, pointing to an answer, drawing pictures), Draw pictures from one's own experience related to a story or topic.

Literary Response and Analysis: Listen to story and respond orally in one or two words to factual comprehension questions. Draw pictures related to a work of literature identifying setting and characters.

Assessments: Transformative Creative Phase; Children will make drawings reflecting what they have learned from the story answering questions:

What can you do when other children do not want to play with you or your friends?

What can you do when you see someone not being nice to someone?

What can you do to make friends and invite them to play with you?

Topic: Introduction to basic shapes and colors. Understanding personal differences of ourselves can be used to help make friends and help others.

Language Objective: geometric shapes and colors,

Materials Needed: Large easel white board, paper for drawing, color crayons

OBJECTIVE: Introduce geometric shapes and colors, and concept of making friends from the book "Amigos/Friends".

INTO: DESCRIPTIVE PHASE

Preview what the book is about before reading. General idea. ELD adapt

Read book slowly and point out shapes and colors. ELD/SN adapt

Children of special needs are to sit in closer to teacher for better eye contact and inclusion.

On a large easel white board: T chart                      NEW WORDS                      WHAT DO YOU THINK?

As new vocabulary is listed make up cards. ELD adapt

Questions for comprehension:

How many sides does a square have? Are all sides the same size?

How many sides does a rectangle have? A triangle? Do circles have sides?

What did the large figures say to the little ones?

Hand out identical color manipulatives for feeling and color identification. SN adapt

#### THROUGH: PERSONAL INTERPRETIVE PHASE

Questions to invite sharing personal experiences, feelings, and emotions:

How does it feel when other children want to play with you? When they don't?

How does it feel when other people treat you badly? When you treat others badly?

Divide into twos, THINK PAIR SHARE ELD/SN adapt

Probing for responses from SN students SN adapt

Use of facial expressions from teacher to emphasize feelings. ELD/SN adapt

#### CRITICAL MULTICULTURAL ANTI-BIAS PHASE

Rephrase questions into more simple wording. SN adapt

Was it alright to not let the little ones play with others? Why?

Longer response time ELD adapt

Why do you think the shapes had a good time playing together?

What difficult (hard) things can happen when children who are different play together?

What good things can happen? How can we help make the good things happen?

On easel make a new list of responses from above questions, students name after the response. GUIDED PRACTICE: pair higher level student with lower ELD adapt

#### BEYOND: TRANSFORMATIVE PHASE

Questions to promote transformative attitudes: INDEPENDENT

PRACTICE/ASSESSMENT: Students to draw a picture of actions they can take to answer the questions. Roam amongst students and assist drawing as needed SN adapt

What can you do when there are children who do not want to play with you?

What can you do if you see someone treating someone badly?

How can you make friends with someone who has not been your friend?

Connection to home: Quick questionnaire for parents to complete and send back with student for sharing.

What did you do as a child to make friends at school? Now as an adult?

What were your favorite games/activities as a child?

What is a friend and why?

CREDE CENTER ACTIVITIES: Teacher will need to model each station activity for student understanding. Children will be in groups of 4-5 as needs be.

1. With construction paper of same colors as figures in the book, students will have to cut out enough shapes (they have to figure this out) to make as a group, a car, wagon, train and kite. A shapes template will be provided as a guide. Cooperative learning.
2. Joint product here is to make a cast of characters, themselves, as sock puppets. With stick on eyes and water color markers, they are make puppets that look as much as themselves as possible. Teacher can model the detail they should use. They will take the puppets to the next station for play acting.
3. This station will be not be used until first set of puppets arrive. When they do, they will pair up and ask in pair/share technique: "Would you like to play with me?" The partner says "No". The rejected partner is to use their puppet and act out how they feel (sadness, anger, crying) . Try this again switching roles. Now, the first puppet says "Yes" and together they act out how they would play together. (No fighting/wrestling boys!) Teacher circulates and asks "How did you feel when they said "No" and "Yes"? Students jointly now act out a game all can play together, create one or emulate one they have done before.
4. Students now draw a picture of themselves with color crayons. They look at Each others pictures and in a large Venn diagram provided by the teacher, with boys on the left side and girls on the right side of the diagram. In the middle they write down a list of likenesses (hair, skin, clothes, shoes, eyes, tall, short, colors)
5. At this station, clay will be given to form 3 dimensional objects. Plastic replicas Will be at the station to look at. Pair up and one pair is to make a cube, another a Prism, another 3d rectangle, another a ball. Together they will construct a house with the shapes. Even the ball can be used for a house. Remember the geodesic dome, teacher!