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Carmen Learns English

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Diverse Families Children’s Literature Lesson Plan

Written by Ashley Beckstrom Dokter

STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/1156/>

Lesson Title:	<p>Lesson Title: Being Brave and Showing Kindness Book: <i>Carmen Learns English</i> Author: Judy Cox Illustrator: Angela Dominguez</p>
Content Area and Grade Level:	English Language Arts; First Grade
Lesson Objectives:	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> ● <i>The Student will be able to identify and describe the main story elements in Carmen Learns English.</i> ● <i>The Student will be able to identify and explain the moral of Carmen Learns English.</i> ● <i>The Student will be able to present information orally using complete sentences and appropriate volume.</i>
Florida Standards:	<p>Florida Standards:</p> <ul style="list-style-type: none"> ● ELA.1.R.1.1: Identify and describe the main story elements in a story. ● ELA.1.R.1.2: Identify and explain the moral of a story. ● ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.
Assessment:	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Teacher observation <ul style="list-style-type: none"> ○ After the read aloud the teacher should ask students to discuss in their rug-partners: <ul style="list-style-type: none"> ■ Who are the characters in the story? ■ What events are happening in the story? ■ What settings can we see in the story? <p>Post-Assessment:</p> <ul style="list-style-type: none"> ● Circle Map of Morality Trait <ul style="list-style-type: none"> ○ Within their groups should have written ways that they found “bravery” or “compassion” throughout the story. ○ Students will present one way they found “bravery” or “compassion” throughout the story with their groups to the class.
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<p>Motivating Activity:</p> <ul style="list-style-type: none"> ● Tell students that today we are going to learn to juggle. As you break students into partners and give each partner a set of juggling balls, let students know that each partner will have 2 minutes to practice/learn how to juggle before we present to the class. <ul style="list-style-type: none"> ○ Give each partner 2 minutes to practice/learn.



- After the 4 minutes are up, have students come sit on the carpet to watch their classmates juggle. Each student will have 30 seconds to show their classmates what they learned/practiced.
 - Notice if any students are encouraging their peers.
- After each partner group has gone ask students:
 - How did you feel when it was your turn to juggle?
 - Was anyone nervous when it was their turn to juggle?
 - **UDL 4.1: Various methods for response and navigation**
 - **ESOL Strategy 22: Give enough wait time for second language learners to respond to questions.**
- If you noticed that during the juggling presentations there were students who were encouraging their peers, you might ask:
 - How did it feel when your classmates cheered for you?
 - Did you feel less nervous when your classmates were cheering for you?
 - **UDL 9.1: Promote expectations and beliefs that optimize motivation.**
 - **ESOL Strategy 22: Give enough wait time for second language learners to respond to questions.**
- Tell students that today we are going to read a story about a girl named Carmen and you would like them to watch and listen for how she was brave and compassionate throughout the story.

Anticipatory Set/Access Prior Knowledge:

- To access prior knowledge I would remind students of the definition for *characters, settings, events, and moral*. I would then remind them of the story of *The Three Little Pigs* and ask them to tell me the:
 - Who are the characters?
 - What are the setting(s)?
 - What are the event(s)?
 - What was the moral of the story?
 - **UDL 3.1: Activate or supply background knowledge**
 - **ESOL Strategy 13: Use preview/review activities**

Procedures:

Procedure:

- After completing the Juggling Activity, review the main story elements and moral of the story with the *Access Prior Knowledge* activity from above.
- Then have students find a spot on the carpet and introduce that we will be reading a story called *Carmen Learns English*.
 - **ESOL Strategy 24: Incorporate the culture and language of second language learners in your curriculum.**
- Before reading: Start with a picture walk of the book, having students look at the pictures in the book. After you have finished looking at all the pictures in the book, ask students what they think the story will be about?



Closure:

- If students are able to accurately depict that the story will be about a young girl learning English at school, you can move onto reading the story.
- If students struggle to depict what the story might be about, help them by pointing to specific pictures in the book and asking them what they think might be happening in the picture.

■ **UDL 2.5: Illustrate through multiple media**

- Explain to students that during the first read of the story you would like them to listen for the moral of *Carmen Learns English*.
- During reading: Make sure to read at a slow and steady pace with a fluctuating tone. You can use a pointer or your finger to point to each word as you read aloud.

■ **UDL 2.2: Clarify syntax and structure**

■ **ESOL Strategy 17: Provide contextual support through audio visuals, models, demonstrations, realia, body language and facial expressions.**

- After finishing your first read, ask students what they might think the moral of *Carmen Learns English* is. You can help guide students by reminding them of the Juggling Activity.
 - Ask students if they notice any similarities between how they felt in the Juggling Activity and how Carmen might have felt.
 - Students should come up with something similar to “bravery” and “compassion” for the lesson/moral(s) of the story.
- Explain to students that you are going to split them into partners and have them complete a Circle Map (attached below) on one of the morals of the story. The middle section of the circle map should already be filled out for students to help make the process less confusing.
 - Give students 10 minutes to go back through the story and find examples of their morality traits within the story.

■ **UDL 8.3: Foster collaboration and community**

■ **ESOL Strategy 7: Show students how to use graphic organizers like semantic mapping and imaging**

- Bring students back together on the carpet and ask the students, whole group, what morality trait examples they found within the story. You may refer back to the book when looking/reviewing answers.
 - **Possible Answers:**
 - **Bravery:**
 - When Carmen comes home and teaches Lupita English
 - When Carmen says her Spanish numbers in front of the class
 - When Carmen helps to teach her classmates and her teacher Spanish
 - **Compassion:**
 - When Carmen wanted to teach Lupita English



- Carmen helping her classmates learn Spanish even when some of them were not so kind to her
- Carmen helping her classmates learn Spanish
 - **ESOL Strategy 22: Give enough wait time for second language learners to respond to questions.**
 - **EL Strategy 24: Incorporate the culture and language of second language learners in your curriculum**
- Let students know that we are going to read through the story for a second and final time. While they are listening to the story they should be looking for *characters, settings, and events*. Display a blank copy of the Circle Map on your smart board or have one drawn on your white board. Inside the small circle should be “Main Story Elements.” Let students know that after we finish reading we will be completing our Circle Map. To help differentiate between the different story elements you can use a different color for each element when writing on your Circle Map.
 - As you call on students to answer you can have them come up to the class Circle Map and write the answer, or you can write all the answers yourself.
 - **Possible Answers:**
 - **Setting:**
 - School
 - Home
 - School Bus
 - Recess
 - **Characters:**
 - Lupita
 - Mami (Mom)
 - Ninos (classmates)
 - Seniors Coski (teacher)
 - Mikki
 - Carmen
 - **Events:**
 - Carmen goes to school
 - Carmen teaches Lupita English at home
 - Carmen helps to teach her classmates Spanish
 - Carmen makes a friend named Mikki
 - Carmen is brave by saying the numbers in Spanish for the whole class
- After finishing your class Circle Map on Story Elements, collect each student's Circle Map. Before collecting, let have students share their circle maps with two other people sharing two things from their circle map with each person. Remind students to put their name on their paper so that you will know who each Circle Map belongs to.



	<ul style="list-style-type: none">▪ Close the lesson by reminding students how they felt when they were Juggling. Let them know that, that is how students who don't speak English feel each time they walk into the classroom, and it is their job to show kindness and compassion to all of our friends. For the closing question, ask <i>them how they can show kindness to their classmates/friends?</i> Give them some time to turn and talk with their rug partner before calling them back and discussing as a whole group.<ul style="list-style-type: none">○ UDL 3.4 Manage transfer and generalization○ EL 6 Continually monitor students' comprehension
Materials:	<ul style="list-style-type: none">● A set of soft juggling balls (enough for each group of two in your classroom)● The book <i>Carmen Learns English</i> by Judy Cox illustrated by Angela Dominguez (enough for each group of two in your classroom)● Pointer● A class set of pre-filled Circle Maps (see below)



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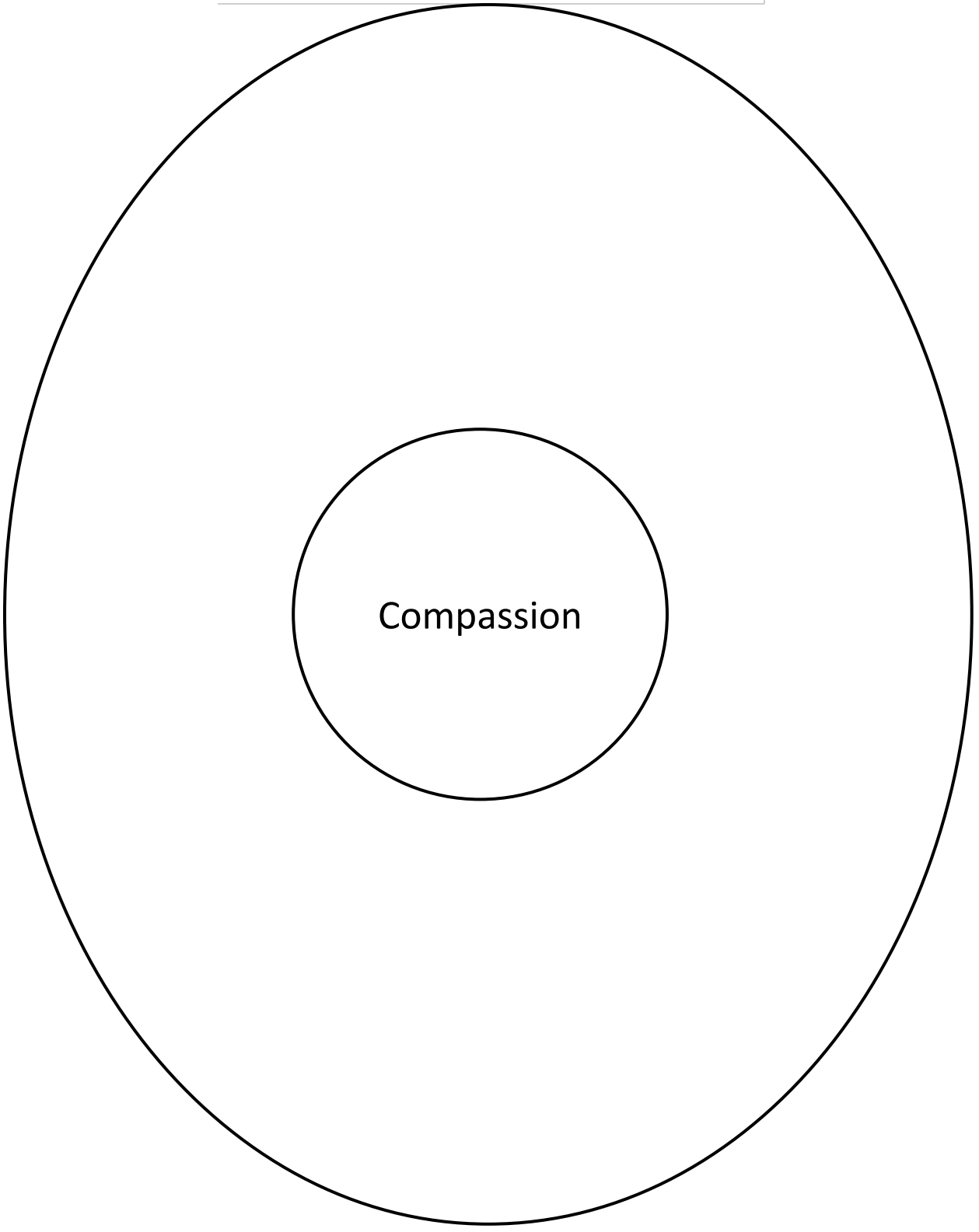
A large black-outlined circle is centered on the page. Inside this large circle is a smaller black-outlined circle. The word "Bravery" is written in a simple, black, sans-serif font in the center of the smaller circle.

Bravery



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Compassion