Unit 2- Understanding Text

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Week 10**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will continue to develop their survival vocabulary. They will understand subject-verb agreement, the difference between needs and wants and learn vocabulary associated with the five senses, body parts, clothing, numbers, colors, and days of the week, so that on their own they can navigate the English language environment.

Standards

Each WIDA sub-standard will be adapted to learner's proficiency level (entering, beginning, developing, expanding, bridging).

CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.K.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELL.PK-K.1	Social and Instructional Language
ELL.PK-K.2	The Language of Language Arts
ELL.PK-K.4	The Language of Science

Essential Questions

1) How are different forms of communication useful?

2) What is the relationship between words and sentences?

3) What is background knowledge?

Application of Knowledge and Skills...

Students will know that...

- 1. There are five senses.
- 10. There is a difference between a need and a want.
- 11. There are special names for different articles of clothing.
- 12. Vocabulary usage will include: blue, red, yellow, orange, green, purple, pink, black, gray, and white, fingers, thumbs, toes, hurts, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, shirts, pants, shorts, and shoes.
- 2. Basic body parts include: head, body, arms, hands, legs, and feet.
- 3. Ordinal numbers indicate the position or order of things in a list.
- 4. Cardinal numbers are the numbers used in counting.
- 5. The eight basic colors are red, orange, yellow, green, blue, purple, brown, black, and white.
- 6. Yes indicates agreement and No indicates negation or disagreement.
- 7. "Is" is used in the singular to ask a question, e.g. What is the name of this book?
- 8. "Are" is used in the plural to ask a question, e.g. What are the names of these books?
- 9. Every day of the week has a different name.

Students will be skilled at...

- 1. Name and describe the five senses.
- 10. Explain the difference between needs and wants.
- 11. Name various articles of clothing
- 12. Compare and contrast the purposes of different articles of clothing.
- 13. Use some or all of the new vocabulary.
- 14. Achieve grade-level linguistic complexity by asking and answering yes/no questions regarding class lessons.
- 2. Identify basic body parts.
- 3. Apply ordinal numbers to a variety of situations.

- 4. Use cardinal numbers.
- 5. Recognize the eight basic colors.
- 6. Form and respond to yes/no questions.
- 7. Use "is" in a correct subject verb agreement.
- 8. Use "are" in a correct subject verb agreement.
- 9. Distinguish the days and parts (weekday, weekend) of the week.

Assessments

- Unit Test Summative: Written Test Unit test encompassing information about: senses, body parts, clothing, numbers, colors, subject-verb agreement, and days of the week. RL.K.2, RI.K.4, L.K.2, WIDA 1, WIDA 2
- Choral Reading Formative: Other visual assessments Match spoken words to their written form. RF.K.1b, WIDA 1, WIDA 2
- Concept Development Formative: Other oral assessments Read a text about the five senses. Retell the story with prompting and support. RL.K.2, WIDA 1, WIDA 2, WIDA 4
- Discussion Formative: Other written assessments Read a text to the class about days of the week. Engage in a collaborative discussion asking and answering questions about key calendar details. SL.K.2, WIDA 1, WIDA 2
- Identify Formative: Other oral assessments Ask and answer questions about unknown words in a text. RI.K.4, WIDA 1, WIDA 2
- Pretest Diagnostic: Written Test Unit pretest encompassing information about: senses, body parts, clothing, numbers, colors, subject-verb agreement, and days of the week RL.K.2, RI.K.4, L.K.2, WIDA 1, WIDA 2
- Writing Practice Formative: Other written assessments Write an opinion on a book read in class through a combination of drawing, dictating, and writing/copying. W.K.1, L.K.2, WIDA 1, WIDA 2

Activities

- Discuss the concept of senses
- Pre-teach the concept of ordinal and cardinal numbers
- Pre-teach subject-verb agreement
- Discuss asking and answering yes/no questions
- Make word cards for stories
- Recite key unit vocabulary
- Share/read stories about days of the week
- Make a poster-sized graphic organizer of the characters and setting of a story
- Make a poster-sized graphic organizer of the plot of a story
- Act out a reader's theater for teacher-selected passages and texts
- Practice copying simple words and orally define them
- Scaffold comprehension by helping children retell text in their own words
- Demonstrate comprehension by drawing a picture to illustrate a simple idea
- Complete activities connecting a picture to a word it matches
- After reading a text, orally complete fill in the blank comprehension sentences
- Complete Internet-based picture/spelling activities
- Choral reading and read alouds

- Practice writing on sentence strips
- Show and tell

Activities to Differentiate Instruction

- illustrated word/phrase walls
- environmental print
- pictures/photographs
- illustrations, diagrams, drawings
- songs/chants
- models & figures
- maps
- in pairs or partners
- L1 support
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Integrated/Cross-Disciplinary Instruction

Science: senses and parts of the body

Resources

Graphic Organizers and Activities -

http://www.tips-for-teachers.com/free_classroom_printables.htm

Sentence Strips & Other Resources -

http://www.ourclassweb.com/sites_for_teachers_new_teacher_tools.htm