Unit 3- World Around Us

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Week 20**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will explore age-appropriate concepts. They will improve their language skills by working with key survival vocabulary in the different domains of language learning. Students will continue to learn survival language through the instruction of different family member names, meals of a day, months in a year, and the different room names we can find in a school.

Standards

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

CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
ELL.PK-K.1	Social and Instructional Language
ELL.PK-K.2	The Language of Language Arts
ELL.PK-K.5	The Language of Social Studies

Essential Questions

1) How do family members influence decision making?

2) What is the relationship between words and sentences?

3) What is background knowledge?

Application of Knowledge and Skills...

Students will know that...

- every month has a different name
- people have likes and dislikes regarding eating and drinking
- there are many different rooms in a school, and they all have different functions
- there are names for different food groups
- there are names for different meals during the day
- there are names.titles for extended family members
- There are names/titles for immediate family members
- there are titles of respect, and corresponding abbreviations for addressing people

Students will be skilled at...

- construct sentences expressing likes and dislikes regarding eating and drinking
- define and describe different meals during the day
- explain and categorize the rooms in a school
- identify titles of respect, and corresponding abbreviations for addressing people
- list and give examples of the various food groups
- list the months
- recall and name extended family members
- recall and name immediate family members
- use some or all of the new vocabulary

Assessments

- Unit Test Summative: Written Test Unit test encompassing information about: family members, titles of respect, meals, food groups, rooms in the school, and months. RL.K.3, RI.K.1, L.K.5, WIDA 1, WIDA 2
- Choral Reading Formative: Other oral assessments Read common words by sight. RF.K.1c, WIDA 1, WIDA 2
- Concept Development Formative: Other oral assessments Read a text about family members.

Identify characters, settings, and major events with prompting and support. RL.K.3, WIDA 1, WIDA 2, WIDA 4

- Discussion Formative: Other written assessments Read a text to the class about food and meals. Engage in a collaborative discussion asking and answering questions to clarify key details. SL.K.3, WIDA 1, WIDA 2

- Pretest Diagnostic: Written Test Unit pretest encompassing information about: family members, titles of respect, meals, food groups, rooms in the school, and months. RL.K.3, RI.K.1, L.K.5, WIDA 1, WIDA 2

- Writing Practice Formative: Narrative Writing Assignment Write a narrative or series of events, about a day at school, through a combination of drawing, dictating, and writing. W.K.3, L.K.5, WIDA 1, WIDA 2

Activities

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- Discuss family member titles
- Pre-teach the titles of respect for addressing people
- Pre-teach food groups and meals
- Discuss the rooms of the school
- Make word cards for stories
- Recite key unit vocabulary
- 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
- Complete a fluency check chart by recording the number of words a student can read in one minute
- Record all fluency check charts in a single log for each student
- Practice writing 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, complete fill in the blank comprehension sentences by using a word bank
- Complete Internet-based spelling activities in which the students write words after looking at a corresponding picture
- 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
- journals
- posters and displays

Integrated/Cross-Disciplinary Instruction

Social Studies

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