Unit 4- Vocabulary in Social Studies

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Week 30**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, students will continue to obtain vocabulary needed to survive in the English language environment. Concepts that will be explored in the unit are different holidays and how they are different between cultures, the four seasons that are experienced, how to express emotion through the four language domains, occupations, and spatial relationships. These concepts will assist the students 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.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCSS.ELA-Literacy.RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
ELL.PK-K.1	Social and Instructional Language
ELL.PK-K.5	The Language of Social Studies

Essential Questions

1) How do people all over the world celebrate holidays?

2) What is the relationship between words and sentences?

3) What is background knowledge?

Application of Knowledge and Skills...

Students will know that...

- a holiday is usually a day of festivity and special foods
- an occupation is a job or type of work
- certain terms can be used to describe spatial relationships
- each season is associated with different weather patterns
- emotions describe how a person feels
- every country and culture has its own holidays
- generally, certain rooms have a specific type of furniture
- the town provides various government services
- there are four seasons
- vocabulary usage will include: Thanksgiving, Christmas, New Year's Eve, Memorial Day, 4th of July, spring, summer, autum, winter, AM, PM, bedroom, kitchen, bathroom, living room, bed, refridgerator

Students will be skilled at...

- apply the correct terms in describing spatial relationships
- compare and contrast different holidays
- Distinguish among the seasons
- explain and categorize governmental services
- Explain defining weather chara
- explain defining weather characteristics of each season
- identify some American (federal) holidays
- list and describe different types of work
- predict emotional reactions to teacher-described scenarios
- use some or all of the new vocabulary

Assessments

- Unit Test Summative: Written Test Unit test encompassing information about: holidays, seasons,

homes, and occupations. RL.K.2, RI.K.2, L.K.6, WIDA 1, WIDA 2

- Choral Reading Formative: Other oral assessments Read common sight words and recognize all alphabet letters. RF.K.1d, WIDA 1, WIDA 2
- Concept Development Formative: Other oral assessments Read a text about American holidays. Ask and answer questions about unknown words in the text with prompting and support. RL.K.4, WIDA 1, WIDA 2, WIDA 5
- Identify Formative: Other oral assessments Ask and answer questions about the main topic and key details in a text about seasons. RI.K.1, WIDA 1, WIDA 2, WIDA 3
- Pretest Diagnostic: Written Test Unit pretest encompassing information about: holidays, seasons, homes, and occupations. RL.K.2, RI.K.2, L.K.6, WIDA 1, WIDA 2
- Writing Practice Formative: Other written assessments Read to the class texts about government jobs, e.g. firemen, policemen, and teachers. Using information from the text, write/illustrate some or all of these occupations. Revise writing/drawing to improve it. W.K.5, L.K.6, WIDA 1, WIDA 2, WIDA 5

Activities

- Discuss the concept of holidays
- Discuss seasons, climate, and weather patterns
- Pre-teach the names for furniture found in different rooms
- Pre-teach terms for spatial relationships
- Discuss government occupations
- Edit and revise written/illustrated work
- 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 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/copy 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
- manipulatives

Integrated/Cross-Disciplinary Instruction

Social Studies - Holidays

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