Unit 1: Getting to Know Us

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Unit 1: Getting to Know Us

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade English Language Learners (ELL)

Unit 1: Getting to Know Us

Belleville Board of Education

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Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

Unit One takes ELLs through a journey of self discovery. It asks children to think about the things that make them special, such as their talents, their personalities, and their appearances. Children will discover that everyone is different and special in his or her own way. Topics covered in Unit One include school, home, pets, friends, and the body.

Enduring Understandings

Week 1.Think about the things that make people special, such as talents, personalities, and appearances and how everyone is

different and special in his or her own way.

Week 2. Name and describe different places to visit in a community.

Week 3. Understand what makes pets special and why.

Week 4. Describe activities that children like to do with their friends whether at home or school.

Week 5. Describe ways in which body moves.

Essential Questions

During Unit 1, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "What makes you special?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

Week 1:

Concept: At School

Essential Question: What do you do at your school?

Week 2:

Concept: Where I Live

Essential Question: What is it like where you live?

Week 3:

Concept: Our Pets

Essential Question: What makes a pet special?

Week 4:

Concept: Let's Be Friends

Essential Question: What do friends do together?

Week 5:

Concept: Let's Move

Essential Question: How does your body move?

Exit Skills

By the end of the unit, students will be able to:

- Use reading strategies to a comprehend text
- Use reading strategies to ask questions about text
- Identify characteristics of different types of genres
- Read and write grade level specific high-frequency words
- Apply grade level phonics skills
- Utilize writing traits to create grade appropriate writing pieces

New Jersey Student Learning Standards (NJSLS)

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and

	texts with peers and adults in small and larger groups.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.

Interdisciplinary Connections

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Learning Objectives

- Develop and expand oral vocabulary.
- Elaborate and ask questions to request clarification.
- Support ideas with text evidence.
- Determine the main ideas and supporting details.
- Paraphrase information to demonstrate understanding.
- Collaborate to converse about a topic.
- Describe traits of a character.
- Recognize different types of sentences.
- Write sentences to respond to a prompt.
- Form opinions.
- Ask and answer questions about key details in a text.
- Discuss activities and events that occur in a story.
- Develop language to use when talking about a topic.
- Identify and read High-Frequency Words.
- Identify and practice phonemes within words.
- Retell a story.
- Create words with Word Building Cards.
- Identify complete sentences and fragments.
- Draw conclusions about a character's feelings.
- Create an informational writing piece that describes characters in a story.
- Participate in an interactive Read Aloud.
- Summarize information.
- Identify similarities and differences.
- Respond to the text by revisiting the essential question, discussing it, and writing about it.
- Use conjunctions to connect sentences.
- Answer questions about a piece of writing.
- Write to a specific prompt by either labeling, writing a caption or complete sentences.

Suggested Activities & Best Practices

Unit 1, Week 1

- Create a two-column chart. Write class subjects at the top of one column of the chart. Have children write their name next to their favorite subject.
- Discuss characteristics of a good friend and how to be a good friend. Say: How do good friends act? How do they sound? Have children take turns describing a friend in the class or in the school. Have others guess who they are describing.
- Read: A Friend Like You by Andrea Schomburg
- Charades - Invite children to write the name of their favorite class activity on a slip of paper. Collect the slips of paper and then act out the activity. Have other children guess what they are doing.

Unit 1, Week 2

- Town Map - Have children create a town map. Draw a few major streets on a piece of large butcher paper. Discuss landmark stores or parks and draw these on maps. Have children draw and color in the remaining stores and buildings. Encourage discussion as children draw and color: Ask: Do you go to that store? What do you get there?
- Read: Me on the Map by Joan Sweeny
- Have children draw themselves shopping in their favorite store. Guide them to add labels and captions using the words and

frames they have been learning.

Unit 1, Week 3

- Have children talk about what they would name their pet and what they could do with it. Then have them draw themselves doing something with a pet. Guide them to add labels to identify the elements in their drawing. P
- Pick a Pet - Remind children how pets have different qualities or characteristics. Start a list of animals that make good pets and their qualities. Have children contribute to the list.
- Read: We're Getting a Pet by Sue Fliess
- Read: The Perfect Pet by Margie Palatini

Unit 1, Week 4

- Have children form small groups and discuss activities that people do together for fun. Encourage them to think of activities that people of all ages do. Guide them to think of siblings, family friends, neighbors, or local heroes who enjoy or need to perform an activity together. Offer suggestions, such as, playing a sport like tennis, riding a bike, playing cards, cooking, or building something. Have children discuss whether they would like to do that kind of activity, too.
- Read: The Rainbow Fish by Marcus Pfister
- Have partners talk about something they could teach one another, such as how to play a game or how to make, build, or fix something.
- Read: The Things I Love About Friends by Trace Moroney

Unit 1, Week 5

- Have children create a three-frame storyboards that show themselves in motion on the playground. For example, if they are sliding, the first picture would show them climbing the ladder, the second would show them seated at the top, and the third would show them whizzing dow. Have them title the storyboard with the name of the movement, and guide them to add labels and captions.

Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing

- Option for Paper/Pencil and Digital Assessments

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- My Language Book
- Literature Big Books
- Big Book and Little Book Reading/Writing Workshop
- Retelling Cards
- Interactive Read-Aloud Cards
- Visual Vocabulary Cards
- Decodable Readers
- Leveled Readers
- Literature Anthology

Ancillary Resources

- Sound-Spelling Cards
- High-Frequency Cards
- Photo Cards
- eBooks
- Differentiated Texts
- Student Practice Worksheets

Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction

- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities

- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- If children are unable to respond with phrases or short sentences then provide frames to help them.
- If children struggle to label their drawings then review with them the list of theme words from Day 4.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Have children draw and label/caption pictures.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- Retelling Cards - Students can retell their favorite selection using the retelling prompts.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Use online Reteaching lessons for phonemic awareness, phonics, high-frequency words, and vocabulary.
- Use the Language Development Cards for grammar and vocabulary.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Unit 1, Week 1

- Say: Let's talk about school. What happens at school? Describe a typical school day. How do you feel about school? What would make school better?
- Have children draw and write about activities they hope to do this school year.

Unit 1, Week 2

- Say: Let's talk about the place where you live. Use words to describe what it's like and what you can do there. Use descriptive words.
- Have children draw and write about what the place where they live is like, including significant buildings or special places.

Unit 1, Week 3

- Guage students' progress in speaking about this week's essential question according to their proficiency level: Say: A pet is special because _____.
- Have children draw and write about how Tinka changed and the sequence of events that led up to the ending using complete sentences.

Unit 1, Week 4

- Say: How do friends play together at school and at home? What types of games do friends play? What do they use to play the games?
- Have children draw friends playing together in various ways and write about each example. Children should try to use

complete sentences.

Unit 1, Week 5

- Say: Let's talk about different ways of moving. What's your favorite way of moving? Why? What's a difficult physical activity for you to do? Why is it hard?
- Have children draw and write complete sentences about the similarities and differences in movements made by two animals from Move!

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Unit 1, Week 1: What do you do at your school? (Day 1, Language Support)

NJSLS:

Interdisciplinary Connection: Reading and Writing

Statement of Objective:

Develop oral vocabulary to use when talking about school.

Collaborate to converse about school subjects and activities.

Understand activities that occur in a school.

Describe traits of a good friend.

Anticipatory Set/Do Now:

Say: This week we will be talking about things we do at school. We will listen to and read several books and stories about these things. We will learn and use langauge that wil help you understand the weekly concept: at school.

Learning Activity:

When we come to school we see friends. Let's sing a song about getting together with our friends. Sing "This is the Way We Work at School." Model actions that children can perform as they sing the lyrics. Children can hold up a book, turn to talk to a friend, and write in the air for the phrases read our books, talk to friends, and use our pencils in the verses.

In the My Language Book, have children turn to page 2 and look at the picture. Point to different activities found on the page as you name them. Then have children name and circle the things they like to do at school.

Model Language As you talk about the Weekly Concept page, keep in mind several cognates. Say: Clase *is the Spanish cognate for* class *and*día *is the cognate for day.*

Talk About It *Look at the teacher. What is the teacher doing? (reading a book) Is the teacher reading the book to himself or out loud? How can you tell? (the girl looks like she is listening to a story)*

Guide children to say the teacher is reading a book. **The teacher is reading a _____.**

Remind children of the many different activities they do throughout the school day.

Ask: What do you like to do at school?
Guide children to talk about activities they like to do at school. **At school I like to _____.**
Encourage children to think through the schedule of daily events and choose a subject they enjoy.

Our Favorite Subjects Chart Create a two-column chart. Write *class subjects* at the top of one column of the chart. Have children write their name next to their favorite subject.

Student Assessment/CFU's: Observation, Thumb Up, Thumb Down, Green, Yellow, Red Cards

Materials: My Language Book

21st Century Themes and Skills: Communication, Collaboration

Differentiation/Modifications: Leveled Readers, Differentiated Text, The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners, Student Practice Worksheets

Integration of Technology:

https://my.mheducation.com/login

Interactive Read Alouds
Digital Visual Vocabulary Cards
Laptops
Smartboard
Multimedia Library
Listening Library
Weekly and Unit Video Clip Openers

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