# Unit 3: Changes Over Time

Content Area: **ELL**
Course(s): **ELL Gr. 1**
Time Period: **NovDecJan**
Length: **30 Days**
Status: **Published**

## Unit 3: Changes Over Time

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# First Grade English Language Learners (ELL)

# Unit 3: Changes Over Time

**Belleville Board of Education**

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Board Approved: September 23, 2019

## 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."

In Unit Three, ELLs are asked to think about time and how we measure it. They discuss things that can happen in a short time and things that take a long time to happen. Topics in this unit include how we measure time, watching a plant grow, tales over time, now and then, and from farm to table.

## Enduring Understandings

Week 1. Understand the tools used to tell time and explain why it is important for people to know the time.

Week 2. Describe the changes that occur when a plant grows.

Week 3. Summarize what a folktale is and describe its features.

Week 4.Describe what life was like long ago by comparing and contrasting life from the past and present.

Week 5. Give examples of food children eat for different types of meals.

## Essential Questions

During Unit 3, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "What can happen over time?". 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:** What Time is It?

**Essential Question:** How do we measure time?

**Week 2:**

**Concept:** Watch It Grow!

**Essential Question:** How do plants change as they grow?

**Week 3:**

**Concept:** Tales Over Time

**Essential Question:** What is a folktale?

**Week 4:**

**Concept:** Now and Then

**Essential Question:** How is life different than it was long ago?

**Week 5:**

**Concept:** Now and Then

**Essential Question**: How do we get our food?

## 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)

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| 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.1.6 | Identify who is telling the story at various points in a text. |

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| 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.1.2 | Identify the main topic and retell key details of a text. |
| LA.RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| LA.RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 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.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| LA.RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| 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.RI.1.10 | With prompting and support, read informational texts at grade level text complexity or above. |
| 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.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| LA.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| 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.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.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| LA.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 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.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

## Interdisciplinary Connections

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| MA.1.MD.B | Tell and write time. |
| MA.1.MD.B.3 | Tell and write time in hours and half-hours using analog and digital clocks. |
| 1-LS1-1.LS1.A.1 | All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. |

## 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 3, Week 1

- A Typical Day - have children create a schedule of their typical day, like the one shown below. Have them write the usual time they wake up, eat meals, and go to bed. Direct them to fill in other activities around those times. Have children share and compare their schedule with a friend.
- Place children in small groups. Have children collaborate to write two sentences about lunch. The first sentence should tell what time they have lunch. The second sentence should tell what they plan to eat for lunch. You might have students include a drawing that shows a clock with the time and the place where they will eat also. Children may use technology to

include graphics or special fonts for their labels, captions and sentences.

Unit 3, Week 2

- Place children in small groups. Have children collaborate to create a product. Have each child draw themselves near a tree or group of trees. Remind them that fully grown trees are nice for resting under, hiding behind, picking fruit, or climbing on. Have children add labels or captions as they are able to that tell about the tree's parts and the activity thy are doing. Children may use technology to include graphics or special fonts for their labels, captions, and sentences.
- Guide small groups to talk about the different kinds of trees they've seen. Have children look at trees outside the classroom window or at images of trees displayed from books or magazines. Provide groups with drawing paper on which each group can share a list of words or images that tell about their discussion. "Some trees have ____.", "Some trees do not have ____ but have ____.", "The trees near our school ____. Trees in my neighborhood _____."

Unit 3, Week 3

- Place children in triads. Have children collaborate to create a Red Riding Hood poster promoting the story for others to read. Have each child draw themselves with a character from Little Red Riding Hood. Guide them to add labels and captions, using the words and frames they have been learning. Encourage the use of technology for graphics or special fonts. Be sure each child participates in the writing on the poster.

Unit 3, Week 4

- Place children in groups. Have children work together to brainstorm and then create drawings of a home from the past and a modern home. Collaboratively, have pairs compose sentences to compare the two drawings. Guide children to complete frames, as need: One difference in the picture is ____.; In the first picture , _____. in the second picture ____. The modern house has ____. The house from the past has ____.
- Build a Home - review the song lyrics to "Old Joe Clark". Then, have partners talk about how houses and items in houses might differ between the past and present.
- Ask: What kind of bed does Old Joe Clark sleep on? Why might our beds be different today? Point out that people used to have different ways of heating homes, cleaning them, and building them. Talk more about dome difference. Guide children to talk about a modern home today versus a home in the past. Create a chart and record responses.

Unit 3, Week 5

- Tell children that eggs are just one of many healthy foods. Guide children to name other foods. Make a list. Talk about whether each food is "good for you". To help them answer the question, guide children to talk about how the food they name are cooked or eaten, using sentence frames and prompts such as the following.
- Have children work in triads. Give each triad a large sheet of paper. Have each child draw themselves eating their favorite healthy food. Guide groups to use the computer to write labels, captions or sentences using the words and frames they have been learning. They can then cut out the label, caption, or sentences and glue it on the paper. Offer support as needed and encourage all children in the triad to participate.

## 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.

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| 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.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly |

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| | make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| 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.CS1 | Understand and use technology systems. |
| 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 3, Week 1

- Say: Name several things we use to measure time. Is it important for people to know the time? Why or why not?
- Have children draw and write about seconds, minutes, hours, days, weeks, and years.

Unit 3, Week 2

- Say: Describe a plant's growth from beginning to end.
- Have children draw and write about how a seed develops into a fully-grown plant.

Unit 3, Week 3

- Say: Compare two folktales. How are the characters and events alike and different?
- Have children draw and write about how little red chicken acted and the sequence of events that led up to the ending.

Unit 3, Week 4

- Say: Think of something that has not changed or has not changed very much in the last century. Do you think it will change in the future? Why do you think so?
- Have children draw and write to show how they can remember part of history and share it with other people.

Unit 3, Week 5

- Say: Let's talk about what you ate for dinner yesterday. What do you think about your dinner? What food did you eat? How were the food made? How do you make your favorite thing to eat?
- Have children draw and write about where food comes from and how it is made in Where Does Food Come From?

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: