Unit 4: Animals Everywhere

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade English Language Learners (ELL)

Unit 4: Animals Everywhere

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."

In Unit Four, ELLs explore the world of animals. Children are asked to think about all the animals they know about and then talk about the ways those animals look and act. Topics covered by this unit include animal features, animal togetherness, animals in the wild, insects, and people interacting with animals.

Enduring Understandings

Week 1. Explain how animals' bodies help them and how their special features help them survive.

Week 2. Describe how animals take care of their young and how to keep each other safe.

Week 3. Describe how animals are able to survive in nature by naming things animals need.

Week 4. Classify insects of how they are alike and different.

Week 5. Give example of how people work with animals and describe different jobs people have to help animals.

Essential Questions

During Unit 4, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "What animals do you know about? What are they like?". 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: Animal Features

Essential Question: How do animals' bodies help them?

Week 2:

Concept: Animals Together

Essential Question: How do animals help each other?

Week 3:

Concept: In the Wild

Essential Question: How do animals survive in nature?

Week 4:

Concept: Insects

Essential Question: What insects do you know about? How are they alike?

Week 5:

Concept: Working with Animals

Essential Question: How do people work with animals?

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.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.8	(Not applicable to literature)
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.1.1	Ask and answer questions about key details in a text.
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.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words 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.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.1.3	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.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
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.W.1.4	(Begins in grade 3)
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.1.7	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.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.W.1.9	(Begins in grade 4)

LA.W.1.10	(Begins in grade 3)
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.1.5	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.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.3	(Begins in grade 2)
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Interdisciplinary Connections

1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
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.
1-LS1-1.LS1.D.1	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
1-LS3-1.LS3.A.1	Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
1-LS3-1.LS3.B.1	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

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 4, Week 1

- Animal Sort - display the photo cards for deer, kangaroo, wolf, fox, goat, tiger, sheep, horse, mule, owl, bird, turkey, penguin. Place children in groups of two. Say: Work with a partner to compare and sort these animals various ways. How are they the same? How are they different? Do they have similar feature? What groups did you make? Share comparisons with the class.
- Have children work in small groups. Have groups write two to three sentences about one animal and how its body helps them. Encourage them to use the words and frames they have been learning and remind them to listen for and write all of the sounds they hear in the words. Help children find a photo of their animal on the computer and add it to their informational text. Work with children at the Beginning Level and be sure each child participates in the writing of the text.

Unit 4, Week 2

- If I Was a...Have children think about what they would like to do if they were a bear and lived among other animals in the wild. Tell children that the activity they choose should be one that helps another bear. Children can draw their ideas.
- Penguin Huddle - Point to the right side of the My Language Book picture and explain that standing close together is one way to keep warm and to protect young penguin chicks. Divide the class into groups that could form a huddle of several children around a stuffed toy, chair, or child who volunteers to be a young penguin. Encourage children to move like penguins move. Communicate different contexts to them, such as danger approaching or wild winds. Have children take that as their cue to huddle more closely together.

Unit 4, Week 3

- Have partners work together to draw an animal catching, trapping, or hunting food. Guide them to label the animal and action it is doing. Children at a high proficiency level should write three or four sentences.
- Display and review the words collecting, hibernating, and migrating. Then have children form triads. Show them how to fold a piece of paper in thirds so you see three panels. Have each child in the group choose one of the words, write it in a panel and then draw a picture that goes with the word. As each child works, the other partners should share ideas and ask questions. Provide frames as needed. As a triad completes their panels, have them share their work with another triad.

Unit 4, Week 4

- Have children use the chart to choose two more insects that are alike and different. Have them use the prompts to write about how they are alike and different.

Unit 4, Week 5

- Helpful Dogs - write the words police dog, guide dog, and watchdog where children can see them. Point to the words, say them, and have children repeat. Then have children form triads. Be sure each group has paper, pencils, and crayons. Show them how to fold a piece of paper in thirds to create three panels. Have each child in the group choose one type of dog, write it in a panel and then draw a picture that goes with the dog. Provide frames as needed.

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.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.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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
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 4, Week 1

- Say: Name several unique features of an elephant. Describe how these features are helpful to the elephant. Choose another animal. Describe its features and how the animal uses them.
- Have children draw and write a short piece about why Ray's flat tail is better than his fluffy tail.

Unit 4, Week 2

- Say: Explain how animals depend on each other in the wild. Name examples from the animals you learned about. Why do you think these animals do what they do?
- Have children draw and write about the way small fish stay safe and how bigger fish might swim by without eating the smaller fish.

Unit 4, Week 3

- Say: Let's talk about facts you learned about wild animals. Which animal is most interesting to you? Why? Which animal do you think works the hardest to survive? Why?
- Have children draw and write a short piece about three ways that wild animals find what they need to eat. Encourage children to use complete sentences.

Unit 4, Week 4

- Say: We compared many insects this week. Name two insects and tell me how they are alike. Now choose another two insects and tell me how they are different.
- Have children draw and write a short piece about how Caterpillar changed and the sequence of events that led up to his change.

Unit 4, Week 5

- Say: Let's talk about animals that people work with. What helping animal that you learned about this week was your favorite? What does that animal do? How does it help people? What does that animal have to learn?
- Have children draw and write a short piece about how guide dogs are trained and how they help people, using information from "From Puppy to Guide Dog".

- 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: