Unit 5: Figure It Out

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade EnglishLanguage Learners (ELL)

Unit 5: Figure It Out

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 Five, ELLs use various tools to make sense of the world around them. The topics in this unit include classifying and categorizing, examining the sky, discussing great inventions, examining sounds, and figuring out how things get built.

Enduring Understandings

Week 1. Summarize how people can classify and categorize things.

Week 2.Describe objects that children see in the sky during different times of the day.

Week 3. Give examples of inventions that children know of and how that invention is useful.

Week 4. Describe different sounds children hear and how those sounds are made.

Week 5. Discuss how things are built, such as, buildings and what materials are used.

Essential Questions

During Unit 5, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "How can we make sense of the world around us?". 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: See It, Sort It

Essential Question: How can we classify and categorize things?

Week 2:

Concept: Up in the Sky

Essential Question: What can you see in the sky?

Week 3:

Concept: Great Inventions

Essential Question: What inventions do you know about?

Week 4:

Concept: Sounds All Around

Essential Question: What sounds can you hear? How are they made?

Week 5:

Concept: Build It!

Essential Question: How do things get built?

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.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
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.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.5	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.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.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).
1-PS4-2	Make observations to construct an evidence-based account that objects can be seen only when illuminated.

Interdisciplinary Connections

SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-1.4	Analyzing and Interpreting Data
1-ESS1-2.ESS1.B.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
1-PS4-1.3	Planning and Carrying Out Investigations
1-PS4-1.PS4.A.1	Sound can make matter vibrate, and vibrating matter can make sound.

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 5, Week 1

- Display the photo cards for berries, boots, grapes, jacket, sandwich, shirt, shoe, sock, and pie. Place children in groups of

two. Say: Work with a partner to classify these photos. how did you sort them? What groups did you make? Why did you classify them that way? Share comparisons with the class.

- Have children work with you to collaboratively write several sentences about how this store could be organized. Write this text on chart paper. Have each child write one sentence or one word within a sentence. Encourage them to use the words and frames they have been learning and guide them to listen for and write all of the sounds they hear in the words. Some children may wish to search for images or graphics using technology and print hard copies to glue on the finished product.

Unit 5, Week 2

- Have children add labels to the pictures they added to their My Language Book page. Then, invite children to draw a close-up or larger picture of one of the objects in the day or night sky. Have them describe or write a descriptive for their drawing.

Unit 5, Week 3

- Have children work with partners. Make sure children have paper and crayons. Ask students to discuss which inventions they think is more important- the elevator or the zipper. Ask: How would things be different today if we diddn't have zippers? What if we didn't have elevators? How would we get to different floors on tall buildings?
- Have children write about another invention and tell what it is used for. Have them include in their answers whether they think it is used for enjoyment, for improving their lives, or both. The writing should include the use of familiar vocabulary and be an appropriate length according to their proficiency level.

Unit 5, Week 4

- Have children write a sentence or two to explain their drawings using words they learned in the lesson. Encourage students at the Advanced level to write several sentences to develop longer pieces with more complex ideas.
- Have children work together to draw something making a noise or sound and have a partner guess where the noise is coming from. Make sure the person drawing add captions or labels explaining the sound.

Unit 5, Week 5

- Have children draw a house. Guide them to label their drawing with the materials it is built from. Extend writing for Advanced students and guide children to write longer pieces focused on what interests them most about buildings.
- Have children turn and talk with a partner about whether they have or might want to have a porch or patio where they live and why. Many buildings have more than one level. This means they have rooms on the ground and rooms on top of those rooms. Inside the building, each set of rooms is called a floor. From outside the building, each floor is called a story. Ask: Why do you think people make buildings with more than one story?

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.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an 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	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 5, Week 1

- Say: Name several ways to classify items. Describe why people classify items. Describe how food items can be classified.
- Have children write to explain the differences between the hats and the best type of hat for Horse.

Unit 5, Week 2

- Say: Describe the day sky and the night sky. Include objects and colors you can see in each.
- Have children draw and write a short piece about Fern's exploration of the cloud.

Unit 5, Week 3

- Say: Think of an important invention that was created long ago, but we still use today. How has it changed? How has it stayed the same? Did it improve daily life or make it more enjoyable? Explain.
- Have children write a short piece about the reasons Mr. Takahashi became interested in robots, what he learned, and the different robots he made, and why he made them.

Unit 5, Week 4

- Say: Name several sounds you hear. How can you find out about the sounds you hear and where they come from or how they are made? Explain.
- Have children draw and write a short piece about the sequence of how the characters solved the mystery of the sound.

Unit 5, Week 5

- Say: Let's talk about building things. What structures can be built? What can they be made of? What is important when building these structures? What can they be made of? What are some parts these structures have?
- Have children write a short piece about steps of the shipbuilding process that they learned about in "The Joy of a Ship".

- 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: