

# Unit 4: Animals Everywhere

Content Area: **ELL**  
Course(s):  
Time Period: **FebMar**  
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Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **English as a Second Language: Grade 1**

## **Unit 4: Animals Everywhere**

**Belleville Board of Education**

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## **Unit Overview**

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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.

## **NJSLS**

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### **WIDA Standards**

**#1 ELLs communicate for social and instructional purposes within the school setting**

**#2 ELLs communicate information, ideas and concepts necessary in Language Arts**

**#3 ELLS Communicate information, ideas and concepts in Mathematics**

**#4 ELLs communicate information, ideas and concepts necessary in Science**

**#5 ELLS Communicate information, ideas and concepts in Social Studies**

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).

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.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.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.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.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.
	Range of Reading and Level of Text Complexity
	Conventions of Standard English
	Production and Distribution of Writing

## Exit Skills

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By the end of this unit, ELLs will be able to:

- Develop oral vocabulary to use when talking about a topic.
- Ask and answer questions after actively listening to a read-aloud
- Ask and answer questions about key details in a text
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate comprehension of text through written response to a prompt
- Elaborate and ask questions to request clarification
- Support ideas with text evidence
- Determine the main idea and supporting details
- Apply grade level phonics skills

## Enduring Understanding

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ELLs will take with them an overall understanding of animals and insects and the important role they play in the world around us.

## **Essential Questions**

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- **How do animals' bodies help them?**
- **How do animals help each other?**
- **How do animals survive in nature?**
- **What insects do you know about? How are they alike and different?**
- **How do people work with animals?**

## **Learning Objectives**

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Develop oral vocabulary

Collaborate to converse about a topic

Describe traits of a character

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

## **Interdisciplinary Connections**

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Please list all and any cross-curricular content standards that link to this Unit.

SCI.K-2.5.1.2	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
SCI.K-2.5.3.2.A.a	Living organisms: Exchange nutrients and water with the environment. Reproduce. Grow and develop in a predictable manner.
SCI.K-2.5.3.2.D	Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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

## **Technology Infusion**

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- [www.edconnect.mcgraw-hill.com](http://www.edconnect.mcgraw-hill.com)
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard

## **Differentiation**

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- Leveled Readers
- Differentiated Text

## **Special Education**

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- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Intervention Strategies**

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- 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 work presented 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

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit tests

## **Primary Resources**

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*Wonders:*

- *My Language Book*
- Literature Big Book
- Visual Vocabulary Card
- Reading/Writing Workshop
- Retelling Cards
- Interactive Read Aloud
- Differentiated Texts
- Language Development Cards

## **Ancillary Resources**

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- Smart Board
- Student Laptops
- Decodable Readers
- Leveled Readers