

Unit 1: Getting to Know Us

Content Area: **ELL**
Course(s):
Time Period: **SeptOct**
Length: **6 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English as a Second Language: Grade 1

Unit 1: Getting to Know Us

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Sophia Piano

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

Board Approved: October 17, 2016

Unit Overview

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

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.

NJSLS

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

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|-------------|---|
| LA.L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.1.1.J | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| LA.L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.1.2.A | Capitalize dates and names of people. |
| LA.L.1.2.B | Use end punctuation for sentences. |
| LA.L.1.2.D | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| LA.L.1.2.E | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| LA.L.1.4.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| LA.W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| LA.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| LA.W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| LA.RF.1.1 | Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. |
| LA.RF.1.2 | Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| LA.RF.1.2.B | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| LA.RF.1.2.C | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |

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| LA.RF.1.2.D | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| LA.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| LA.RF.1.3.B | Decode regularly spelled one-syllable words. |
| LA.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| LA.RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| LA.RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| LA.RL.1.1 | Ask and answer questions about key details in a text. |
| LA.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| LA.RL.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| LA.RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| LA.RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| LA.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| LA.RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. |
| LA.RL.1.10 | With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. |
| LA.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| LA.SL.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| LA.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| LA.SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| LA.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| LA.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| LA.SL.1.6 | Produce complete sentences when appropriate to task and situation. |

Exit Skills

By the end of Unit 1, 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

Everyone is different and special in his or her own way. ELLs will discuss what makes each of them special, thereby building their self esteem.

Essential Questions

- What do you do at your school?
- What is it like where you live?
- What makes a pet special?
- What do friends do together?
- How does your body move?

Learning Objectives

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

Revised Bloom's Taxonomy

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |

| | | | | | |
|--|---------|--|--|--|--|
| | Predict | | | | |
|--|---------|--|--|--|--|

Interdisciplinary Connections

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

Alignment to 21st Century Skills & Technology

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

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

21st Century Skills

- 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

- www.edconnect.mcgraw-hill.com
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard

Differentiation

- Leveled Readers
- Differentiated Text

Special Education

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
- 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

- 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

- 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

In addition to the assessments provided with the Wonders reading series, teachers may use different formative and informative assessments to guide their instruction. Below is a checklist of possible assessment strategies to be used in the reading classroom:

- 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

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

- Smart Board
- Student Laptops
- Decodable Readers

- Leveled Readers

Sample Lesson

Unit Name: Getting to Know Us

NJSLS: See attached

Interdisciplinary Connection: Science

Statement of Objective: SWBAT decode regularly spelled one-syllable words and recognize, as well as, generate initial sound alliteration

Anticipatory Set/Do Now: Begin lesson by showing the class the short vowel blending mini lesson video clips on edconnect.

Learning Activity:

Model Display the Insect Sound-Spelling Card. Teach /i/ spelled i using in and big. Model writing the letter i. Use the handwriting models provided. This is the Insect Sound-Spelling Card. The sound is /i/. The /i/ sound is spelled with the letter i . Say it with me: /iii/. This sound is at the beginning of the word insect. Listen: /iinsekt/, insect. I'll say /i/ as I write the letter.

Guided Practice/Practice Have children practice connecting the letter i to the sound /i/ by writing it. Say /i/ as I write the letter i. Then write the letter i five times as you say the /i/ sound.

Student Assessment/CFU's:

- Thumbs up if when they hear the short i sound game.

Materials:

- Sound Spelling Cards, laptop, smartboard, videoclip

21st Century Themes and Skills:

- Communication and Collaboration

Differentiation:

Visuals, the use of oral repetition, edconnect video clip

Integration of Technology:

Short i sound videoclips on edconnect.com

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| LA.L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| LA.RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| LA.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.K.4 | Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RL.K.1 | With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). |
| LA.SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| | Text Types and Purposes |