

Unit 1: Friends and Family

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 2

Unit 1: Friends and Family

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

In Unit One, ELLs explore the world of friends and family. They discover how families and friends learn, grow, and help one another. Topics covered in Unit One include friends helping friends, families around the world, pets are our friends, animals need our care, and families working together.

"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."

Exit Skills

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

Students learn the importance of families and friends and how they play a crucial part in building character.

Essential Questions

- How do friends depend on each other?
- How are families around the world the same and different?
- How can a pet be an important friend?
- How do we care for animals?
- What happens when families work together?

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

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: Reading with Wonders

NJSLS: See attached

Interdisciplinary Connection:
Science (insects)

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

Differentiation:
Visuals, the use of oral repetition, edconnect video clip

Integration of Technology:
Short i sound videoclips on edconnect.com

Standards:

Ref's	Standard ID	Description
-------	-------------	-------------

0x	LA.K.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
0x	LA.K.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
0x	LA.K.RF.K.1	Demonstrate understanding of the organization and basic features of print.
0x	LA.K.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
0x	LA.K.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
0x	LA.K.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
0x	LA.K.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
0x	LA.K.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
0x	LA.K.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
0x	LA.K.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).
0x	LA.K.RL.K.4	Ask and answer questions about unknown words in a text.
0x	LA.K.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
0x	LA.K.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
0x	LA.K.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).