

# Unit 6: How on Earth?

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

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **English as a Second Language: Grade 2**

## **Unit 6: How on Earth?**

**Belleville Board of Education**

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Board Approved: October 17, 2016

## **Unit Overview**

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In Unit Six, ELLs discover what keeps our world working. Students articulate how people make machines and devices work. Topics covered in Unit Six include plant myths and facts, we need energy, team up to explore, money matters, and the world of ideas.

*"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**

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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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Students examine the world around them and determine how various machines and processes work.

## **Essential Questions**

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- What do myths help us understand about plants?
- How do we use energy?
- Why is teamwork important?
- How do we use money?
- Where can your imagination take you?

## **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

### Revised Bloom's Taxonomy

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.
SCI.1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
SCI.1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## 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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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**

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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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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**

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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

## **Sample Lesson**

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### **Unit Name:**

What makes you special?

### **NJSLS:**

RF.1.3.B

### **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: /iiinsekt/, 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](http://edconnect.com)