

# Unit 01: This is Me

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

### New Jersey Student Learning Standards

#### Integration of Career Readiness, Life Literacies and Key Skills

[WIDA Can do booklet Grades 3-5; Can do descriptors](#)

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### Technology / Integration of Computer Science and Design Thinking

TECH.8.1.5	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.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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	Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RI.3	Reading Informational Text
LA.K-12.NJSLSA.W	Writing
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.SL	Speaking and Listening
	Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.L	Language
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

##### Unit Rationale

The purpose of this unit...

Unit 1 concentrates on the child's own world, identity and needs. The unit focuses on self-esteem of newly arrived students. Students will feel comfortable talking about themselves, their native countries and their families.

### Meaning

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### Essential Questions

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#### Essential Questions

Why do students need time to adjust to a new culture?

Why should students talk and write about their culture?

Why is it important to acquire vocabulary related to themselves?

Why do students need time to learn about their new school setting?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Students need to feel welcome and comfortable when they arrive to a new country.

Students' identity is important.

Students need to acquire vocabulary in order to express themselves in English.

Students need to understand classroom routines, schedules and the school setting.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

-name

- gender

- express basic needs

- country of origin

- United States-American Flag

- nationality

- family members

- school vocabulary

## **Skills**

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Skills

Student will be skilled at ...

- saying and writing your name

- asking to go to the bathroom or get a drink

- saying and writing where you were born

- drawing a flag to represent your nationality

-writing names and relationships of family members

-recognizing and identifying school supplies and places in school

- following school routines

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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### Resources and Mentor Texts

- WIDA Can do booklet Grades 3-5
- This is Me by Elizabeth Claire- ESL workbook
- Building Spelling Skills Grade 3 by Evan-Moor
- Daily Academic Vocabulary Grade 3 by Evan-Moor
- Fountas and Pinnell Reading Benchmark Kit

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

- reading benchmarks (independent, instructional, hard)
- snap word assessments after 25 words up to 75 words
- Iready assessments
- Journal writing

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- snap word review
- academic language review (one word introduced daily)
- reread previously read book
- word work
- introduction to new text
- independent reading
- discussion
- writing about reading
- review of homework (spelling/reading)
- Grammar Thursdays
- grammar lesson

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

## English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read

instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.