Example

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Unit will focus on basic vocabulary and content development around colors, shapes, numbers, household objects, and comparing and contrasting.

WIDA Standards

Standard 1: The language for social and instructional purposes

Standard 2:: The language for Language Arts

Standard 3: The language for Mathematics

Standard 4: The language for Science

Lesson Summary

Students will build vocabulary and foundational skills related to mathematics and science. Students will develop English language skills in all four language domains related to colors, shapes, numbers, household objects, and comparing and contrasting.

**Colors-** In this lesson, students use color vocabulary to describe objects with appropriate actions and short responses, draw and label pictures to describe colors, and observe colors in nature. Students show and tell items from the classroom and condense ideas to create detailed sentences about objects and their colors.

Colors (wordless)- In this lesson, students sort objects using color vocabulary, collect and graph data about colors, and draw and write about their favorite colors. Students offer opinions about colors they like and use adjectives to add details.

Shapes-In this lesson, students demonstrate an understanding of shape and size vocabulary, collect and graph

data about favorite shapes, and draw and write about shapes. Students offer opinions about shapes and expand sentences using prepositions.

Around Home- In this lesson, students describe real-world objects using shape vocabulary. They draw and label shapes and create shape-based communities. Students describe shapes using new academic vocabulary to add detail while speaking and play bingo to name nouns and describe them.

Numbers-In this lesson, students read information presented visually, count in daily class procedures, and represent numbers with drawings and words. They name numbers on a number chart and use prepositions to describe the locations of items in the classroom.

Big and Little- In this lesson, students compare and classify things in terms of size and write and draw about things that are big and little. They classify animals by their sizes in a classification chart. Students analyze language choices and learn action verbs.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- use vocabulary in sentences -describe objects - graph data - use adjectives -read information - use prepositions -classify -analyze	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Content Area	Language Development	Reading	Writing	Listening/Speaking	Assessment

1-2 SKILLS		Science- Students will observe and record the colors they find in nature.	Students will condense ideas to create precise and detailed sentences about objects and their color. Students will use adjectives to add details about things that are their favorite colors with substantial support and sentence frames.	Students will use color vocabulary to describe real-world objects using actions, short responses, and sentence frames. Students will demonstrate comprehension of color vocabulary by sorting real-life objects and illustrations with substantial support.	Students will draw and label pictures to describe colors using a word bank Students will draw and write sentences about their favorite colors using a sentence frame and word bank.	Students will plan and deliver show-and-tell presentations to describe objects from the classroom using color vocabulary and sentence frames. Students will offer opinions about colors that they like using simple gestures and sentence frames.	
1-2 RESOURCES		TCM- Language Power 6-8A	bilingual glossaries	TCM- Language Power 6-8A- readers	-Google Doc -notebook	- YouTube (Audio clips) - EdPuzzle -Flipgrid	
3-4 SKILLS		Mathematics: Students will collect data about other students	Students will use the prepositions above, on, and in front of as they describe the locations of	Students will demonstrate comprehension of shape and size	Students will draw and write about shapes using a sentence	Students will offer opinions about shapes using simple gestures and short responses.	

		favorite colors and represent the data in a bar graph.

Mathematics: Students will collect data about other students' favorite shapes and represent the data in a bar graph. | shapes in the classroom.

Students will name nouns and describe them using shape vocabulary | vocabulary using physical actions, short responses, and sentence frames.

Students will describe real-world objects using shape vocabulary with substantial support, using actions or giving short responses. | frame.

Students will draw and write to describe shapes around them using a sentence frame. Students will deliver oral presentations as they name numbers on a number chart using a sentence frame. | Students will create shapes and describe them with new vocabulary using sentence frames. | |
| **3-4 RESOURCES** | | TCM-Language Power 6-8A

Smartboard, document camera, paper, folders, pens. | bilingual glossaries | TCM-Language Power 6-8A- readers | Google Doc

notebooks

chart paper | -YouTube (Audio clips)

-EdPuzzle

Flipgrid | |
| **5-6 SKILLS** | | Mathematics: Students will design their own | Students will use the prepositions in, under, and next to as they | Students will demonstrate understanding of | Students will state opinions by drawing and | Students will deliver oral presentations as they name numbers on a number chart | |

		communities and describe the shapes that they see. Mathematics: Students will count in daily class procedures.	describe the location of objects in the classroom.	information presented visually, using actions or short responses.	writing about their favorite numbers using a sentence frame and word bank.	using a sentence frame.	
5-6 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	TCM-Language Power 6-8A- readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	
7-8 SKILLS		Science: Students will classify animals based on their size.	Students will brainstorm common action verbs and describe things they can do, using sentence frames for support.	Students will compare and sort things by their size using gestures, short responses, and sentence frames.	Students will draw and write sentences about things that are big and things that are little using a sentence frame.	Students will distinguish how the words big and little have a different effect on the audience.	
7-8		TCM-Language Power 6-8A	bilingual glossaries	TCM-Language Power 6-8A- readers	Smartboard, document camera, paper,		

RESOUR CES		Smartboar d, document camera, paper, folders, pens.			folders, pens.		
9-10 SKILLS		Hispanic Heritage Month Project (Research on a Hispanic tradition - Google slides) Teacher-student meeting and portfolio evaluation	Students share research data (slides)		Project presentati on	Listening to peer projects Students use peer evaluation rubric	
9-10 RESOUR CES			Chromeboo ks		Smartboa rd, document camera, paper, folders, pens.	printed rubrics	

Career Readiness, Life Literacies & Key Skills

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

	7.1.AL.IPRET.6).
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).