

# Example

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

## Unit Focus

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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

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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

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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



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

		<p>favorite colors and represent the data in a bar graph.</p> <p>Mathematics: Students will collect data about other students' favorite shapes and represent the data in a bar graph.</p>	<p>shapes in the classroom.</p> <p>Students will name nouns and describe them using shape vocabulary</p>	<p>vocabulary using physical actions, short responses, and sentence frames.</p> <p>Students will describe real-world objects using shape vocabulary with substantial support, using actions or giving short responses.</p>	<p>frame.</p> <p>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.</p>	<p>Students will create shapes and describe them with new vocabulary using sentence frames.</p>	
<b>3-4 RESOURCES</b>		<p>TCM-Language Power 6-8A</p> <p>Smartboard, document camera, paper, folders, pens.</p>	<p>bilingual glossaries</p>	<p>TCM-Language Power 6-8A- readers</p>	<p>Google Docs</p> <p>notebooks</p> <p>chart paper</p>	<p>-YouTube (Audio clips)</p> <p>-EdPuzzle</p> <p>Flipgrid</p>	
<b>5-6 SKILLS</b>		<p>Mathematics: Students will design their own</p>	<p>Students will use the prepositions in, under, and next to as they</p>	<p>Students will demonstrate understanding of</p>	<p>Students will state opinions by drawing and</p>	<p>Students will deliver oral presentations as they name numbers on a number chart</p>	

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

<b>RESOURCES</b>		Smartboard, document camera, paper, folders, pens.			folders, pens.		
<b>9-10 SKILLS</b>		Hispanic Heritage Month Project (Research on a Hispanic tradition - Google slides)  Teacher-student meeting and portfolio evaluation	Students share research data (slides)		Project presentation	Listening to peer projects  Students use peer evaluation rubric	
<b>9-10 RESOURCES</b>			Chromebooks		Smartboard, 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).