

ESL - K-2 Kit A Curriculum

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **30**
Status: **Published**

Unit Focus

Unit 1- Thirty minutes a day. A book a week. Six weeks to complete unit 1.

Unit 2- Thirty minutes a day. A book a week. Six weeks to complete unit 2.

Unit 3- Thirty minutes a day. A book a week. Two weeks to complete unit 3.

Unit 4- Thirty minutes a day. A book a week. Three weeks to complete unit 4.

Unit 5- Thirty minutes a day. A book a week. Six weeks to complete unit 5.

Unit 6- Thirty minutes a day. A book a week. Three weeks to complete unit 6.

Unit 7- Thirty minutes a day. A book a week. Two weeks to complete unit 7.

The overall theme of this unit is to engage young learners in exploring fundamental aspects of their world through activities centered around shapes and colors. This unit aims to enhance students' perceptual and observational skills by helping them identify and categorize shapes and colors in their environment. By developing descriptive language skills, students will effectively communicate their observations and understand their surroundings better.

Essential Questions:

- How can we describe and group things in different ways?
- Describe your favorite shapes and colors. Where can you find them in our community?

Rationale:

Understanding shapes and colors is fundamental for young learners as it enhances their perceptual and observational skills. By exploring shapes and colors in their environment, students can develop a deeper awareness of patterns and relationships, laying the groundwork for more complex cognitive processes.

Transfer Goals:

- Students will be able to identify and categorize shapes and colors in their surroundings.
- Students will develop descriptive language skills to communicate their observations effectively.

Enduring Understandings:

- Shapes and colors are everywhere in our community, contributing to the diversity and aesthetic of our environment.
- Describing shapes and colors helps us communicate our perceptions and understand the world around us better.

Speaking and Listening Skills:

- Students will practice expressing their opinions about shapes and colors using sentence frames.
- Students will engage in discussions with partners and groups, sharing their thoughts and listening to others.
- Students will use descriptive language to talk about shapes they create using various materials.

- Students will practice new vocabulary by describing shapes in the classroom and in their drawings.

Reading Skills:

- Students will identify shapes and colors in books and other visual materials.
- Students will describe what they see in pictures, reinforcing their understanding of shapes and colors.
- Students will work with partners to classify objects by shape and color, enhancing their collaborative skills.

Writing Skills:

- Students will draw objects that match specific shapes and write sentences describing them.
- Students will complete activities in their practice books that involve drawing and writing about shapes and colors.

By focusing on these skills and understandings, this unit aims to build a strong foundation for young learners, preparing them to observe, describe, and appreciate the diverse world around them.

NJSLS ELA

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
Standard - You can list the code of the standard here (RL.9-12.1) and then use the "Actions" feature to "Add Standards" and they will be listed in full below	<ul style="list-style-type: none"> ○ Insert correlating SLOs here in a bulleted list

WIDA Standards

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

ELD-SI.K-3.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ●

Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps

ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new information

ELD-LA.K. Narrate Interpretive Interpret language arts narratives (with prompting and support) by • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text

ELD-LA.K Narrate. Expressive Construct language arts narratives (with prompting and support) that • Orient audience to story • Describe story events

ELD-LA.K. Inform. Interpretive Interpret informational texts in language arts (with prompting and support) by • Identifying main topic and key details • Asking and answering questions about descriptions of familiar attributes and characteristics • Identifying word choices in relation to topic or content area

ELD-LA.K. Inform Expressive Construct informational texts in language arts (with prompting and support) that • Introduce topic for audience • Describe details and facts

ELD-LA .1 .Narrate .Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA .1 .Narrate .Expressive Construct language arts narratives that • Orient audience to story • Develop story events • Engage and adjust for audience

ELD-LA .1 .Inform .Interpretive Interpret informational texts in language arts by • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area

ELD-LA .1 .Inform .Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Describe attributes and characteristics with facts, definitions, and relevant details

ELD-LA.2-3.Narrate. Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate. Expressive Construct language arts narratives that ● Orient audience to context ● Develop story with time and event sequences, complication, resolution, or ending ● Engage and adjust for audience

ELD-LA.2-3.Inform. Interpretive Interpret informational texts in language arts by ● Identifying the main idea and key details ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform. Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text

Rationale, Transfer Goals, and Enduring Understandings

Each unit in this curriculum aims to engage young learners by exploring fundamental aspects of their world. Through activities centered around shapes and colors, phonics, animal care, community dynamics, personal identity, school life, and play, students develop foundational skills and understandings. They learn to identify shapes and colors in their environment, apply phonetic knowledge to reading, demonstrate empathy through animal care, recognize community roles and helpers, celebrate individuality and family bonds, explore school subjects and routines, and engage in cooperative play and physical activities. These experiences foster cognitive, social, and emotional growth, preparing students to understand their surroundings, appreciate diversity, and develop essential skills for academic and personal success.

Unit 1: Basics

Essential Questions:

- How can we describe and group things in different ways?
- Describe your favorite shapes and colors. Where can you find them in our community?

Rationale:

Understanding shapes and colors is fundamental for young learners as it enhances their perceptual and observational skills. By exploring shapes and colors in their environment, students can develop a deeper awareness of patterns and relationships, laying the groundwork for more complex cognitive processes.

Transfer Goals:

- Students will be able to identify and categorize shapes and colors in their surroundings.
- Students will develop descriptive language skills to communicate their observations effectively.

Enduring Understandings:

- Shapes and colors are everywhere in our community, contributing to the diversity and aesthetic of our environment.
- Describing shapes and colors helps us communicate our perceptions and understand the world around us

better.

Unit 2: Phonics

Essential Questions:

- How can you use letter sounds to help you read words?
- What sounds are similar in English and your home language? What sounds are different?

Rationale:

Phonics instruction is crucial for early literacy **development** as it provides foundational skills for reading and spelling. Understanding similarities and differences in phonetic sounds across languages enhances linguistic awareness and facilitates language learning.

Transfer Goals:

- Students will apply phonetic knowledge to decode and read words accurately.
- Students will compare and contrast phonetic sounds between English and their home language, fostering bilingual proficiency.

Enduring Understandings:

- Letter sounds help us recognize and pronounce words correctly, improving our reading fluency.
- Recognizing similarities and differences in phonetic sounds across languages deepens our understanding of linguistic diversity.

Unit 3: Animals

Essential Question:

- How can we care for animals? What do we need to be happy and healthy?

Rationale:

Learning about animal care promotes empathy and responsibility among students. Understanding the needs of animals nurtures respect for living beings and encourages ethical treatment.

Transfer Goals:

- Students will demonstrate knowledge of basic animal care practices, such as feeding and shelter.
- Students will recognize the importance of kindness and compassion towards animals for their well-being.

Enduring Understandings:

- Animals require care and attention to live happy and healthy lives, just like humans.
- Caring for animals teaches us empathy and responsibility towards all living creatures.

Unit 4: My Community

Essential Questions:

- What makes a community?
- Who are some helpers in your community?

Rationale:

Studying community dynamics fosters a sense of belonging and civic responsibility in students. Understanding community roles and functions promotes social awareness and cooperation.

Transfer Goals:

- Students will identify key elements that define a community, such as people, places, and services.
- Students will recognize various community helpers and their contributions to society.

Enduring Understandings:

- Communities are made up of diverse individuals who work together for the common good.
- Community helpers play vital roles in ensuring the well-being and safety of community members.

Unit 5: All About Me

Essential Questions:

- What makes each of us special?
- What do you like to do with your family?

Rationale:

Exploring personal identity and family relationships promotes self-awareness and emotional development in children. Celebrating individuality and familial bonds builds self-esteem and strengthens interpersonal connections.

Transfer Goals:

- Students will articulate their unique qualities and interests that make them special.
- Students will describe activities they enjoy doing with their family, fostering a sense of belonging and cultural identity.

Enduring Understandings:

- Each person is unique and valuable, contributing to the richness of our community and world.
- Family activities and traditions strengthen bonds and create lasting memories.

Unit 6: School

Essential Questions:

- What can you see and do in school?
- What is your favorite subject in school?

Rationale:

Exploring school environments and academic subjects nurtures curiosity and a love for learning. Understanding school routines and subjects promotes academic engagement and personal growth.

Transfer Goals:

- Students will describe activities and facilities commonly found in schools.
- Students will express preferences for different school subjects, fostering academic interest and motivation.

Enduring Understandings:

- School is a place for learning, discovery, and personal development.
- Exploring different subjects helps us discover our interests and talents.

Unit 7: Play and Exercise

Essential Questions:

- How can children play with others?
- What is a game or activity you like to do with your friends?

Rationale:

Promoting play and physical activity supports holistic development and social skills in children. Understanding the importance of play encourages teamwork, cooperation, and healthy lifestyles.

Transfer Goals:

- Students will demonstrate cooperative play skills and share experiences of playing with others.
- Students will engage in physical activities that promote health and well-being.

Enduring Understandings:

- Play is essential for social interaction, creativity, and physical development.
- Engaging in physical activities with others fosters friendships and promotes a healthy lifestyle.

These Rationales, Transfer Goals, and Enduring Understandings aim to provide a comprehensive framework for each unit, highlighting the educational objectives and desired outcomes for young learners.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
Unit 1: How can we describe and group things in different ways?	<p>Reading Objectives: Demonstrate comprehension of vocabulary (colors, shapes, numbers) through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences (about colors, shapes, numbers) using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information (about colors, shapes, numbers) using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision (in</p>	<p>Reading Skills:</p> <ul style="list-style-type: none">- Comprehension of vocabulary related to colors, shapes, and numbers.- Sorting and categorizing real-life objects and illustrations.- Identifying and understanding key details about objects and their characteristics. <p>Writing Skills:</p> <ul style="list-style-type: none">- Writing descriptive sentences using appropriate vocabulary.- Labeling and describing pictures and objects.- Organizing thoughts and ideas into coherent written expressions. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none">- Planning and delivering presentations using structured language and gestures.

	<p>colors, shapes, numbers) by using descriptive language and structured support.</p>	<ul style="list-style-type: none"> - Expressing opinions and preferences clearly and effectively. - Engaging in discussions and show-and-tell activities with peers. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Using precise language to describe objects and their attributes. - Expanding vocabulary through exposure to new words and concepts. - Applying grammar structures and sentence frames to enhance communication.
Unit 2: How can you use letter sounds to help you read words?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Identify words with specific initial sounds (b, m, t) and short vowel sounds (a, e, i). <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Draw and label pictures that begin with specific sounds (b, m, t) and have short vowel sounds (a, e, i). <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Describe pictures and answer questions using sentence frames and vocabulary learned in lessons. - Engage in oral presentations and ask/answer questions to demonstrate understanding. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Learn and use adjectives, action verbs, nouns, and suffixes. - Describe objects and text structures, sort vocabulary cards, and explore simple sentence patterns with guidance. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify words with specific initial sounds (b, m, t). - Identify words with short vowel sounds (a, e, i). <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and label pictures that begin with specific sounds (b, m, t). - Draw and label pictures that have short vowel sounds (a, e, i). <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Describe pictures in oral presentations and state the beginning sounds using sentence frames. - Use sight word vocabulary and specific sound vocabulary (b, m, t) to add detail while speaking. - Demonstrate active listening by asking and answering questions about words with specific sounds (b, m, t) and short vowel sounds (a, e, i). - Offer opinions and provide reasons using sentence frames and teacher guidance.

		<p>Language Development Skills:</p> <ul style="list-style-type: none"> - Learn and use adjectives to describe objects. - Learn and use action verbs as they identify words with initial sounds. - Learn about nouns and sort noun vocabulary cards with teacher guidance. - Describe text structures by identifying repeating words and phrases. - Create books with similar structures using sentence frames. - Learn the suffix –s and describe how the suffix changes the meaning of the word with substantial support. - Explore direct objects in simple sentence patterns in shared language activities.
Unit 3: How can we care for animals?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Demonstrate understanding of informational texts by retelling key details using sentence frames. - Give short responses to factual comprehension questions using sentence frames. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Gather information from texts to draw and write about topics using sentence frames and word banks. - Draw and write about personal and observed topics using sentence frames. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons with teacher modeling and sentence frames. - Describe the language a writer or speaker uses to present ideas with 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames. - Answer factual comprehension questions using sentence frames. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about topics using information from texts, sentence frames, and word banks. - Draw and write about personal observations using sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons with teacher modeling and sentence frames. - Describe the language used by writers or speakers to present ideas with prompting and sentence

	<p>prompting and sentence frames.</p> <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Combine sentences using conjunctions (e.g., and) with sentence frames. - Learn and use prepositions to expand sentences in shared language activities. 	<p>frames.</p> <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Combine sentences using conjunctions (e.g., and) with sentence frames. - Use prepositions to expand sentences in shared language activities.
Unit 4: What makes a community?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Retell key details and describe people, places, and objects using sentence frames and illustrations. - Make connections between texts and photographs to understand how people help others in the community. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Draw and write about community places and personal experiences using new vocabulary and sentence frames. - Draw and label pictures of pets and community places using information from texts and sentence frames. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Introduce themselves and describe roles as community workers using sentence frames. - Express ideas and participate in collaborative conversations using gestures, words, and simple learned phrases. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use nouns, prepositions, and 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames and illustrations. - Make connections between texts and photographs to describe how people help in a community. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about community places and personal experiences using new vocabulary and sentence frames. - Draw and label pictures of pets and community places using details from texts and sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Introduce themselves and describe roles as community workers using sentence frames. - Participate in collaborative conversations, expressing ideas with gestures, words, and simple phrases. <p>Language Development:</p> <ul style="list-style-type: none"> - Use nouns, prepositions, and conjunctions to describe people,

	<p>conjunctions to name and describe people, places, and actions in shared language activities with sentence frames.</p> <ul style="list-style-type: none"> - Explore text organization, onomatopoeia, and vocabulary through collaborative and guided activities. 	<p>places, and actions with sentence frames.</p> <ul style="list-style-type: none"> - Explore text organization, onomatopoeia, and academic vocabulary through guided activities and sentence frames.
Unit 5: What makes each of us special?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Retell key details of stories by sequencing events and using drawings, words, and phrases with substantial support. - Ask and answer questions about texts using short responses and sentence frames. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Draw and write about personal experiences, such as daily activities and family members, using sentence frames for support. - Describe actions and activities by completing sentence frames and labeling pictures. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons using sentence frames and teacher guidance. - Describe language used by authors, engage in collaborative conversations, and ask/answer questions using key words and sentence frames. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use connecting words, complex sentences, and compound sentences to describe personal experiences and family members in shared language activities. - Explore adjectives, adverbs, and 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details of stories by sequencing events and using drawings, words, and phrases. - Ask and answer questions about texts using short responses and sentence frames. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about personal experiences, such as daily activities and family members, using sentence frames. - Complete sentence frames and label pictures to describe actions and activities. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons using sentence frames and teacher guidance. - Engage in collaborative conversations, describe language used by authors, and ask/answer questions using key words and sentence frames. <p>Language Development:</p> <ul style="list-style-type: none"> - Use connecting words, complex sentences, and compound sentences to describe personal experiences and family members. - Explore adjectives, adverbs, and verbs to add details and describe actions, ideas, people, places, and things.

	verbs to add details and describe actions, ideas, people, places, and things in shared language activities.	
Unit 6: What can you see and do in school?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Ask and answer questions about things seen and done in school using sentence frames. - Identify reasons for school rules and similarities/differences in classroom images with substantial support. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Draw and write sentences about school activities and dream classrooms using sentence frames. - Create posters and write sentences about important school rules using sentence frames. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Describe language choices for different audiences (adults vs. friends) in partners. - Retell school rules and discuss classroom images using key words and sentence frames. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use present progressive tense to describe children's actions in texts with teacher guidance. - Explore simple present tense for class rules and routines in shared activities. - Describe actions that took place in the past using guided activities. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions about school activities and rules using sentence frames. - Identify similarities, differences, main ideas, and key details in texts with substantial support. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Write sentences and draw about school activities and dream classrooms using sentence frames. - Create posters and write about school rules and historical letters using sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Discuss language choices for different audiences in pairs. - Retell school rules and compare classroom images using key words and sentence frames. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Use present progressive tense to describe actions in texts. - Explore simple present tense for discussing class rules and past tense for historical activities in guided activities.
Unit 7: How can children play with others?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Read aloud and demonstrate understanding of texts using sentence frames. - Retell stories, describe 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Read aloud and demonstrate comprehension of texts using sentence frames. - Retell stories and describe

	<p>characters, settings, and events with support from text and illustrations.</p> <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Write about personal preferences and experiences, such as favorite activities and steps to routines, using sentence frames and word banks. - Create stories and describe processes using sentence frames and supporting details from texts. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Express opinions and discuss topics such as vacation packing and cultural celebrations using sentence frames. - Retell stories, cite important information, and discuss central messages with key words and teacher guidance. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use direct and indirect objects, connecting words, and phrases in sentence patterns during shared language activities. - Use academic vocabulary and tenses (present progressive, simple future) to describe actions, processes, and kindness in games with sentence frames. 	<p>characters, settings, events, and patterns from texts.</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Write about personal experiences and preferences using sentence frames and supporting details. - Create stories and describe processes with sentence frames and vocabulary from texts. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Express opinions and discuss topics using sentence frames. - Retell stories, cite important information, and discuss central messages with guidance. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Use sentence patterns and vocabulary (including direct and indirect objects) in shared activities. - Use academic vocabulary and tenses (present progressive, simple future) to describe actions and kindness in discussions and activities.
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Unit 1: Identifying shapes and colors in the community to enhance perceptual skills.	Unit 1: Basics -Spiral Focus: Understanding shapes and colors in

	the community to enhance perceptual and observational skills.
Unit 2: Using phonetic knowledge to decode words and understand language sounds.	Unit 2: Phonics -Spiral Focus: Using phonetic knowledge to decode words and understanding similarities and differences in phonetic sounds across languages.
Unit 3: Demonstrating empathy and responsibility through learning about animal care.	Unit 3: Animals -Spiral Focus: Promoting empathy and responsibility by learning about animal care and understanding their needs.
Unit 4: Understanding community dynamics and roles to foster social awareness.	Unit 4: My Community -Spiral Focus: Exploring community dynamics and roles to foster social awareness and cooperation.
Unit 5: Exploring personal identity and family relationships to promote self-awareness.	Unit 5: All About Me -Spiral Focus: Celebrating personal identity and family relationships to promote self-awareness and emotional development.
Unit 6: Understanding school environments and subjects to nurture academic engagement.	Unit 6: School -Spiral Focus: Understanding school environments and subjects to nurture curiosity and academic engagement.
Unit 7: Promoting cooperative play and physical activities to support social interaction.	Unit 7: Play and Exercise -Spiral Focus: Promoting play, physical activity, and cooperative skills to support social interaction and healthy lifestyles.

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
Unit 1		Week 1: - Identifying details from visuals: Students observe the cover of the book and describe what they see, pointing out specific elements and	Week 1: - Labeling: Students are asked to label their drawings using specific color words (blue, green, red, yellow). This activity helps reinforce vocabulary	Week 1: - Listening for Instructions: Students listen attentively to instructions on how to conduct the show-and-tell activity and what is	Week 1: - Presenting: Students practice presenting objects they found in the classroom using sentence frames ("This is a _____. It is	1. Color Recognition and Labeling: - Provide a worksheet with pictures of various objects labeled with their corresponding colors (e.g., a blue ball, a red apple).

		<p>colors.</p> <ul style="list-style-type: none"> - Listening for specific information: During the reading, students listen for descriptions of colors and hold up corresponding colored squares. - Recalling and summarizing: After reading, students recall and discuss the colors mentioned in the book, naming objects and their colors from the story. <p>Week 2:</p> <p>1. Reading for Information: Students practice identifying details in photographs and describing them using color vocabulary. They learn to extract information from visual</p>	<p>acquisition and spelling.</p> <ul style="list-style-type: none"> - Descriptive Writing: Although not explicitly stated in the prompt, drawing and labeling involve a basic form of descriptive writing where students associate visual elements with corresponding words. <p>Week2:</p> <p>1. Descriptive Writing: Students practice describing their drawings using specific vocabulary related to colors. They learn to articulate details about their drawings, focusing on the use of their favorite color.</p> <p>2. Sentence Structure: Students use a provided sentence frame to</p>	<p>expected during their presentations.</p> <ul style="list-style-type: none"> - Listening for Vocabulary: Students listen for new vocabulary words and guidance from the teacher as they prepare and deliver their presentations. - Peer Listening: During partner practice, students listen to each other's presentations, providing feedback and support as needed. <p>Week 2:</p> <p>1. Active Listening: Students listen attentively to their partners' questions and responses regarding color preferences. They must comprehend the questions asked in order to respond appropriately.</p>	<p>_____.") to describe the object's name and color.</p> <ul style="list-style-type: none"> - Expressing: Students articulate their ideas clearly and confidently during their presentations. - Using Sentence Frames: Students utilize provided sentence frames to structure their oral presentations effectively. <p>Week 2:</p> <p>1. Expressing Preferences: Students practice expressing their likes and dislikes about colors using sentence frames. This encourages them to articulate their opinions clearly.</p> <p>2. Asking Questions: Students ask yes/no questions to their partners</p>	<p>Students would need to match the objects with the correct color labels.</p> <ul style="list-style-type: none"> - Assessment could also include a task where students draw and label their own pictures using color words learned in the lesson. <p>2. Oral Presentation Rubric:</p> <ul style="list-style-type: none"> - Develop a rubric that evaluates students' oral presentations based on criteria such as clarity, use of sentence frames, vocabulary accuracy, and confidence. - The rubric could also include criteria for listening skills, assessing how well students listen to each other during peer presentations. <p>3. Show-and-Tell Assessment:</p> <ul style="list-style-type: none"> - Observe each student
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		<p>sources (photographs) and verbalize their observations.</p> <p>2. Using Sentence Frames: Students use sentence frames to structure their responses during discussions about the photographs. This helps them articulate what they see and describe the colors they observe.</p> <p>3. Making Connections: Students connect the information they gather from the photographs to their prior knowledge and experiences, enhancing their comprehension of the content.</p> <p>4. Sorting and Categorizing: Students sort objects and details by color, which involves</p>	<p>structure their descriptions. This helps them organize their thoughts and communicate their ideas clearly.</p> <p>3. Creative Expression: Students express their creativity by drawing objects using their favorite colors and then translating their visual ideas into written descriptions.</p> <p>4. Vocabulary Application: Students apply color vocabulary learned throughout the lesson to accurately describe their drawings, enhancing their language proficiency in describing visual content.</p>	<p>2. Understanding Non-verbal Signals: Students interpret non-verbal signals such as thumbs-up and thumbs-down gestures to understand their partners' preferences without relying solely on verbal responses.</p> <p>3. Peer Interaction: During partner activities, students listen to each other's opinions and engage in meaningful dialogue. This enhances their listening skills as they focus on understanding their partners' perspectives.</p>	<p>about their color preferences, using the sentence frames provided. This activity promotes conversational skills and question formation.</p> <p>3. Verbal Responses: Students respond verbally to questions asked by their partners, using complete sentences. This helps them practice forming coherent responses in conversation.</p>	<p>during their show-and-tell presentation. Take notes on their ability to use sentence frames effectively, their pronunciation of color words, and their overall presentation skills.</p> <p>- Provide constructive feedback to each student based on their strengths and areas for improvement.</p> <p>4. Classroom Interaction and Participation: - Assess students' participation during whole-class discussions and partner activities related to colors and objects. Evaluate their ability to contribute ideas, use vocabulary appropriately, and engage with their peers.</p> <p>5. Written Reflections:</p>
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		categorization skills and reinforces their understanding of color vocabulary.				<p>- Have students write a short reflection on what they learned about colors and how they felt about presenting in front of the class. This can provide insights into their comprehension of the lesson content and their comfort level with oral communication.</p> <p>6. Observational Assessment:</p> <p>- Informal assessment through observation during classroom activities and interactions. This can include noting how students interact with color charts, how they respond to questions about colors, and how confidently they engage in speaking and listening activities.</p>
		Books: Colors,				

RESOURCES		Colors (Wordless)				
Unit 1 Week 2		<p>Before Reading:</p> <p>Building Background Knowledge and Vocabulary</p> <p>1. Vocabulary Development: Students learn and identify shape vocabulary words through visual aids and interactive exercises.</p> <p>2. Observational Skills: Students observe and describe shapes and colors found in images and real-world objects, enhancing their ability to visually categorize and recognize shapes.</p> <p>3. Prediction: By discussing the cover of the book and</p>	<p>1. Shape Representation: Students practice drawing objects that correspond to specific shapes, reinforcing their ability to visually and accurately represent shapes.</p> <p>2. Sentence Completion: Students complete sentences about their drawings, which helps them practice writing complete and coherent sentences. This also aids in connecting their visual representations with written descriptions.</p> <p>3. Descriptive Writing: Students write about objects they draw, using shape vocabulary.</p>	<p>1. Shape Identification and Review: Listening: Students listen to the review of shapes and their characteristics, enhancing their ability to follow along with the descriptions and connect them with visual representations.</p> <p>2. Expressing Opinions: Listening: Students listen to the teacher's model of sharing an opinion about a favorite shape and understand the structure of expressing preferences.</p> <p>3. Group Work and Collaboration : Listening: Students</p>	<p>1. Shape Identification and Review: Speaking: Students participate in discussions about shapes, using vocabulary related to shapes and their attributes (e.g., sides, corners).</p> <p>2. Expressing Opinions: Speaking: Students share their opinions about shapes with partners using the provided sentence frame, practicing articulating their thoughts clearly.</p> <p>3. Group Work and Collaboration : Speaking: Students work in groups to create shape books and</p>	<p>Formative Assessments</p> <p>1. Observation and Anecdotal Records: - Observe students during activities, group discussions, and presentations. Take notes on their participation, use of vocabulary, ability to follow instructions, and interaction with peers.</p> <p>2. Checklists: - Create a checklist to track students' ability to identify, draw, and describe shapes correctly. Include criteria such as correctly naming shapes, accurately drawing shapes, using</p>

		<p>anticipating what they will learn about shapes, students begin to predict content and engage with the text before reading.</p> <p>During Reading</p> <p>1. Reading for Information: Students practice reading nonfiction texts by identifying shapes and their characteristics in photographs and illustrations.</p> <p>2. Comparison and Classification : Students classify objects based on shape attributes, such as sides and corners, fostering their ability to compare and categorize information.</p>	<p>This activity enhances their ability to use descriptive language to convey specific attributes of the shapes.</p> <p>4. Use of Models: Students refer to the shapes chart created during the lessons to guide their drawing and writing. This skill develops their ability to use reference materials to support their writing.</p> <p>5. Detail and Accuracy: By drawing and writing about specific shapes and objects, students practice including relevant details and ensuring accuracy in their representations and descriptions.</p>	<p>listen to their peers' ideas and opinions during group discussions, improving their ability to understand and respect different viewpoints.</p> <p>4. Using Sentence Frames: Listening: Students listen to the teacher and peers using sentence frames to describe shapes and express opinions, helping them learn structured ways to communicate ideas.</p> <p>5. Real-World Connections: Listening: Students listen to examples of real-world objects that match the shapes they create, helping them make connections between classroom activities and the outside</p>	<p>discuss their drawings, practicing collaboration and using new vocabulary to describe shapes.</p> <p>4. Using Sentence Frames: Speaking: Students use sentence frames to describe shapes and express their opinions, reinforcing their ability to construct sentences and communicate effectively.</p> <p>5. Real-World Connections: Speaking: Students discuss real-world objects that correspond to shapes they have made, enhancing their descriptive skills and ability to relate classroom learning to everyday experiences.</p> <p>6. Hands-On Shape</p>	<p>vocabulary words, and following sentence frames.</p> <p>3. Peer Assessment: - Have students use a simple rubric to assess each other's work during partner and group activities. This can include criteria like clarity of explanation, correct use of vocabulary, and completeness of tasks.</p> <p>Summative Assessments</p> <p>1. Shape Books: - Evaluate the shape books created by student groups. Assess the accuracy of shapes drawn, the use of shape vocabulary, and the clarity and creativity of their descriptions.</p> <p>2. Individual Presentations: - Have each student present their favorite shape</p>
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		<p>3. Graphic Representation: Students use charts and diagrams to record and organize information about shapes encountered in the reading material.</p> <p>After Reading</p> <p>1. Application of Knowledge: Students apply their understanding of shapes by describing and identifying them in various contexts, reinforcing comprehension and retention.</p> <p>2. Verbal Expression: Students articulate their observations and learning about shapes through discussions and structured activities, enhancing their ability to communicate effectively.</p>		<p>world.</p> <p>6. Hands-On Shape Creation: Listening: Students listen to instructions on how to use materials to create shapes, improving their ability to follow multi-step directions.</p> <p>7. Sharing and Presenting: Listening: Students listen to their peers' presentations and explanations about shapes, practicing active listening and comprehension skills.</p>	<p>Creation: Speaking: Students describe the shapes they create with their groups, using sentence frames to ensure clear and accurate descriptions.</p> <p>7. Sharing and Presenting: Speaking: Students present their group work and individual creations to the class, practicing public speaking and clear articulation of their ideas.</p>	<p>or a shape they created. Use a rubric to assess their ability to clearly describe the shape, use the sentence frames correctly, and engage with their audience.</p> <p>3. Student Guided Practice Book Pages: - Review the completed pages in the Student Guided Practice Books (pages 15 and 19). Assess the accuracy of drawings, the correct completion of sentences, and the ability to match shapes to objects.</p> <p>Specific Assessment Tools</p> <p>1. Observation Checklist: - Criteria: Student can identify shapes, use sentence frames, participate in discussions, and</p>
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						<p>collaborate in groups.</p> <p>2. Rubric for Shape Books:</p> <ul style="list-style-type: none">- Criteria:- Content accuracy: Correct shapes and vocabulary.- Creativity: Originality and effort in drawings.- Presentation: Clear and organized description of shapes. <p>3. Peer Assessment Form:</p> <ul style="list-style-type: none">- Criteria:- Clarity of explanation: Did the student clearly describe the shape?- Use of vocabulary: Did the student use the correct shape vocabulary?- Engagement: Was the student able to engage and respond to their partner/group? <p>4. Exit Tickets:</p> <ul style="list-style-type: none">- Have students complete a quick exit
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						<p>ticket at the end of each lesson. For example:</p> <ul style="list-style-type: none">- "Draw your favorite shape and write a sentence using the sentence frame: 'I like _____. I think _____ are the best shape.'"- "Name a shape you learned about today and describe it using two characteristics." <p>5. Teacher-Student Conferences:</p> <ul style="list-style-type: none">- Conduct brief one-on-one conferences with students to discuss their understanding of shapes, their favorite shape, and their experience with the activities. Use this time to provide individual feedback and support. <p>Assessing Speaking and Listening</p>
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						<p>Skills</p> <p>1. Speaking Rubric:</p> <ul style="list-style-type: none">- Criteria:- Clarity of speech: Can the student speak clearly and understandably?- Use of complete sentences: Does the student use complete sentences when describing shapes and giving opinions?- Engagement: Does the student engage with their partner/group and listen to others? <p>2. Listening Checklist:</p> <ul style="list-style-type: none">- Criteria:- Active listening: Does the student show they are listening by nodding, making eye contact, and giving appropriate responses?- Following directions: Can the
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						student follow multi-step directions accurately? - Responding to peers: Does the student respond appropriately to peers' questions and comments?
RESOURCES		Books: Shapes (wordless), Around Home				
Unit 1 Week 3		<p>1. Counting and Numeracy: Students learn to count aloud from 1 to 10 and associate spoken numbers with written symbols and quantities.</p> <p>2. Visual Representation: Drawing visual representations (e.g., circles under numbers) helps students understand quantities associated with each number.</p> <p>3. Object Counting and</p>	<p>The writing skills in these two lessons include:</p> <p>1. **Recording Quantities:** Students practice writing numbers and associating them with quantities by drawing objects that match the written number (e.g., writing the number 7 and drawing 7 ducks).</p> <p>2. **Descriptive Writing:** Students</p>	<p>1. Following Instructions: Students listen to and follow instructions during the video about numbers and the scavenger hunt activity, developing their ability to understand and act on spoken instructions.</p> <p>2. Choral Repetition: Students listen to the teacher and then repeat phrases aloud together, which helps</p>	<p>1. Using Sentence Frames: Students practice using sentence frames to form complete sentences while discussing numbers and objects (e.g., "Show me the number one," "This is the number one," "This _____ is big," "This _____ is little").</p> <p>2. Role-playing: Students take turns being the "teacher"</p>	<p>Assessing Reading:</p> <p>1. Observation: During the counting and reading activities, observe students to see if they can identify and count objects accurately. Take note of their ability to match numbers with quantities and describe photos from the book.</p> <p>2. Guided Practice Book: Check the students' work in the Student</p>

		<p>Description: Using real objects to count reinforces numerical concepts and encourages students to describe what they see, enhancing observational and descriptive skills.</p> <p>4. Comparative Vocabulary: Introducing and using comparative terms like "few" and "many" helps students understand and apply these concepts in context.</p> <p>5. Prediction and Discussion: Discussing the cover of the book primes students to think about what they might encounter, enhancing their anticipatory skills.</p> <p>6. Nonfiction Text Features: Identifying</p>	<p>describe objects they see using complete sentences.</p> <p>3. **Drawing and Describing Comparisons: ** Students draw pictures of something big and something little and then write complete sentences to describe their pictures using new vocabulary (e.g., "The elephant is big. The mouse is little.").</p>	<p>them practice accurate pronunciation and rhythm in spoken language.</p> <p>3. Peer Interaction: Students listen to their peers during paired activities and presentations, improving their active listening skills and ability to comprehend spoken language in a social context.</p> <p>Overall, these activities enhance students' abilities to speak clearly and descriptively while also developing their listening comprehension and ability to follow spoken instructions.</p>	<p>and "student," giving and following instructions about numbers, which helps build their ability to give clear instructions and responses.</p> <p>3. Descriptive Language: Students describe objects and their sizes during the scavenger hunt and when presenting their findings to the class, enhancing their ability to use descriptive language accurately.</p>	<p>Guided Practice Book (pages 20-22 and 24-26) to ensure they can complete activities that involve counting and comparing sizes.</p> <p>3. Oral Responses: During class discussions, listen to students' answers to questions about the text and the photos they describe. This will help assess their comprehension and ability to "read" pictures for information.</p> <p>Assessing Writing Skills:</p> <p>1. Student Guided Practice Book: Review students' writing on pages 23 and 27, where they write their favorite numbers and draw corresponding objects, and where they draw and describe something big</p>
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		<p>and describing photos in a nonfiction book helps students understand how images can convey information.</p> <p>7. Collaborative Learning: Partner work to identify objects and quantities fosters collaboration and verbal expression.</p> <p>8. Guided Practice: Completing activities in the Student Guided Practice Book reinforces skills learned during reading.</p> <p>9. Interactive Learning: Using activities like sticky notes with numbers and sharing answers promotes engagement and reinforces number recognition.</p> <p>10. Discussion and Articulation: Group discussions</p>				<p>and something little. Assess their ability to form complete sentences and use new vocabulary correctly.</p> <p>2. Sentence Formation: Evaluate the students' written sentences for grammatical accuracy and clarity. Look for correct use of vocabulary and sentence structure.</p> <p>Assessing Speaking Skills:</p> <p>1. Role-playing Activity: Observe students during the role-playing activity where they act as "teacher" and "student." Assess their ability to use the sentence frames correctly and to speak clearly and confidently.</p> <p>2. Scavenger Hunt Presentations: Listen to students' presentations of their</p>
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		<p>about counting and describing big and little objects help students articulate their understanding and practice using complete sentences.</p> <p>11. Vocabulary Building: Introducing new vocabulary words (e.g., big, little) through physical actions and environmental identification helps students internalize and apply new terms.</p> <p>12. Visualization and Sharing: Visualizing concepts and discussing them with partners helps students make connections and articulate their thoughts.</p> <p>13. Chart Creation and Comparison: Creating and using charts to compare sizes of</p>				<p>scavenger hunt findings. Evaluate their use of descriptive language, clarity of speech, and ability to use sentence frames to describe objects as big or little.</p> <p>Assessing Listening Skills:</p> <p>1. Following Instructions: During activities such as the video watching, scavenger hunt, and paired discussions, assess students' ability to listen and follow instructions accurately.</p> <p>2. Peer Interaction: Observe students' interactions during paired activities to ensure they are actively listening to their partners and responding appropriately. Assess their ability to</p>
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		objects enhances students' ability to organize information and understand comparative concepts.				comprehend and act on what their peers are saying. 3. Choral Repetition: Evaluate students' ability to repeat phrases accurately during choral repetition exercises. This will help assess their listening comprehension and pronunciation skills.
RESOURCES		Books: Numbers (wordless), Big and Little End of Unit Assessment				End of Unit 1 Assessment
Unit 1 Week 4		Before Reading (Building Background Knowledge and Vocabulary) 1. Letter Recognition and Sound Identification: - Students identify the letter on the cover of the book (e.g., "b" or "m"), name it, and	1. Drawing and Labeling: - Students draw pictures of objects that begin with the letter "b" in the Student Guided Practice Book 4 (page 31). - They complete sentence frames to describe their drawings, practicing	Listening Skills Lesson 1: 1. Memory Game with Vocabulary: - Students listen actively to identify vocabulary words starting with /m/ and /b/ sounds. - They pay	Lesson 1: 1. Memory Game with Vocabulary: - Students articulate what they see on M Picture Cards using sentence frames ("I see _____"). - They announce when they find a match ("I have a match!").	Assessment Suggestions: - Completed Practice Books: Review students' drawings and completed sentences to assess accuracy in drawing objects that begin with "b" and "m" and using appropriate

		<p>say its corresponding sound.</p> <ul style="list-style-type: none"> - They practice writing the uppercase and lowercase letters in the air while repeating the letter names and sounds. - Students distinguish between objects that begin with the target sound (/b/ or /m/) and those that do not. <p>2. Vocabulary Development:</p> <ul style="list-style-type: none"> - Students learn new vocabulary words that begin with the target letter sound (/b/ or /m/). - They engage in activities like scavenger hunts or brainstorming sessions to reinforce vocabulary acquisition. - Sentence frames are used to support oral expression and comprehension of the 	<p>sentence structure and vocabulary usage.</p> <p>1. Drawing and Describing:</p> <ul style="list-style-type: none"> - Students draw pictures of objects that begin with the letter "m" in the Student Guided Practice Book 4 (page 35). - They use sentence frames to write complete sentences describing their drawings, focusing on sentence formation and using appropriate vocabulary. <p>1. Vocabulary Application:</p> <ul style="list-style-type: none"> - Students apply their knowledge of vocabulary words that begin with "b" and "m" by selecting appropriate objects to draw. - They practice using these vocabulary words in 	<p>attention to matches and respond appropriately when they find a pair.</p> <p>Lesson 2:</p> <p>1. Memory Game</p> <p>Extension:</p> <ul style="list-style-type: none"> - Students listen attentively to instructions for the memory game and follow the rules. - They listen for the initial sounds (/m/ and /b/) in words as they take turns picking and matching cards. <p>Combined Speaking and Listening Skills</p> <p>1. Vocabulary and Sentence Structure:</p> <ul style="list-style-type: none"> - Students practice articulating words clearly and using sentence frames effectively in both lessons. - They listen to their peers during partner activities, reinforcing 	<p>2. Verbs and Actions:</p> <ul style="list-style-type: none"> - Students perform actions (jumping for /m/ words, spinning for /b/ words) corresponding to initial sounds. - They use the words in sentences with partners, practicing speaking with context. <p>Lesson 2:</p> <p>1. Memory Game</p> <p>Extension:</p> <ul style="list-style-type: none"> - Students continue describing what they see on M Picture Cards, reinforcing vocabulary use and sentence structure. <p>2. Verbs and Actions Variation:</p> <ul style="list-style-type: none"> - Students adapt actions based on verbs associated with initial sounds (/m/ for hopping, /b/ for another action). - They 	<p>vocabulary.</p> <ul style="list-style-type: none"> - Sentence Construction: Evaluate students' ability to construct grammatically correct sentences using the sentence frames. - Oral Presentation: Have students orally present their drawings and sentences to assess their ability to articulate their ideas and descriptions clearly. <p>Assessment Suggestions:</p> <p>Observational Assessment: Monitor students' participation and engagement during the memory game and verb-action activities to assess their ability to articulate vocabulary words and use sentence frames effectively.</p> <p>Interactive</p>
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		<p>vocabulary.</p> <p>During Reading</p> <p>1. Phonemic Awareness:</p> <ul style="list-style-type: none"> - Students listen for and repeat the initial sounds of words from the book (e.g., /b/ in "bear" or /m/ in "man"). - They identify and circle pictures in the Student Guided Practice Book that begin with the target sound (/b/ or /m/). - Practice with sentences that include the target sound reinforces phonemic awareness skills. <p>2. Comprehension and Recall:</p> <ul style="list-style-type: none"> - Students listen as the teacher reads the book aloud, focusing on comprehension of the text and discussing the photos. - They 	<p>context by completing sentence frames that describe their drawings.</p> <p>2. Sentence Structure:</p> <ul style="list-style-type: none"> - Students practice constructing complete sentences using sentence frames provided in the Student Guided Practice Book. - They reinforce their understanding of sentence formation, including subject-verb agreement and sentence clarity. <p>3. Creativity and Expression:</p> <ul style="list-style-type: none"> - Through drawing, students demonstrate creativity in selecting and illustrating objects that match the specified initial sounds ("b" and "m"). - They express their ideas and descriptions orally and in writing, 	<p>vocabulary and sentence structure comprehension.</p> <p>2. Active Engagement and Collaboration :</p> <ul style="list-style-type: none"> - Through interactive tasks like the memory game and verb-action associations, students actively participate in speaking and listening exercises. - They collaborate with peers to reinforce vocabulary learning and demonstrate comprehension through verbal interactions. <p>3. Integration of Verbal and Physical Expression:</p> <ul style="list-style-type: none"> - Students combine verbal expression with physical actions, reinforcing vocabulary acquisition through kinesthetic 	<p>verbally describe their actions and use the corresponding words in sentences with peers.</p> <p>Combined Speaking and Listening Skills</p> <p>1. Vocabulary and Sentence Structure:</p> <ul style="list-style-type: none"> - Students practice articulating words clearly and using sentence frames effectively in both lessons. - They listen to their peers during partner activities, reinforcing vocabulary and sentence structure comprehension. <p>2. Active Engagement and Collaboration :</p> <ul style="list-style-type: none"> - Through interactive tasks like the memory game and verb-action associations, students actively 	<p>Tasks</p> <p>Evaluation:</p> <p>Assess students' ability to apply their knowledge of initial sounds (/m/ and /b/) by observing their performance in matching cards, performing actions, and using words in sentences with partners.</p> <p>Feedback and Reflection:</p> <p>Provide feedback on students' clarity of speech, accuracy in using vocabulary words, and ability to collaborate effectively during interactive speaking and listening tasks. Encourage self-reflection on their learning and communication skills.</p>
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		<p>complete activities in the Student Guided Practice Book that require matching pictures to sentences and filling in missing letters.</p> <ul style="list-style-type: none"> - Students engage in discussions about what they see and hear, using sentence frames to support their responses. <p>After Reading</p> <p>1. Application and Extension:</p> <ul style="list-style-type: none"> - Students demonstrate understanding by completing tasks such as cutting and gluing pictures to match sentences. - They write and share sentences orally with partners, describing the pictures and using vocabulary learned. - Activities like drawing circles around 	<p>fostering both creative expression and communication skills.</p>	<p>learning.</p> <ul style="list-style-type: none"> - They engage in meaningful conversations with peers, applying their understanding of verbs and initial sounds in a playful and interactive manner. 	<p>participate in speaking and listening exercises.</p> <ul style="list-style-type: none"> - They collaborate with peers to reinforce vocabulary learning and demonstrate comprehension through verbal interactions. <p>3. Integration of Verbal and Physical Expression:</p> <ul style="list-style-type: none"> - Students combine verbal expression with physical actions, reinforcing vocabulary acquisition through kinesthetic learning. - They engage in meaningful conversations with peers, applying their understanding of verbs and initial sounds in a playful and interactive manner. 	
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		<p>words that begin with the target sound in a poem reinforce letter sound recognition and reading fluency.</p> <p>Assessment Suggestions:</p> <ul style="list-style-type: none">- Observation: Monitor students during activities to assess their ability to recognize letters and their corresponding sounds, identify vocabulary words, and comprehend text.- Student Guided Practice Book: Review completed pages to evaluate accuracy in matching pictures to sentences, identifying initial sounds, and writing letters.- Oral Responses: Assess students' ability to use				
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		<p>sentence frames, describe pictures, and discuss what they have learned with their peers.</p>				
		<p>Books: My B Words, My M Words</p>	<p>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 learning objectives listed here describe the skills and strategies presented throughout the lessons.</p>			
<p>Unit 2 Week 1 & 2</p>		<p>Lesson 1: Before Reading 1. Identifying and discussing the title of a nonfiction book. 2. Recognizing and vocalizing the initial sound</p>	<p>Lesson 1: 1. Drawing and Labeling: Students draw pictures that begin with 't' in the Student Guided Practice Book 4 (page 39). They then complete sentences related to</p>	<p>Combined Skills</p> <ul style="list-style-type: none"> - Vocabulary reinforcement - Sentence structure practice - Active listening - Peer interaction and collaboration 	<p>Combined Skills</p> <ul style="list-style-type: none"> - Vocabulary reinforcement - Sentence structure practice - Active listening - Peer interaction and collaboration 	<p>Speaking Skills Assessment</p> <p>1. Observation during Activities: - Vocabulary Game: Observe students as they act out words and use the sentence</p>

	<p>in words (e.g., tiger, turtle).</p> <p>3. Practicing letter recognition (uppercase T, lowercase t) and their corresponding sounds.</p> <p>4. Discriminating between words that begin with the /t/ sound and those that do not.</p> <p>5. Introducing vocabulary words and differentiating between sounds and words.</p> <p>During Reading</p> <p>1. Reading aloud and pointing to words in the text.</p> <p>2. Identifying and naming pictures that begin with /t/.</p> <p>3. Completing sentences using words that start with /t/.</p> <p>4. Matching sentences to corresponding pictures.</p> <p>5. Engaging in group activities to cut, glue, and</p>	<p>these drawings, which reinforces their ability to connect written words to visual representations.</p> <p>Lesson 2:</p> <p>1. Drawing and Labeling: Students draw pictures of items that have the short 'a' sound in the Student Guided Practice Book 4 (page 43). They are guided to complete sentence frames that describe these pictures, promoting the integration of phonemic awareness with writing skills.</p>	<p>- Descriptive language use</p> <p>- Phonemic awareness</p> <p>Listening Skills</p> <p>1. Game Participation:</p> <p>- Students listen to peers' presentations and guess the acted-out vocabulary words.</p> <p>- Students follow instructions and use sentence frames to respond during the game.</p> <p>2. Group Activities:</p> <p>- Students listen to instructions and work with peers to brainstorm additional nouns for the chart.</p> <p>- Students listen to the presentation of the noun chart and add their examples.</p> <p>3. Sound Identification:</p> <p>- Students listen to and</p>	<p>- Descriptive language use</p> <p>- Phonemic awareness</p> <p>Speaking Skills</p> <p>1. Game Participation:</p> <p>- Students act out vocabulary words from "My T Words" and use sentence frames to interact with peers.</p> <p>- Students prepare and present motions for vocabulary words in front of the class.</p> <p>2. Partner Activities:</p> <p>- Partners discuss and plan their actions for the vocabulary game.</p> <p>- Students brainstorm additional examples of nouns that begin with specific letters to add to the noun chart.</p> <p>3. Presentation and</p>	<p>frames. Note their ability to clearly demonstrate the word and correctly use the sentence structures.</p> <p>- Partner Discussions: Listen to students as they discuss and plan their actions. Assess their ability to articulate their thoughts and collaborate effectively.</p> <p>2. Presentations:</p> <p>- Acting Out Words: Evaluate students based on a rubric that includes criteria such as clarity of actions, correct use of sentence frames, engagement with the audience, and accuracy in vocabulary use.</p> <p>- Book Sharing: Assess students as they present their created books to partners. Look for clear</p>
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		<p>discuss words starting with /t/.</p> <p>Lesson 2: Before Reading</p> <ol style="list-style-type: none"> 1. Discussing the picture on the front cover of a nonfiction book. 2. Identifying the short vowel sound / / (short a) in words. 3. Recognizing and naming uppercase A and lowercase a, and their short vowel sound. 4. Introducing vocabulary words and discussing their meanings and usage. 5. Identifying vowels and their role in forming words. <p>During Reading</p> <ol style="list-style-type: none"> 1. Pointing to words while reading aloud. 2. Naming and pointing to words with the short a sound. 3. Completing activities in 		<p>identify whether words have the short 'a' sound using thumbs-up or thumbs-down gestures.</p> <ul style="list-style-type: none"> - Students follow sentence frames to discuss the sounds in the words. <p>4. Reading and Repetition:</p> <ul style="list-style-type: none"> - Students listen to the reading of "My Short A Words" and identify repeating words and phrases. - Students listen to peers' presentations of their books and provide feedback or suggestions. <p>Language Development</p> <p>1. Vocabulary Cards and Noun Chart:</p> <ul style="list-style-type: none"> - Students discuss and categorize nouns from vocabulary cards into people, places, and things. 	<p>Discussion:</p> <ul style="list-style-type: none"> - Students present their motions for vocabulary words and call on peers to guess the word. - Students share their created books with partners, explaining their choices. 	<p>articulation of words, appropriate use of the short 'a' sound, and the ability to explain their choices.</p> <p>Listening Skills Assessment</p> <p>1. Response Accuracy:</p> <ul style="list-style-type: none"> - Game Participation: Monitor students' responses as they guess the acted-out words. Assess their listening comprehension and ability to correctly identify words based on peers' actions. - Sound Identification: Evaluate students' ability to identify whether words contain the short 'a' sound. Use a checklist to note correct responses. <p>2. Participation in Group Activities:</p> <ul style="list-style-type: none"> - Noun Chart Discussion: Observe
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		<p>the Student Guided Practice Book, including writing missing vowels and completing sentences.</p> <p>4. Engaging in choral reading and identifying the short a sound in words.</p> <p>5. Cutting, gluing, and discussing pictures to match short a words.</p>		<p>- Students collaborate to identify the beginning sounds of words and place them in the appropriate column on the noun chart.</p> <p>2. Short 'A' Sound Identification:</p> <p>- Students listen to words and determine if they contain the short 'a' sound, using sentence frames to articulate their responses.</p> <p>3. Book Creation:</p> <p>- Students listen to and discuss the organizational structure of "My Short A Words."</p> <p>- Students create their own books with repeated sentence frames and share them with partners for feedback.</p>		<p>students' engagement and contributions to the group discussion. Assess their ability to listen to peers and add relevant examples to the chart.</p> <p>- Following Instructions: Assess how well students follow oral instructions during activities and tasks. Look for signs of active listening and comprehension.</p> <p>Language Development Assessment</p> <p>1. Vocabulary and Sentence Structure:</p> <p>- Noun Chart Activity: Evaluate students' ability to categorize nouns correctly and identify beginning sounds. Use a checklist to track accuracy and participation.</p> <p>- Short 'A'</p>
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						<p>Sound Identification: Assess students' responses during the sound identification activity. Look for correct identification and use of sentence frames.</p> <p>2. Book Creation: - Content and Organization: Assess the books created by students for inclusion of words with the short 'a' sound, correct use of the sentence frame, and overall organization. Use a rubric with criteria such as relevance, creativity, and adherence to the task.</p> <p>- Peer Feedback: Observe students as they share their books and provide feedback to partners. Assess their ability to listen to peers and give constructive</p>
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						<p>comments.</p> <p>Summative Assessment</p> <p>1. Individual Oral Assessment: - Conduct one-on-one assessments where students act out a new vocabulary word and use the sentence frames. Evaluate their speaking skills, vocabulary use, and ability to respond to questions.</p> <p>2. Written Assessment: - Provide a worksheet where students match pictures to words, complete sentences with the correct vocabulary, and identify words with the short 'a' sound. Assess their understanding of vocabulary and sentence structure.</p> <p>Formative Assessment</p> <p>1. Anecdotal</p>
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						<p>Records:</p> <ul style="list-style-type: none"> - Keep anecdotal records of students' participation and progress during activities. <p>Note areas of strength and areas needing improvement.</p> <p>2. Checklists:</p> <ul style="list-style-type: none"> - Use checklists to track specific skills, such as correct use of vocabulary, sentence frames, sound identification, and participation in discussions.
RESOURCES		Books: My T Words, My Short A Words				
Unit 2 Week 3 & 4		<p>Before Reading: Building Background Knowledge and Vocabulary</p> <p>1. Identifying and Differentiating Sounds:</p> <ul style="list-style-type: none"> - Short E Sound Lesson: - Recognizing and identifying 	<p>Lesson on Short E Sound:</p> <p>1. Drawing Skills:</p> <ul style="list-style-type: none"> - Activity: Students draw things that have the short 'e' sound in the Student Guided Practice Book 4 (page 47). - Objective: Encourage 	<p>Listening Skills:</p> <p>1. Segmenting and Blending Sounds:</p> <ul style="list-style-type: none"> - Activity:** Students watch a short vowel video and practice segmenting and blending sounds of words. 	<p>Speaking Skills:</p> <p>1. Expressing Opinions and Discussing Preferences:</p> <ul style="list-style-type: none"> - Activity: Students discuss their preferences for winter or summer activities. - Skill: 	<p>Assessing the Reading Skills</p> <p>Formative Assessments:</p> <p>1. Observation:</p> <ul style="list-style-type: none"> - Monitor students during activities to ensure they correctly identify and pronounce the

	<p>the short 'e' sound in words (e.g., elephant, pen).</p> <ul style="list-style-type: none"> - Differentiating the position of the short 'e' sound within words (beginning, middle, end). - Air-drawing the uppercase E and lowercase e while saying the letter name and sound. <p>- Short I Sound Lesson:</p> <ul style="list-style-type: none"> - Recognizing and identifying the short 'i' sound in words (e.g., igloo, pig). - Differentiating the position of the short 'i' sound within words (beginning, middle, end). - Air-drawing the uppercase I and lowercase i while saying the letter name and sound. <p>2. Vocabulary Building:</p> <ul style="list-style-type: none"> - Short E Sound Lesson: - Listing words with the short 'e' sound and highlighting 	<p>students to visually represent words with the short 'e' sound, such as elephant, pen, etc.</p> <ul style="list-style-type: none"> - Skill <p>Developed: This activity helps in developing fine motor skills and the ability to translate auditory information into visual representation.</p> <p>2. Sentence Completion:</p> <ul style="list-style-type: none"> - Activity: Students complete the sentence frame related to their drawings. - Objective: Students use their drawings to fill in the blanks of a sentence frame, for example, "I see a _____." - Skill <p>Developed: This activity aids in forming simple sentences and understanding the connection between words and their meanings. It also reinforces the use of the short 'e' sound in context.</p> <p>Lesson on Short</p>	<ul style="list-style-type: none"> - Skill: Phonemic awareness through segmenting (e.g., /b/ /e/ /d/) and blending sounds. - Sentence Frame: "What is the first sound you hear in _____? I hear _____." <p>2. Classroom Discussions:</p> <ul style="list-style-type: none"> - Activity: Students participate in discussions about words and sounds. - Skill: Active listening and responding to questions in group discussions. <p>3. Vocabulary Development:</p> <ul style="list-style-type: none"> - Activity: Students learn new vocabulary words and their meanings, focusing on words with the short 'e' and 'i' sounds. - Skill: Identifying and using new vocabulary in context. - **Example Words: Bell, desk, elephant, pen, pencil, 	<p>Expressing and justifying opinions.</p> <ul style="list-style-type: none"> - Sentence Frame: "I like _____ because _____." <p>2. Describing Pictures Using Simple Sentences:</p> <ul style="list-style-type: none"> - Activity: Students describe pictures using simple sentence patterns. - Skill: Forming complete sentences with a noun phrase, action verb, and direct object. - Example: "The girl wears a wig." <p>3. Creating and Using Simple Sentences:</p> <ul style="list-style-type: none"> - Activity: Students create simple sentences to describe pictures and actions. - Skill: Constructing sentences using a consistent pattern. - Example Sentence: 	<p>short 'e' and short 'i' sounds.</p> <ul style="list-style-type: none"> - Observe participation in brainstorming and discussions to gauge understanding. <p>2. Checklists:</p> <ul style="list-style-type: none"> - Use checklists to track students' ability to recognize, differentiate, and articulate the short 'e' and short 'i' sounds. <p>3. Anecdotal Records:</p> <ul style="list-style-type: none"> - Keep notes on individual students' progress, focusing on their ability to identify the target sounds and use vocabulary in context. <p>Summative Assessments:</p> <p>1. Written Assessments:</p> <ul style="list-style-type: none"> - Provide worksheets where students match pictures to words with the target sounds, complete sentences, and circle words
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	<p>the short 'e' in different colors.</p> <ul style="list-style-type: none"> - Using vocabulary picture cards to introduce new words and discuss multiple meanings (e.g., pen). <p>- Short I Sound Lesson:</p> <ul style="list-style-type: none"> - Listing words with the short 'i' sound and highlighting the short 'i' in different colors. - Using vocabulary picture cards to introduce new words and discuss the concept of vowels and their importance. <p>3. Engaging in Conversations:</p> <ul style="list-style-type: none"> - Both Lessons: - Brainstorming words with the target sound. - Using complete sentences to describe words with the short vowel sounds. <p>During Reading:</p> <p>1. Active Reading and</p>	<p>I Sound:</p> <p>1. Drawing Skills:</p> <ul style="list-style-type: none"> - Activity: Students draw things that have the short 'i' sound in the Student Guided Practice Book 4 (page 51). - Objective: Encourage students to visually represent words with the short 'i' sound, such as igloo, pig, etc. - Skill Developed: Similar to the short 'e' sound lesson, this activity develops fine motor skills and the ability to translate auditory information into visual representation. <p>2. Sentence Completion:</p> <ul style="list-style-type: none"> - Activity: Students complete the sentence frame related to their drawings. - Objective: Students use their drawings to fill in the blanks of a sentence frame, for example, "I see a ____." 	<p>tent, vet, wig.</p> <p>4. Understanding Plurals:</p> <ul style="list-style-type: none"> - Activity:** Students learn to add -s to make nouns plural. - Skill: Understanding and using plural forms of nouns. - Example: Desk to desks. <p>5. Reinforcing Phonemic Awareness:</p> <ul style="list-style-type: none"> - Activity: Students segment and blend sounds in words during various activities. - Skill: Enhancing phonemic awareness by focusing on the sounds within words. - Example Words: Vet, net, jet, pen, men, ten, bell. 	<p>"The baby drinks milk."</p> <p>4. Collaborative Sentence Creation:</p> <ul style="list-style-type: none"> - Activity: Students work with partners to create sentences and share them with the class. - Skill: Collaborative learning and peer interaction to enhance language development. - Outcome: Students practice and reinforce language skills through peer collaboration. 	<p>with the short 'e' and short 'i' sounds.</p> <p>2. Oral Assessments:</p> <ul style="list-style-type: none"> - Conduct one-on-one assessments where students read sentences aloud, identify target sounds, and articulate words clearly. <p>3. Projects and Presentations:</p> <ul style="list-style-type: none"> - Evaluate students' completed guided practice books and their ability to present and explain their work to the class or in small groups.
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		<p>Identification:</p> <ul style="list-style-type: none"> - Both Lessons: - Pointing to words while reading aloud and discussing photos in the book. - Identifying and naming words with the target sound (short 'e' or short 'i') and adding them to a class list. <p>2. Guided Practice:</p> <ul style="list-style-type: none"> - Both Lessons: - Writing words from a word bank that match pictures. - Discussing where the target sound appears in each word. - Completing sentences with the target sound words. <p>3. Collaborative Reading:</p> <ul style="list-style-type: none"> - Both Lessons: - Reading words and sentences aloud in pairs, pointing to pictures as they read. <p>After Reading:</p> <p>1. Independent and Guided Activities:</p> <ul style="list-style-type: none"> - Both Lessons: 	<ul style="list-style-type: none"> - Skill Developed: This activity helps in forming simple sentences and understanding the connection between words and their meanings. It also reinforces the use of the short 'i' sound in context. <p>Combined Writing Skills:</p> <p>1. Drawing Representations:</p> <ul style="list-style-type: none"> - Skill: Students enhance their ability to create visual representations of words that feature the target sounds (short 'e' and short 'i'). - Benefit: This skill supports vocabulary acquisition, comprehension, and the ability to associate sounds with visual images. <p>2. Sentence Formation:</p> <ul style="list-style-type: none"> - Skill: Students practice completing sentence frames based on their drawings, which aids in sentence construction and writing fluency. 			
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		<ul style="list-style-type: none"> - Matching words to pictures and completing sentences with the target sounds. - Circling words with the target sound in guided practice books. <p>2. Reinforcement and Application:</p> <ul style="list-style-type: none"> - Both Lessons: - Clapping once and repeating words to emphasize the target sound. - Discussing and sharing completed work in pairs or small groups. 	<ul style="list-style-type: none"> - Benefit: This reinforces the use of target sounds within contextually relevant sentences, promoting both phonemic awareness and grammatical understanding. <p>3. Phonemic Awareness:</p> <ul style="list-style-type: none"> - Skill: By identifying and writing words with specific sounds, students develop their awareness of phonemes and their roles in words. - Benefit: Enhanced phonemic awareness is crucial for reading and writing proficiency, as it supports decoding and spelling skills. <p>4. Fine Motor Skills:</p> <ul style="list-style-type: none"> - Skill: Drawing activities help improve students' fine motor skills, essential for writing. - Benefit: Strengthened fine motor skills contribute to better 			
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			handwriting and the ability to produce written work more effectively.			
RESOURCES		Books: My Short E Words, My Short I Words				Unit 2- End of Unit Assessment
Unit 2 Week 5	Before Reading Building Background Knowledge and Vocabulary 1. Show students the picture on the front cover of the book. Discuss the picture. What is this? It is an _____. Do you hear the short e sound in the beginning, middle, or end of the word? I hear // in the _____. 2. Ask students to look at the letter on the cover. What is the name of this letter? It is an _____. What does the short e sound like?	During Reading 1. Point to the words as you read the book to the class. Pause to discuss the photos. Have students point to and name the words in the book that have the short e sound. Add these words to the list of short e words. I see an elephant. //, elephant I like the _____. //, _____. 2. Have students point to and name the pictures in the Student Guided Practice Book 1 (page 44). Then, help students write the	Writing Have students draw things that have the short e sound in the Student Guided Practice Book 4 (page 47). Have students complete the sentence frame. Fluency Write sentences from the book on sentence strips. Give pairs of students one of the sentence strips. Display the pages of the book again, page by page. Have student pairs match the sentences to the pictures and choral-	Speaking and Listening 1. Present a short vowel video, such as this one: tcmpub.digital/lp/k-2/shorte. Encourage students to segment and blend along with the song in the video. 2. Draw three squares in a row where students can see it. Offset a circle for the blended word. 3. Model segmenting while pointing to each letter of the word bed: /b/ / / /d/ Then, model blending the sounds back together, writing the whole word in the circle: bed. 4. Think aloud as you ask and answer questions about the word. What is the first sound you hear in bed? I hear /b/. What is the second sound you hear in bed? I hear //. 5. Talk Time: Continue segmenting and blending with the words vet, net, jet, pen, men, ten, and bell. Guide students as they ask and answer questions about the words using the following sentence frames: What is the first sound you hear in _____? I hear _____. What is the second sound you	Language Development 1. Review the words bell, desk, elephant, pen, pencil, tent, and vet from the book. Show students pictures of these words from the book as you talk about them. Emphasize the short e sound as you say each word. 2. Show students that on each page, there is one object or person. Tell students that when there is more than one object or person, you usually add –s to the end of the word. 3. Point to a desk and write the word desk	

	<p>It sounds like _____.</p> <p>3. Write the uppercase E and lowercase e in the air, and have students say the letter name and short vowel sound as they air-draw the letter.</p> <p>4. Talk Time: Make a list of words that students identify as having the short e sound. Write the short e in a different color so it can be easily identified. Help students notice that sometimes the short e sound is in the beginning of the word, such as with elephant, and sometimes it is in the middle, such as in the word pen. Have</p>	<p>word from the word bank that matches each picture. Talk about where you hear the short e sound in each word. After Reading</p> <p>1. I Do: Turn to the first page in the book. Read the sentence, emphasizing the short e sound in the word. Think aloud as you ask yourself if the word contains the short e sound. Clap once and then repeat the word. I like the elephant. I hear the short e sound in elephant. (Clap once.) elephant</p> <p>2. We Do: Turn to the next page in the book. Read the sentence, emphasizing the short e sound. Ask students if they hear</p>	<p>read the sentences. Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.</p>	<p>hear in _____? I hear _____.</p>	<p>where students can see it. Have students look around the classroom as you discuss the desks in the room. (If there are no desks in your classroom, pull up a picture of a classroom online to share with students.) Do we have one desk, or more than one desk in the classroom? Raise your hand if you think we have more than one desk. When we have more than one, we must add –s to the end of the word. The word is now desks.</p> <p>4. Add the –s ending to the word desk where you wrote it. Use a different color for the s. Have students practice saying the new word.</p>
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	<p>students brainstorm and add to the list other words that have the short e sound.</p> <p>5. You may wish you use the vocabulary picture cards, provided in the Digital Resources, to further introduce the vocabulary words. Discuss the multiple meaning word pen, and reinforce the academic vocabulary words.</p>	<p>the short e sound in the word. Students will respond by clapping once and repeating the word. Continue reading each page. I like the _____. Do you hear the short e sound in _____?</p> <p>Clap once if you do.</p> <p>3. You Do: Have students cut and glue pictures to match the short e words in the Student Guided Practice Book 2 (page 45).</p> <p>4. Talk Time: Ask student pairs to read the sentences aloud as they point to each word. I like the _____. This is a _____.</p> <p>5. Have students look at the pictures on the Student Guided</p>			<p>5. Talk Time: Discuss each of the remaining items from the book. Discuss how to tell that there is more than one object. (Do not use dress from the</p>
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			Practice Book 3 (page 46). Have students circle the words that have the short e sound. Have students complete the sentence as you discuss the short e words.			
RESOURCES		Books: My Short I Words				End of Unit Assessment

Unit 2 Week 6	<p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the picture on the front cover of the nonfiction book. Discuss the picture. What is this? It is a _____. Do you hear the short i sound in the beginning, middle, or end of the word? I hear / / in the _____. </p> <p>2. Ask students to look at the letter on the cover. What is the name of this letter? It is an</p>	<p>During Reading</p> <p>1. Point to the words as you read the book. Pause to discuss the photos. Have students point to and name the words in the book that have the short i sound. Add these words to the class list of short i words. I see an igloo. /i/, igloo I see a(n) _____. /i/, _____</p> <p>2. Have students point to and name the pictures in the Student Guided Practice Book 1 (page 48). Help students write the missing</p>	<p>Writing</p> <p>Have students draw things that have the short i sound in the Student Guided Practice Book 4 (page 51). Have students complete the sentence frame. Fluency Have students reread the book with partners. Have one student read the left-hand page and the other read the right-hand page. Then have them switch.</p> <p>Note: Checklists and rubrics to assess fluency</p>	<p>Speaking and Listening</p> <p>1. Tell students that some people like winter activities, such as playing in the snow, and some people like summertime activities, such as swimming. Ask students, “Which activity do you think you’d like more? Playing in the snow or swimming?”</p> <p>2. Tell students that this is an opinion. Everyone has their own ideas, so their answers may be</p>	<p>Language Development</p> <p>1. Open My Short I Words to the picture of the child wearing a wig. Talk about the picture using a simple sentence pattern. The girl wears a wig.</p> <p>2. Give each student a copy of Simple Sentences, which is available in the Digital Resources. Model pointing to each picture on the activity page as you talk about the</p>
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		<p>_____.</p> <p>What does the short vowel i sound like? It sounds like _____.</p> <p>3. Write the uppercase I and lowercase i in the air, and have students say the letter name and short vowel sound as they air-draw the letter.</p> <p>4. Talk Time: Make a list of words that students identify as having the short i sound. Write the short i in a different color so it can be easily identified. Help students notice that sometimes the short i sound is in the beginning of the word, such as with the word igloo, and sometimes it is in the middle, such as with the word pig. Have student pairs brainstorm to add more words to the class list.</p> <p>5. You may wish you use the vocabulary picture cards, provided in the Digital Resources, to further introduce</p>	<p>letter i in each word. Then have students complete the sentence.</p> <p>3. Talk Time: Have students read the words and sentences aloud. Students should point to the pictures as they read the words to their partners.</p> <p>After Reading</p> <p>1. I Do: Turn to the first page in the book. Read the sentence, emphasizing the short i sound in the word. Think aloud as you ask yourself if the word contains the short i sound. Clap once and then repeat the word. I like the igloo. I hear the short i sound in igloo. (Clap once.) igloo</p> <p>2. We Do: Turn to the next page in the book. Read the sentence, emphasizing the short i sound. Ask students if they hear the short i sound in the word. Students will respond by clapping once and repeating the word. Continue reading each page.</p>	<p>and language development are provided in the Digital Resources.</p>	<p>different from the people sitting around them.</p> <p>3. Talk Time: Have students tell partners which activity they like the best and why. They can use the following sentence frame for support: I like _____ because _____.</p> <p>4. Provide support for students as they discuss their opinions and their reasons.</p>	<p>objects.</p> <p>I see a picture of a baby. I see a picture of a bottle of milk. I can say, The baby drinks milk.</p> <p>3. Talk Time: Have students work with partners to point to the pictures and come up with simple sentences to match them. Encourage students to speak using the sentence pattern: noun phrase, action verb, direct object.</p> <p>4. Talk Time: Have partners share their newly created sentences with the class.</p>
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		<p>the vocabulary words. Discuss the academic vocabulary word vowel and identify the letter i as a vowel. Discuss that vowels are important because they are needed to make words.</p>	<p>I like the _____. Do you hear the short i sound in _____? Clap once if you do. (Clap once.)</p> <p>3. You Do: Have students cut and glue pictures to match the short i words in the sentences in the Student Guided Practice Book 2 (page 49).</p> <p>4. Talk Time: Ask student pairs to read the sentences aloud as they point to each word.</p> <p>I like the _____. This is a _____.</p> <p>5. Have students look at the pictures in the Student Guided Practice Book 3 (page 50). Have students circle the words that have the short i sound. Have students complete the sentence as you discuss the short i words.</p>			
<p>Unit 3</p> <p>Week 1</p>		<p>Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning</p>	<p>What Do Living Things Need? Objectives</p> <p>Reading: Students will demonstrate understanding of an informational text by retelling key details about what living things</p>	<p>Animal Homes Objectives</p> <p>Reading: Students will give short responses to factual comprehension questions about the different</p>		

		<p>content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.</p>	<p>need using sentence frames. Writing: Students will gather information from the text to draw and write about what living things need using a sentence frame and a word bank. Content Area—Science: Students will observe plants and describe their basic needs. Speaking and Listening: Students will offer opinions about their favorite foods and provide reasons with teacher modeling and sentence frames. Language Development: Students will combine sentences about animal needs using the conjunction and using sentence frames.</p>	<p>places that animals live using sentence frames. Writing: Students will draw and write about their homes using a sentence frame. Content Area—Mathematics: Students will make bar graphs to represent animals and the different places that they live. Speaking and Listening: Students will describe the language a writer or speaker uses to present ideas with prompting and sentence frames. Language Development: Students will learn prepositions and expand sentences about animals and their homes in a shared language activity.</p>		
		<p>Books: What do Living Things Need?</p>	<p>In this lesson, students share key details about what living things need. Students draw and write about what living things need. They observe plants to</p>			<p>Assessment at the end of the unit.</p>

			determine what they need to live. Students share their opinions about their favorite foods and create compound sentences.			
Unit 3	Week 1	<p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students pictures of a person, a plant, an animal, and objects from the classroom. These are provided on the Digital Resources for your use. Write the word living where students can see it. Talk with students about the difference between living and nonliving things. (Living things can move and grow, while nonliving things cannot.) Talk with students about which pictures are living things and which pictures are nonliving</p>	<p>During Reading</p> <p>1. Read the book aloud to students. Have students look at the photographs and text to make meaning. Discuss the genre of the book based on what is read and what students see on each page.</p> <p>2. Discuss words from the vocabulary word bank as they appear in the text during the reading. Use the pictures and text to determine the meaning of new vocabulary words, such as protection and space. Brainstorm examples of these words together.</p> <p>3. Talk Time: Have students discuss in small groups what they learned in the book about</p>	<p>Writing</p> <p>Have each student think of an animal they know. Have students draw pictures of something their animals need in the Student Guided Practice Book 4 (page 55). Have students write sentences to describe what their chosen animals need using words from the word bank.</p> <p>Fluency</p> <p>Have partners reread the book, taking turns on each page. Encourage students to point to the words in the book as they read them.</p> <p>Note: Checklists and rubrics to assess fluency and language development</p>	<p>Speaking and Listening</p> <p>1. Remind students that this book is about what living things need. Say, "One of the things that we learned is that living things need food. There are many yummy foods! What foods do you like the most? Why?" Brainstorm student ideas on the board or chart paper, writing the names of the foods and drawing small pictures for additional support. You may choose to write descriptive words that support their reasoning.</p> <p>2. Tell students that they will state</p>	<p>Language Development</p> <p>1. Share with students that they are going to combine sentences using the word and.</p> <p>2. Write the following sentences where students can see them: A plant needs water. A plant needs sunlight. Point to each word in the sentences as you read them aloud. Have students read the sentences with you.</p> <p>3. Model joining the two sentences together using the word and. I want to join these sentences together, so I'm going to add the word and between them.</p>

	<p>things. Discuss why each picture is or is not an example of a living thing. A _____ is a living thing. A _____ is a nonliving thing.</p> <p>2. Talk Time: Have students complete the activity in the Student Guided Practice Book 1 (page 52). Have student pairs discuss which pictures are examples of living things. They can use the following sentence frame to describe them: A _____ is a living thing.</p> <p>3. Tell students that people are living things and that all living things need things to survive. Introduce students to the words from the vocabulary word bank as you talk about things that people need. Use the vocabulary picture cards</p>	<p>what living things need. Living things need _____. 4. Talk Time: Have student partners complete the activity in the Student Guided Practice Book 2 (page 53) together. Guide students as they match the vocabulary words with the pictures from the text. After Reading 1. I Do: Draw a web on the board or chart paper. Draw one circle in the center, and four circles on the outside. Label the center of the web with the main idea of the book: Living things need many things. Model how to describe things that plants and animals need using information from the book. We read that living things need many things. That's what the book is all about, so I wrote that in the center of the web.</p>	<p>are provided in the Digital Resources.</p>	<p>opinions about their favorite foods. Discuss the meaning of the word favorite with students. Write the following sentence frame where students can see it. Practice reading it aloud as you touch each word in the sentence. My favorite food is _____ because _____.</p> <p>3. Talk Time: Have students use the sentence frame to share their favorite foods in small groups. Provide support as students give their reasonings.</p>	<p>My sentence now reads: A plant needs water, and a plant needs sunlight. By using the word and, I can combine these two sentences to make a compound sentence. 4. Place students into small groups. Give each group a sticky note with a comma and the word and written on it, and two sentence strips with this sentence frame written on them: A _____ needs _____. 5. Talk Time: Have each group choose an animal and think about what it needs. Students should write on the lines on their sentence strips. Have each group put the sticky note between the two sentence strips to create a compound sentence. Have students</p>
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		<p>that are provided in the Digital Resources to reinforce student understanding. People need water. People need food. People need air to breathe.</p> <p>5. Talk Time: Show students the cover of the book and read the title. Take a picture walk to observe the photographs and other text features. Guide students as they discuss the genre of the book and what they can expect to learn. This book is _____. We will learn _____.</p>	<p>From the book, I know that living things need food to live.</p> <p>On one of the outside circles, I am going to write the word food and draw a picture. This detail tells me more about what living things need.</p> <p>2. We Do: Have students turn to the activity in the Student Guided Practice Book 3 (page 54). Read the words in the word bank aloud as students point to them. Have partners discuss what living things need using this sentence frame. Living things need _____.</p> <p>3. You Do: Have students complete the activity on page 54 in the Student Guided Practice Book independently.</p> <p>4. Talk Time: Have students share in small groups the details they included in their webs. Use the sentence frame from above, if needed.</p>			<p>practice reading the new compound sentence aloud, pointing to each word as they read.</p>
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RESOURCES		Books: Animal Homes	In this lesson, students describe animal homes and cite specific details from the book by drawing and labeling pictures. Students make bar graphs to describe animals that live in different places. Students describe the language the author uses to present ideas, and they learn about prepositions.			Assessment at the end of the unit.
Unit 4 My Community		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 learning objectives listed here describe the skills and strategies presented throughout the lessons.	My Community (wordless) Objectives Reading: Students will describe people and places in communities using illustrations from the text and words acquired through collaborative conversations. Writing: Students will use new vocabulary to describe places in their community using a sentence frame. Content Area—Social Studies: Students will draw maps of	Community Heroes Objectives Reading: Students will make connections between the text and photographs to describe how people help others in a community. Writing: Students will recall experiences and gather information from the text to draw and write notes to community heroes, using a sentence frame. Content Area—	Vet Objectives Reading: Students will use academic vocabulary to compare groups of objects with teacher guidance and sentence frames for support. Writing: Students will draw and label pictures of pets they would like to have, referring to the details in the text for support. Content Area—Mathematics: Students will	Assessment at the end of the unit.

			<p>their community and label places using new vocabulary.</p> <p>Speaking and Listening: Students will introduce themselves as community workers, using sentence frames for support.</p> <p>Language Development: Students will play a game to explore nouns as they name people and places in a community, using sentence frames for support.</p>	<p>Language Arts: Students will read a narrative text about a community hero and discuss the major parts of the story.</p> <p>Speaking and Listening: Students will express ideas by answering questions in collaborative conversations about community heroes, using gestures, words, and simple learned phrases.</p> <p>Language Development: Students will demonstrate understanding of how a text is organized stating some key details with peer support and sentence frames.</p>	<p>use counting strategies to compare groups of items from the classroom, using sentence frames for support.</p> <p>Speaking and Listening: Students will draw pictures of animals from the text and describe animals to partners, using sentence frames for support.</p> <p>Language Development: Students will explore onomatopoeia in a shared language activity guided by the teacher, referring to the text for examples and additional support.</p>	
Week 1	<p>Book:</p> <p>My Community (Wordless)</p> <p>Students describe people and places in a community using new vocabulary</p>	<p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Write the word community at the top of a sheet of chart paper. Break the word into</p>	<p>During Reading</p> <p>1. Talk Time: Show each photo to the students. Remind students that when they tell what they see in each photo, they are “reading” for information. For each photo, ask students to work</p>	<p>Writing</p> <p>Have students draw places from your community in the Student Guided Practice Book 4 (page 63). Have students complete the sentence frame.</p> <p>Fluency Work with</p>	<p>Speaking and Listening</p> <p>1. Tell students that they will be pretending they are adults who work in your community. They need to introduce themselves as</p>	<p>Language Development</p> <p>1. Bring an inflatable ball to class (or anything else that is soft to toss). Tell students that they are going to play a ball tossing game. Practice tossing the ball</p>

<p>acquired through collaborative conversations. Students write and draw maps to describe their community. They plan and share introductions as people in the community and explore nouns.</p>	<p>syllables to help students sound out this multisyllabic word: com/mun/it/y. Talk with students about a community. In the middle of the page, draw a stick figure inside a small square. I live here. (Point to the center.)</p> <p>2. Draw boxes to represent places in your community surrounding the stick figure. As you draw the boxes, discuss and label what they represent. This is a school. (Write school.) This is a market. (Write market.)</p> <p>3. Talk Time: Have students turn and talk with partners to discuss different places in the community. Introduce the vocabulary words as students talk about places in the</p>	<p>with partners to identify at least three details they see. Students can point to the details as you guide them with the vocabulary. Show me three things you see. I see _____.</p> <p>2. Ask students about the people that they see on each page of the book. Discuss who the people are, and add them to the chart from the Before Reading section.</p> <p>3. Have students look at the activity in the Student Guided Practice Book 1 (page 60). Read each sentence aloud. Have students draw a line from each sentence to the matching picture to show how people help in a community.</p> <p>4. Talk Time: Have students share their answers with partners. This is a _____. They help by _____.</p> <p>After Reading</p> <p>1. I Do: Tell students that there are many people and</p>	<p>students to write a short chant about community. Use repetition and varying tempos to practice the rhythm. Students can clap or snap in rhythm with the chant. Encourage students to create movements to go with the words.</p> <p>Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.</p>	<p>community workers. Explain that their introductions should include a greeting, who they are, and what they do. Model this for students. Hello, I am a teacher. My job is to teach students.</p> <p>2. Have students think-pair-share with partners about what work they might like to do in the community when they are adults.</p> <p>3. Give students time to practice their introductions and understand their titles and workplace names with their partners. Have students use the following sentence frames for support: Hello! I am a _____. My job is to _____.</p> <p>4. Have students stand in a circle. Invite each student to step</p>	<p>to different students and having them toss the ball back to you. When each student catches the ball, have them introduce themselves using this sentence frame. My name is _____.</p> <p>2. Tell the group that next, they will talk about nouns. Remind students that nouns are people, places, and things. Tell students that in the book My Community, they read about people and places in the community.</p> <p>3. Announce the beginning of the game by telling students that you will say the name of a community worker or a place in the community. When students catch the ball, they must say if it is a person or a place. Use</p>
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		<p>community. Use the vocabulary picture cards provided in the Digital Resources to reinforce student understanding. Add those places to the chart.</p> <p>A _____ is in my community.</p> <p>4. Talk Time: Have students think about who they might see at each place in their community. Then have students discuss this with their partners using the following sentence frames:</p> <p>I see a _____ at a _____ hospital. I see a _____ at a school.</p> <p>I see a _____ at a market. I see a _____ at a library.</p> <p>I see a _____ at a post office.</p> <p>5. Show students the cover of the book. Ask students to describe what</p>	<p>places in a community. Review the people and places discussed so far. Have students look at the activity in the Student Guided Practice Book 2 (page 61). Model how to read the first sentence. Think aloud as you cut and glue the matching picture. Point to the picture as you describe it.</p> <p>The first sentence says, I can learn at school. I see a picture of a colorful building. There is art hanging in the window. Because of those things, I think this is a school. I will cut and glue the picture next to the sentence.</p> <p>2. We Do: Help students cut and glue the picture that matches the next sentence. Have students point to the picture as they describe it. What do you see? I see a _____.</p> <p>3. You Do:</p>		<p>forward and make their introduction.</p>	<p>the following sentence frames for support:</p> <p>A _____ is a place.</p> <p>A _____ is a person.</p> <p>4. After playing for awhile, invite a student to play the role of the teacher. Have the student name a person or place in a community and throw the ball to someone in the class. When the next student catches the ball, they should say if the noun is a person or a place. Then, they can play the role of the teacher.</p>
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		<p>they see. Discuss with students the genre of the book and what they think they will learn.</p>	<p>Have students complete the activity independently. Then have students read the sentences to partners. This is a _____.</p> <p>4. Have students choose a person or place from the book and draw what they see in the Student Guided Practice Book 3 (page 62). Encourage students to label what they see using the chart from the Before Reading section. Talk with students about why this person or place is important in your community. A _____ is important because _____.</p>			
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