MP1 Grade 5 ESL-LCD Level A

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

Unit Focus

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Units will focus on basic vocabulary and content development around animals, domestic and wild, their care, depictions of animals in illustrated and non-illustrated text, natural features of the Earth, and changes in its environment.

WIDA Standards

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

ELD Standard 2: Language for Language Arts (ELD-LA)

ELD Standard 3: Language for Mathematics (ELD-MA)

ELD Standard 4: Language for Science (ELD-SC)

ELD Standard 5: Language for Social Studies (ELD-SS)

Lesson Summaries

Unit1 (Weeks 2-5)

Animals (Wordless) - Students demonstrate an understanding of a read-aloud and a video and write short texts with substantial help. They also listen to a presentation, answer prompts, and use adjectives in simple sentence patterns.

Wild Animals- *S*tudents answer factual questions about a text, sort living things into different groups, and write about ways to sort animals. They also contribute to conversations and combine multiple ideas to create detailed sentences.

Main Street Animal Shelter - Students interpret information presented in graphs, describe pets they would like to adopt and create tally charts and graphs. They also describe how to care for animals and use the present

tense to discuss animal shelter routines

***Animal Artists* -**Students refer to the parts of a story, identify whether books are fiction or nonfiction, and support points of view in writing. They also determine how well speakers support their opinions and create compound sentences.

Unit2 (Week 6-8)

***Leaves* -** Students identify the examples an author provides to support ideas, use vocabulary to describe leaves, and discuss the advantages of leaf shapes. They negotiate with and persuade others in conversations. Students also identify and create figurative language using similies and alliteration.

Polar Bears in Trouble- Students identify the main idea in a text and learn how changes in the environment can have different effects on animals. Students summarize their learning in writing as well as plan and deliver oral presentations. They also connect ideas using the word because.

***Parched* -** Students summarize important parts of a story, write short texts about themselves, and describe the plants and animals in their region. They actively listen to a teacher's presentation and use adverbs in a simple sentence pattern.

Spiraling for Mastery

Content or Skill for this Unit	WIDA Can Dos and PLDs for levels for Entering and Beginning levels of language proficiency
- use vocabulary in sentences -use L1 and L2 to describe accomplishments - identify cause and effect - label -read information -research	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions

	- Ask and answer short questions - Describe actions, people, places

Weekly and Bi-Weekly Scope and Sequence

WEEKS	Standards	Content Area	Language Development	Reading	Writing	Listening/ Speaking	Small Group	Assessment
2-3		Science: Students will discuss phases in an egg-laying animal's life. Science: Students will sort animals into different groups and explain their rationales for different groupings with substantial support.	Students will learn some adjectives and use them in a simple sentence pattern (noun phrase, linking verb, adjective), practicing English word order. Students will combine three ideas into one sentence.	Students will demonstrate understanding of a read-aloud and information presented visually, using actions or short responses. Students will respond orally to nonfiction text read aloud by giving short responses to factual	Students will write facts about an animal from the book using paragraph frames and substantial teacher support. Students will write summaries of texts and experiences using key words and	Students will listen to a presentation on animals and answer questions with prompting and substantial support. Students will contribute to a conversation about wild animals and their characteristics, expressing ideas using short phrases.	**Group 1 (Independent reading)** *Baby Animals* F&P level:C https://www.getepic.com/app/read/16042 *Animals in Danger* F&P level: E https://www.getepic.com/app/read/35555 Independent Reading: *Wild Animals* https://www.getepic.com/app/read/5606 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *Wild Animals of the Savanna*	- Animals Vocabulary picture cards - Animals student pages 1-4 Wild Animals vocabulary picture cards Wild Animals student pages 1-4

				comprehension questions.	paragraph frames for support.		F&P level: N https://www.getepic.com/app/read/77795 Animals (TCM ebook) Wild Animals (TCM ebook) See Google Folder 3-5 Unit 1 Topic 1- Animals	
2-3 RESOURCES		TCM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	- Google Docs, slides - notebook - Exploring New Vocabulary charts	- YouTube (Audio clips) - EdPuzzle -Flipgrid -See Google Folder for partner/interactive activities	SeeGoogle Folder for suggested animal activities Share suggested activities in designated Google folders	TCM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT**
4		**Mathematics**: Students will create tally charts	Students will form and use the simple present tense,	Students will interpret information present	Students will describe adopting and caring	Students will describe animals and the care they need to several partners, with	**Group 1 (Independent activity/reading)** Choice Board AI Choice Board	Main Street Shelter Dogs Picture

		and graphs about pets that classmates own.	using subject-verb agreement and English word order.	ed in graphs and answer questions using key words.	for a pet, using paragraph frames and a teacher's model paragraph for support.	substantial support.	Generator (can include independent Reading) *Bar Graphs* F&P Level: K https://www.getepic.com/app/read/41833 *Tally Charts* F&P Level: K https://www.getepic.com/app/read/41838 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *Madeline Finn and the Shelter Dog* F&P level: M https://www.getepic.com/app/read/70069 Main Street Animal Shelter (TCM ebook)	Cards Main Street Shelter Dogs Student Pages 1-4
4 RESOURCES		TCM-Language Power 3-5 A digital resources License	bilingual glossaries	Get Epic RAZ Kids Unite for Literac	Smart board, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested animal/math activities Share suggested activities in designated Google folders	TCM-Language Power 3-5 A digital resources License Key

		Key Code: **XYWT-25TT-5JUT** Smartboard, document camera, paper, folders, pens.		y TCM e-books				Code: **XYWT-25TT-5JUT**
5/6		**Language Arts**: Students will point out key differences between fiction and nonfiction text, including text features. End of Unit Assessment: Animals	Students will use the coordinating conjunctions and and so to create compound sentences.	Students will identify the parts of a story, and, using key words or pictures, identify the basic sequence of events in the story.	Students will write persuasive paragraphs supporting their assertion with reasons and textual evidence, with substantial support.	Students will indicate when speakers use phrases to support opinions.	**<u>Group 1 (Independent activity/reading)</u>** Choice Board AI Choice Board Generator (Can include independent reading) *following sequential directions* *Drawing Awesome Wild Animals* F&P Level: M https://www.getepic.com/app/read/53850 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: Animal Artists (TCM ebook) Revisit past guided	Animal Artists Picture Cards Animal Artists Student Pages 1-4

							reading selections to make comparisons	
5/6 RESOURCES		TCM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smart board, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested animal/math activities Share suggested activities in designated Google folders	TCM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT** *EOU - some portions are one-on-one Allow for time to assess* **End of Unit Student Pages** **End of Unit Assessment administration directions**
7		**Science:** Students will gather leaves and	Students will identify and create figurative language,	Students will identify the descriptive words	Students will describe leaves, using a	Students will negotiate with or persuade others in conversations using basic learned	**Group 1 (Independent reading)** *Parts of a Plant Leaves*	Leaves Picture Cards

		discuss the benefits of leaf shapes for survival, using sentence frames for support	including similes and alliteration.	and pictures the author provides to support points in the text.	select number of general academic words to create precision while writing.	phrases or open responses.	F&P level:E (Read to Me option) https://www.getepic.com/app/read/76430 *I see Leaves* F&P level: G (Read to Me option) https://www.getepic.com/app/read/58929 *Leaves* F&P level: K (Read to Me option) https://www.getepic.com/app/read/25927 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: Leaves (TCM ebook) *Nature Walk Leaves* F&P level: J https://www.getepic.com/app/read/12715	Leaves Student Pages 1-4
7 RESOURCE		TCM-Language Power 3-5 A digital resourc	bilingual glossaries	Get Epic RAZ Kids Unite	Smart board, document camera, paper,	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested Leaves activities Share suggested	TCM-Language Power 3-5 A digital resource

S		es License Key Code: **XYWT-25TT-5JUT** Smartboard, document camera, paper, folders, pens.		for Literacy TCM e-books	folders, pens.		activities in designated Google folders	s License Key Code: **XYWT-25TT-5JUT**
8		**Science:** Students will research causes of air pollution and brainstorm ways to reduce it.	Students will use the subordinating conjunction because to create complex sentences.	Students will identify the main idea and details in an informational text read aloud, using key words or phrases.	Students will write short summaries of the text, using paragraph frames and collaborating with peers.	Student groups will perform chants that summarize the main details of the text.	**Group 1 (Independent activity/reading)** Choice Board AI Choice Board Generator (can include independent Reading) *Polar Bears: Animal Safari* F&P Level: K (Read to Me) *can be assigned as independent reading https://www.getepic.com/app/read/6780 *Polar Bears* F&P Level: K https://www.getepic.c	Polar Bears in Trouble Picture Cards Polar Bears in Trouble Student Pages 1-4

							om/app/read/29591 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *Polar Bears in Trouble* (TCM ebook) *Animals in Danger! Polar Bears* F&P level: O https://www.getepic.com/app/read/61067	
8 RESOURCES		CM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smart board, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested pollution/Polar Bear activities Share suggested activities in designated Google folders	TCM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT**

9/10		**Language Arts**: Students will use descriptive words to describe the plants and animals in their region. End of Unit Assessment: Our Planet	Students will summarize the important parts of a story, using key words and support from a graphic organizer.	Students will learn some adverbs and use them in simple sentence patterns (noun phrase, action verb, adverb), practicing English word order.	Students will write short texts describing themselves, using graphic organizers.	Students will demonstrate active listening of a teacher's presentation on seasons by asking and answering basic questions, with prompting and substantial support.	**Group 1 (Independent activity/reading)** Choice Board AI Choice Board Generator (can include independent Reading) *Fennec Foxes* F&P Level: L (Read to Me) *can be assigned as independent reading https://www.getepic.com/app/read/58137 *Who Lives in the Desert? (Read to Me) *can be assigned as independent reading* F&P Level: H https://www.getepic.com/app/read/59063 *In the Desert* F&P Level: K* https://www.getepic.com/app/read/78380 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *Parched* (TCM	Parched Picture Cards Parched student Pages 1-4

							ebook) *Seasons of the Desert Biome* F&P level: M https://www.getepic.com/app/read/52834	
9/10 RESOURCES		CM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smart board, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested Our activitiesPlanet Share suggested activities in designated Google folders	TCM-Language Power 3-5 A digital resources License Key Code: **XYWT-25TT-5JUT** *EOU - some portions are one-on-one Allow for time to assess* **End of Unit Student Pages** **End of Unit Assessment adminis**

								tration directions

Career Readiness, Life Literacies & Key Skills

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.