

# MP3 Grade 5 ESL-LCD Level A -

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

## Unit Focus

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Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Units will focus on basic vocabulary and content development around maintaining health, the human hearing and nervous systems, maps, Native Americans, and historical figures from the westward expansion through using text evidence to support opinions, comparing and contrasting, and the correct use of pronouns and coordinating conjunctions.

## WIDA Standards

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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

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### Unit 4 (weeks 22-25)

**Healthy and Happy-** In this lesson In this lesson, students describe, answer questions about, and write sentences about shapes. They graph information on pictographs. Students also use the modals may and must and use linking verbs to convey ideas. In this lesson, students answer factual comprehension questions and write about and discuss health practices. They use domain-specific words to create precision while speaking. Students also use but and so to create compound sentences.

**Now Hear This-** In this lesson, students describe ideas using information gained from a text, write about the shape of ears, and discuss their importance to survival. They contribute to conversations by expressing ideas and asking and answering questions. Students embed ideas using that and which.

**The Nervous System-** In this lesson, students show they understand information presented visually, write

about the nervous system, and work in small groups to discuss body systems. They use register to practice adjusting their language according to different audiences. Students also use direct objects in simple sentence patterns.

### **Unit 5 (weeks 26-29)**

**My Country (wordless)**-In this lesson, students identify words that provide evidence for ideas, write opinions about natural geographical features, and create maps of U.S. geographical features. They identify how synonyms have different effects on audiences. Students also use the simple future tense.

**Learning from the Iroquois Peoples**- In this lesson, students recount key ideas or details about the Iroquois Confederacy, write about the character traits of early Americas, and create displays of the character traits of their peers. They use connecting words and phrases and support opinions with reasons when discussing the Iroquois peoples.

**Daniel Boone: Into the Wilderness**- In this lesson, students identify important details and concepts, explain what they would take on an expedition, and discuss how regional folk heroes have contributed to the cultural history of the United States. They use short, learned phrases to ask and answer questions. Students also use pronouns to replace nouns in a text.

### **Spiraling for Mastery**

| Content or Skill for this Unit   | WIDA Can Dos and PLDs for levels for Entering and Beginning levels of language proficiency   |
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| <ul style="list-style-type: none"> <li>- use vocabulary in sentences</li> <li>-use L1 and L2 to compare and contrast</li> <li>-use persuasive speech</li> <li>- label</li> <li>-read information</li> <li>-research</li> </ul> | <ul style="list-style-type: none"> <li>- Strategies: Comprehension, questioning, summarizing</li> <li>- Use text evidence</li> <li>-Compare and Contrast</li> <li>- Produce drawings, phrases, short sentences</li> <li>- Respond to oral directions</li> <li>- Follow two-step oral directions</li> <li>- Ask and answer short questions</li> <li>- Describe actions, people, places</li> </ul> |

## Bi-Weekly Scope and Sequence

| WEEK S | Standards | Content Area  | Language Development   | Reading   | Writing   | Listening/ Speaking   | Small Group   | Assessment  |
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| 22     |           | <b>Language Arts:</b> Students will offer opinions and negotiate with others when discussing what makes it hard to stay healthy . | Students will use the coordinating conjunctions but and so to create compound sentences. | Students will respond to informational text by giving short written responses to factual comprehension questions. | Students will use complete sentences to summarize in writing ways to stay healthy and happy | Students will use a select number of general academic and domain-specific words to create precision while speaking. | <p><b>Group 1 (Independent reading)</b></p> <p><i>Staying Healthy</i></p> <p>F&amp;P level: L</p> <p><a href="https://www.getepic.com/app/read/13338">https://www.getepic.com/app/read/13338</a></p> <p><i>Eating Healthy:</i></p> <p>F&amp;P level: M</p> <p><a href="https://www.getepic.com/app/read/46854">https://www.getepic.com/app/read/46854</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p>Guided Reading:</p> <p>Healthy Eating</p> <p>F&amp;P level: N</p> <p><a href="https://www.getepic.com/app/read/83552">https://www.getepic.com/app/read/83552</a></p> | <p>-Healthy and Happy student pages 1-4</p> <p>Healthy and Happy vocabulary picture cards</p> |

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|                 |  |   |   |   |  |   | <a href="#">Healthy and Happy</a><br>(TCM ebook)  |   |
|                 |  |   |   |   |  |   | See Google Folder <a href="#">3-5 Unit 3 Topic 1-Healthy and Happy</a>  |   |
| 22<br>RESOURCES |  | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries  | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books       | - Google Docs, slides<br>- notebook<br>- <a href="#">Exploring New Vocabulary charts</a> | - YouTube (Audio clips)<br>- EdPuzzle<br>- Flipgrid<br>- See <a href="#">Google Folder</a> for partner/interactive activities | See <a href="#">Google Folder</a> for suggested animal activities<br><br>Share suggested activities in designated <a href="#">Google folders</a>              | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b> |
| 23              |  | <b>Science:</b><br>Students will discuss how ears help animals survive.   | Students will use that and which to embed ideas in sentences. | Students will describe how ears work, using information gained from a text, | Students will state why animals have differently shaped ears, supporting                 | Students will contribute to conversations by asking and answering questions and responding using short phrases.               | <b><u>Group 1 (Independent activity/reading)</u></b><br><b>Choice Board</b><br><a href="#">AI Choice Board Generator</a><br>(can include independent Reading) | Now Hear This!<br><br>Picture Cards<br><br>Now Hear This!   |

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|                         |  |  |                      | with substantial support.  | their points of view with reasons.                 |  | <p><i>The Ears</i></p> <p>video</p> <p><a href="https://www.getepic.com/app/read/33175">https://www.getepic.com/app/read/33175</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p>Guided Reading:</p> <p><a href="#">Now Hear This!</a> (TCM ebook)</p> <p>See Google Folder <a href="#">3-5 Unit 3 Topic 1</a>-Now Hear This!</p> | Student Pages 1-4  |
| <b>23<br/>RESOURCES</b> |  | <p><a href="#">TCM-Language Power 3-5 A digital resources</a></p> <p>License Key Code: <b>XYWT-25TT-5JUT</b></p> <p>Smartboard, document</p> | bilingual glossaries | <p>Get Epic</p> <p>RAZ Kids</p> <p>Unite for Literacy</p> <p>TCM e-books</p> | Smartboard, document camera, paper, folders, pens. | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>- Flipgrid</p> | <p>See <a href="#">Google Folder</a> for suggested animal/math activities</p> <p>Share suggested activities in designated <a href="#">Google folders</a></p>   | <p><a href="#">TCM-Language Power 3-5 A digital resources</a></p> <p>License Key Code: <b>XYWT-25TT-5JUT</b></p> |

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|       |  | camera, paper, folders, pens.   |   |  |  |  |   |  |
| 24/25 |  | <p><b>Science:</b> Students will work in small groups to discuss and present how animals' body structures and systems help them survive.</p> <p>End of Unit Assessment: My Body</p> | <p>Students will learn about direct objects and use them in a simple sentence pattern (subject, action verb, direct object), practicing English word order.</p> | <p>Students will demonstrate understanding of information presented visually by using key words or phrases related to the nervous system</p> | <p>Students will write narratives about times their nervous systems kept them from harm.</p> | <p>Students will learn about register and practice adjusting their language according to audience.</p> | <p><b><u>Group 1 (Independent activity/reading)</u></b></p> <p>Choice Board</p> <p><a href="#">AI Choice Board Generator</a></p> <p>(Can include independent reading)</p> <p><i>Your Nervous System</i></p> <p>F&amp;P Level: M</p> <p><a href="https://www.getepic.com/app/read/50128">https://www.getepic.com/app/read/50128</a></p> <p><i>Noah's Nifty Nervous System (Read to me)</i></p> <p>F&amp;P Level: M</p> <p><a href="https://www.getepic.com/app/read/79544">https://www.getepic.com/app/read/79544</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p><i>The Nervous System</i></p> <p>F&amp;P Level: N</p> <p><a href="https://www.getepic.com/app/read/35021">https://www.getepic.com/app/read/35021</a></p> <p>Guided Reading: <a href="#">Central Nervous</a></p> | <p>The Nervous System</p> <p>Picture Cards</p> <p>The Nervous System Student Pages 1-4</p> |

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|                            |  |   |                      |   |  |   | <a href="#">System</a> (TCM ebook)  |   |
|                            |  |   |                      |   |  |   | Revisit past guided reading selections to make comparisons  |   |
| <b>24/25<br/>RESOURCES</b> |  | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>- Flipgrid | See <a href="#">Google Folder</a> for suggested animal/math activities<br><br>Share suggested activities in designated <a href="#">Google folders</a> | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>*EOU - some portions are one-on-one Allow for time to assess*<br><br><a href="#">End of Unit Student Pages</a><br><br><a href="#">End of Unit Assessment administration directions</a> |
|                            |  | <b>Social Studie</b>  | Students will form   | Students will   | Students will                                      | Students will distinguish                                   | <b><u>Group 1 (Independent</u></b>  |   |

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| 26              |  | <p>s: Students will create maps of the United States, labeling five geographical features.</p> | <p>and use the simple future tense using English word order in constructing questions and answers.</p> | <p>form and use the simple future tense using English word order in constructing questions and answers.</p> | <p>express ideas about a natural geographical feature they would like to live near, using their full language repertoire.</p> | <p>how different words with similar meanings produce different effects on an audience.</p> | <p><b><u>activity/reading</u></b></p> <p><b>Choice Board</b></p> <p><a href="#">AI Choice Board Generator</a></p> <p>(Can include independent reading)</p> <p><i>My Country (Read to Me)</i></p> <p>F&amp;P Level: O</p> <p><a href="https://www.getepic.com/app/read/18598">https://www.getepic.com/app/read/18598</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p><i>Map My Country</i></p> <p>F&amp;P Level: R</p> <p><a href="https://www.getepic.com/app/read/71697">https://www.getepic.com/app/read/71697</a></p> <p>Guided Reading: <a href="#">My Country</a> (TCM ebook)</p> | <p>My Country</p> <p>Picture Cards</p> <p>My Country Student Pages 1-4</p>                       |
| 26<br>RESOURCES |  | <p><a href="#">TCM-Language Power 3-5 A digital resources</a></p> <p>License Key Code:</p>     | <p>bilingual glossaries</p>  | <p>Get Epic</p> <p>RAZ Kids</p> <p>Unite for Literacy</p> <p>TCM e-</p>                                     | <p>Smartboard, document camera, paper, folders, pens.</p>   | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>- Flipgrid</p>                         | <p>See <a href="#">Google Folder</a> for suggested animal/math activities</p> <p>Share suggested activities in designated <a href="#">Google folders</a></p>  | <p><a href="#">TCM-Language Power 3-5 A digital resources</a></p> <p>License Key Code: XYWT-</p> |



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|    |  | <b>XYW<br/>T-<br/>25TT-<br/>5JUT</b><br><br>Smartboard, document camera, paper, folders, pens.                  |  | books   |  |  |   | <b>25TT-5JUT</b>   |
| 27 |  | <b>Language Arts:</b><br>Students will display their groups' character traits, using diverse media and formats. | Students will use connecting words and phrases to comprehend and discuss a text. | Students will recount key ideas or details from a text read aloud about the Iroquois Confederacy. | Students will write about the strengths of the Iroquois people, using sentence frames for support. | Students will support opinions about the Iroquois by expressing appropriate reasons. | <p><b><u>Group 1 (Independent activity/reading)</u></b></p> <p>Choice Board</p> <p><a href="#">AI Choice Board Generator</a></p> <p>(Can include independent reading)</p> <p><i>Native Americans: Iroquois</i></p> <p>F&amp;P Level: O</p> <p><a href="https://www.getepic.com/app/read/18598">https://www.getepic.com/app/read/18598</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p><i>Map My Country</i></p> <p>F&amp;P Level: R</p> <p><a href="https://www.getepic.com/app/read/71697">https://www.getepic.com/app/read/71697</a></p> | <p>Learning from the Iroquois People</p> <p>Picture Cards</p> <p>Learning from the Iroquois People Student Pages 1-4</p> |

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|                            |  |   |                           |   |  |   | Guided Reading: <a href="#">My Country</a> (TCM ebook)   |  |
| <b>14/15<br/>RESOURCES</b> |  | <a href="#">CM- Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries      | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>- Flipgrid | See <a href="#">Google Folder</a> for suggested Leaves activities<br><br>Share suggested activities in designated <a href="#">Google folders</a> | <a href="#">TCM- Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>*EOU - some portions are one-on-one Allow for time to assess*<br><br><a href="#">End of Unit Student Pages</a><br><br><a href="#">End of Unit Assessment administration directions</a> |
| <b>16</b>                  |  | Language Arts:  | Students will demonstrate | Students will demonstrate   | Students will describe                             | Students will learn synonyms                                | <b><u>Group 1 (Independent)</u></b>  | Weather Picture  |

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|  |  | <p>Students will practice describing how objects feel and how they look.</p> | <p>ate understanding of common action verbs through actions.</p> | <p>rate understanding of information presented visually, using phrases or simple sentences with substantial support.</p> | <p>e in writing what they sense when they play outside, using sentence frames for support.</p> | <p>and explain how they produce different effects on the audience.</p> | <p><b><u>activity/reading)</u></b></p> <p><b>Choice Board</b></p> <p><a href="#">AI Choice Board Generator</a></p> <p>(can include independent Reading)</p> <p><i>The Emporers</i><br/><i>Penguin's New Clothes</i></p> <p>F&amp;P Level: N (Read to Me) *can be assigned as independent reading</p> <p><a href="https://www.getepic.com/app/read/18816">https://www.getepic.com/app/read/18816</a></p> <p><i>Early Coding</i><br/><i>Concepts: Pete Makes a Pizza: A Sequence Story</i></p> <p>F&amp;P level: J*</p> <p><a href="https://www.getepic.com/app/read/82621">https://www.getepic.com/app/read/82621</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p>Guided Reading:</p> <p><a href="#">The King's New Clothes</a> (TCM ebook)</p> <p><i>Sequence It!</i></p> <p>F&amp;P level: K</p> <p><a href="https://www.getepic.com/app/read/18574">https://www.getepic.com/app/read/18574</a></p> | <p>Cards</p> <p>Weather student Pages 1-4</p> |
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| 16<br>RESOURCES | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries  | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books                            | Smartboard, document camera, paper, folders, pens.   | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>- Flipgrid            | See <a href="#">Google Folder</a> for suggested pollution/Polar Bear activities<br><br>Share suggested activities in designated <a href="#">Google folders</a>  | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>- |
| 17              | <b>Science:</b><br>Students will measure the local temperature for a week and make predictions about the following week's temperatures.                             | Students will form and use the past progressive tense, using subject-verb agreement and English word order. | Students will integrate vocabulary from two texts in order to speak knowledgeably about weather. | Students will describe their favorite weather and support their opinions with appropriate reasons, using an example paragraph. | Students will share opinions with others, using basic learned phrases. | <b><u>Group 1 (Independent activity/reading)</u></b><br><br><b>Choice Board</b><br><br><a href="#">AI Choice Board Generator</a><br><br>(can include independent Reading)<br><br><i>Changing Weather</i><br><br>F&P level: E<br><br><a href="https://www.getepic.com/app/read/42231">https://www.getepic.com/app/read/42231</a><br><br><i>What is Today's</i> | Weather (wordless)<br><br>Picture Cards<br><br>Weather (wordless) student Pages 1-4                                |

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|                     |  |                      |   |  |   |  | <i>Weather</i><br><br>F&P level: J<br><br><a href="https://www.getepic.com/app/read/9029">https://www.getepic.com/app/read/9029</a><br><br><b>Group 2 (Lesson Reinforcement with teacher)</b><br><br>Guided Reading:<br><br><a href="#"><i>Weather (wordless)</i></a><br>(TCM ebook)<br><br><i>What is Weather?</i><br><br>F&P level: M<br><br><a href="https://www.getepic.com/app/read/8225">https://www.getepic.com/app/read/8225</a> |  |
| <b>17 Resources</b> | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>- Flipgrid | See <a href="#">Google Folder</a> for suggested activities<br><br>Share suggested activities in designated <a href="#">Google folders</a><br><br>- | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b>  |  |

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|    |  | , paper, folders, pens.  |   |   |   |  |  |  |
| 18 |  | Science: Students will compare and discuss the melting point of different objects. | Students will use that and who to embed ideas in sentences. | Students will explain key details of a text with substantial support. | Students will write captions for pictures of states of matter, using sentence frames for support. | Students will orally cite text evidence, using sentence starters and the book for support. | <p><b><u>Group 1 (Independent activity/reading)</u></b></p> <p>Choice Board</p> <p><a href="#">AI Choice Board Generator</a></p> <p>(can include independent Reading)</p> <p><i>Inside the World of Matter</i></p> <p>F&amp;P level: N</p> <p><a href="https://www.getepic.com/app/read/42478">https://www.getepic.com/app/read/42478</a></p> <p><i>Many Kinds of Matter: A Look at Solids, Liquids, and Gases</i></p> <p>F&amp;P level: L</p> <p><a href="https://www.getepic.com/app/read/48506">https://www.getepic.com/app/read/48506</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p>Guided Reading:</p> <p><a href="#">Melting and Freezing</a> (TCM ebook)</p> | <p>Melting and Freezing</p> <p>Picture Cards</p> <p>Melting and Freezing student Pages 1-4</p> |

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|                 |  |   |  |   |   |   | <i>The Nature of Matter</i><br>F&P level: M<br><a href="https://www.getepic.com/app/read/42208">https://www.getepic.com/app/read/42208</a>   |   |
| 18<br>Resources |  | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries   | Get Epic<br>RAZ Kids<br>Unite for Literacy<br><br>TCM e-books                     | Smartboard, document camera, paper, folders, pens.                                    | - YouTube (Audio clips)<br>- EdPuzzle<br>- Flipgrid         | See <a href="#">Google Folder</a> for suggested activities<br><br>Share suggested activities in designated <a href="#">Google folders</a>  | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b> |
| 19              |  | Science: Students will conduct scientific experiments, tracking how long the process of evaporation   | Students will identify and use onomatopoeia in comic strips. | Students will explain ideas and details found in a text with substantial support. | Students will write brief summaries of how water evaporates with substantial support. | Students will rehearse and recite chants about evaporation. | <b><u>Group 1 (Independent activity/reading)</u></b><br><br>Choice Board<br><br><a href="#">AI Choice Board Generator</a><br><br>(can include independent Reading)<br><br><i>Where Did The Water Go?</i> | Evaporation<br><br>Picture Cards<br><br>Evaporation student Pages 1-4                                     |

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|                     |  | ation takes.  |                      |  |  |  | <p>F&amp;P level: L</p> <p><a href="https://www.getepic.com/app/read/18960">https://www.getepic.com/app/read/18960</a></p> <p><i>Boom! Zap! Pow!:</i><br/><i>Teaching</i><br/><i>Onomatopoeia</i></p> <p>F&amp;P level: K</p> <p><a href="https://www.getepic.com/app/read/40476">https://www.getepic.com/app/read/40476</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p>Guided Reading:</p> <p><a href="#">Evaporation</a> (TCM ebook)</p> <p><i>Investigating Matter</i></p> <p>F&amp;P level: M</p> <p><a href="https://www.getepic.com/app/read/48408">https://www.getepic.com/app/read/48408</a></p> |  |
| <b>19 Resources</b> |  | <p><a href="#">TCM-Language Power 3-5 A digital resources</a></p> <p>License Key Code: <b>XYWT-5JUT</b></p> | bilingual glossaries | <p>Get Epic</p> <p>RAZ Kids</p> <p>Unite for Literacy</p> <p>TCM e-books</p> | Smartboard, document camera, paper, folders, pens. | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>- Flipgrid</p> | <p>See <a href="#">Google Folder</a> for suggested activities</p> <p>Share suggested activities in designated <a href="#">Google folders</a></p>   | <p><a href="#">TCM-Language Power 3-5 A digital resources</a></p> <p>License Key Code: <b>XYWT-25TT-5JUT</b></p> |



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|       |  | 25TT-5JUT  |   |  |  |   |   |  |
|       |  | Smartboard, document camera, paper, folders, pens.   |   |  |  |   |   |  |
| 20/21 |  | <p>Music: Students will create and share rhythms with steady beats for other students to duplicate.</p> <p>End of Unit Assessment: Weather</p> | Students will identify and practice using transitional words when speaking. | Students will identify figurative language and rhymes in poems and discuss the purpose of those devices. | Students will write about the specific language a poet uses to present ideas, using sentence frames for support. | Students will demonstrate active listening of oral presentations by asking and answering clarification questions. | <p><b><u>Group 1 (Independent activity/reading)</u></b></p> <p>Choice Board</p> <p><a href="#">AI Choice Board Generator</a></p> <p>(can include independent Reading)</p> <p>Snow</p> <p>F&amp;P level: C</p> <p><a href="https://www.getepic.com/app/read/36886">https://www.getepic.com/app/read/36886</a></p> <p><i>Similes and Metaphor</i></p> <p>F&amp;P level: L</p> <p><a href="https://www.getepic.com/app/read/31081">https://www.getepic.com/app/read/31081</a></p> <p><b>Group 2 (Lesson Reinforcement with teacher)</b></p> <p>Guided Reading:</p> | <p>Snow</p> <p>Picture Cards</p> <p>Snow student Pages 1-4</p> |

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|                    |  |   |                      |   |  |   | <a href="#">Snow</a> (TCM ebook)<br><br><i>Rhyming Poems</i><br><br>F&P level: M<br><br><a href="https://www.getepic.com/app/read/35379">https://www.getepic.com/app/read/35379</a> |   |
| 20/21<br>Resources |  | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>Smartboard, document camera, paper, folders, pens. | bilingual glossaries | Get Epic<br><br>RAZ Kids<br><br>Unite for Literacy<br><br>TCM e-books | Smartboard, document camera, paper, folders, pens. | - YouTube (Audio clips)<br><br>- EdPuzzle<br><br>- Flipgrid | See <a href="#">Google Folder</a> for suggested activities<br><br>Share suggested activities in designated <a href="#">Google folders</a>   | <a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br><a href="#">TCM-Language Power 3-5 A digital resources</a><br><br>License Key Code: <b>XYWT-25TT-5JUT</b><br><br>*EOU - some portions are one-on-one Allow for time to assess* |

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|  |  |  |  |  |  |  |  | <a href="#">End of Unit Student Pages</a><br><br><a href="#">End of Unit Assessment administration directions</a> |
|--|--|--|--|--|--|--|--|---|

## 21st Century 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.  |