MP1 Grade 5 ESL-LCD Level C

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

Section Title

Introduction

Unit 1: Animals

Unit 2: Our Planet

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.

Essential & Guiding Questions/ Enduring Understanding

***The Unit EU, EQ question, and individual Lesson GQ should be visible to students by way of displaying on a board.**

Unit 1 Enduring Understanding	Unit 1 Essential Question	Week 2 Guiding Question- Animal Investigations	Week 3 Guiding Question- Amazing Animals: Sharks	Week 4 Guiding Question- Wildlife Scientists	Week 5/6 Guiding Question- The Tortoise and the Hare
Animals can teach us many things about ourselves.	What can research lead us to discover about animals?	Why should people learn about animal habits?	What responsibility do people have to learn about marine life?	What is the benefit of conducting long-term studies on species?	What can we learn from different animals? *End of Unit

					Assessment*

Unit 2 Enduring Understanding	Unit 2 Essential Question	Week 7 Guiding Question-Rainforest	Week 8 Guiding Question- Deserts	Week 9/10 Guiding Question-Forests
Protecting the natural world around me is important.	Why is it important to preserve the diversity of life in each biome?	How have plants and animals adapted to the unique conditions in rainforest biomes?	How have plants and animals adapted to the unique conditions in desert biomes?	How have plants and animals adapted to the unique conditions in forest biomes? *End of Unit Assessment*

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)

Animal Investigations- In this lesson, students use text features to draw information from the text. They convey ideas and information about themselves and record the results of a survey in different ways. Students also demonstrate active listening by asking and answering detailed questions about a video. They use nouns in

a simple sentence pattern before expanding the sentences.

Amazing Animals: Sharks- *In this lesson, students identify main ideas and supporting details. They use precise vocabulary to describe sharks and research facts about sharks to include in brochures. They build on responses in class discussions and expand sentences with adjectives.*

Wildlife Scientists- *In this lesson, students locate, use, and identify the functions of text features. They write riddles and represent and interpret data in graphs. They plan and deliver oral presentations and use suffixes to determine the meaning of words.*

The Tortoise and the Hare -In this lesson, students identify key elements of a fable, write fables that include a setting, a moral, characters, and plot, and read and recount fables from diverse cultures. They learn how synonyms produce shades of meaning, and they identify and explain similes and metaphors.

Unit2 (Week 7-9)

Rainforests - In this lesson, students identify compare-and-contrast structures in a text, they write paragraphs comparing rainforest plants or animals, and they research and share ways to help protect rainforests. Students also describe how well speakers present evidence for ideas, and they use transitional words to join ideas.

Deserts- In this lesson, students use the text to draw inferences. They write opinion pieces, supporting their points of view with reasons. They discuss the adaptations of desert plants and animals. They use precise academic and domain-specific words, and they use direct objects in simple sentence patterns (subject, action verb, direct object).

Forests -In this lesson, students identify sequential order in the text, use temporal words and phrase to signal event order, and research and describe the life cycle of a forest plant or animal. They support opinions using text and images and use connecting words and phrases.

Lesson Vocabulary

Unit 1- Animals	Unit 2- Our Planet

Animals Investigations• chart • graph □ prediction • data □ investigation □ probable • diagram • method □ table	**Rainforests** • adapt □ contrast • temperate • biome • ecosystem • tropical □ compare □ scan
Amazing Animals: Sharks-• anatomy • dorsal • prey □ attributes • gills • species □ compare • predator	**Deserts-** • adaptation • environment • latitude □ climate • generalization □ conclusion □ inference
Wildlife Scientists□ conservation □ feature □ increasing □ declining • glossary • index • endangered • habitat • wildlife	**Forests**□ consumers • fauna • initially • decomposers • flora □ order • energy pyramid • food web • sequential
The Tortoise and the Hare • arrogant □ insist • stereotype □ characteristic • moral • traits • fable □ steady	

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 analyze charts and graphs - 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 Sequenceb

WEE	Stan	Cont	Langu	Rea	Writing	Listening/	Small Group	Asses

KS	dard s	ent Area	age Develo pment	ding		Speaking		smen t
2		**Mathe matics:** Student s will adminis ter surveys , record the informa tion, and discuss how informa tion can be present ed in differen t ways as data.	Students will use nouns in simple sentence patterns (noun phrase, linking verb, noun phrase) before expandin g the sentences in a variety of ways.	Stude nts will use text featur es, such as diagra ms, charts , and glossa ries to locate and draw infor matio n from the text.	Students will clearly convey ideas and informatio n about themselves .	Students will demonstrate active listening by asking and answering detailed questions about a video with minimal prompting and light support.	**<u>Group 1 (Independent reading)</u>** *Real World Science: Animals* F&P level: Q https://www.getepic.com/app/read/10832 *Baby Animals in Cities* F&P level: N https://www.getepic.com/app/read/7885 *Baby Animals in Forest Habitats* F&P level: M https://www.getepic.com/app/read/7995 *Baby Animals in Ocean Habitats* F&P level: M https://www.getepic.com/app/read/7998 Baby Animals in Rainforest Habitats F&P level: M https://www.getepic.	- Animals Investig ations Vocabul ary picture cards - Animals Investig ations pages 1-4

							com/app/read/8097 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: Animal Investigations (TCM ebook) See Google Folder 3-5 Unit 1 Topic 1- Level C- Animal Investigations	
2 RESOURCES	Unit Introduction Video	TCM-Language Power 3-5 C digital resources License Key Code: **F35M-6WA2-3X9G** 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	Share suggested activities in designated Google folders	TCM-Language Power 3-5 C digital resources License Key Code: **F35M-6WA2-3X9G**
		Science:	Students will use	Students	Students will use	Students will contribute to	**Group 1 (Independent**	Amazing

3		Students will demonstrate understanding of the distinct structures and body systems of sharks by researching and describing facts in brochures.	adjectives in simple sentence patterns (noun phrase, linking verb, adjective) before expanding the sentences with details.	will determine the main idea of a text and explain how it is supported by key details.	precise language and domain-specific vocabulary when describing one kind of shark.	class discussions by asking relevant questions, affirming others, adding relevant information, and building on responses.	**activity/reading)** Choice Board AI Choice Board Generator (can include independent Reading) *National Geographic Kids Everything Sharks* F&P Level: Y https://www.getepic.com/app/read/43411 *I Know About! Sharks* F&P level: Y https://www.getepic.com/app/read/18086 *You Can Draw It! Sharks* (an early finisher activity) F&P level: R https://www.getepic.com/app/read/15017 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *Know It Alls! Sharks* (Read to Me option)	Animals: Sharks Picture Cards Amazing Animals: Sharks Student Pages 1-4

							F&P level: U https://www.getepic.com/app/read/11668 Amazing Animals: Sharks (TCM ebook)	
3 RESOURCES		TCM-Language Power 3-5 C digital resources License Key Code: **F35M-6WA2-3X9G** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	Share suggested activities in designated Google folders	TCM-Language Power 3-5 C digital resources License Key Code: **F35M-6WA2-3X9G**
4		**Mathematics**: Students will demonstrate that they know how to represent and interpret data in graphs.	Students will use knowledge of frequently-used suffixes (–ed, –est, –er, –ly) to determine the meaning of unknown	Students will identify the function of text features.	Students will write clear, well-organized riddles about three text features in the book	Students will plan and deliver oral presentations on Dr. Stirling or Dr. Goodall to small groups.	**Group 1 (Independent activity/reading)** Choice Board AI Choice Board Generator (Can include independent reading)	Wildlife Scientists Picture Cards Wildlife

			words on familiar topics.				*Jane Goodall* F&P Level: Q https://www.getepic.com/app/read/13429 *Animals Scientist and Activist Jane Goodall (Read to me option)* F&P Level: R https://www.getepic.com/app/read/36410 **Group 2 (Lesson Reinforcement with teacher)** Wildlife Scientists (TCM ebook)	Scientists Student Pages 1-4
4 RESOURCES		TCM-Language Power 3-5 C digital resources License Key Code: **F35M-6WA2-3X9G**	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid -TCM video of Jane Goodall	Share suggested activities in designated Google folders	TCM-Language Power 3-5 C digital resources License Key Code: **F35M-6WA2-3X9G**

		Smartboard, document camera, paper, folders, pens.						
5/6		**Language Arts**: Students will read and recount fables, folktales, or myths from diverse cultures.	Students will identify and explain figurative language.	Students will examine the characters' traits and motivations in a wellknown fable and explain how the moral is conveyed through key details in the text.	Students will write fables that develop the characters' traits and motivations and the sequence of events that lead to the moral.	Students will distinguish how different words with similar meanings produce shades of meaning and different effects on the audience.	**<u>Group 1 (Independent reading)</u>** *Writing a Poem* F&P level:M https://www.getepic.com/app/read/60004 *The Alphabet Thief* F&P level: N https://www.getepic.com/app/read/42106 *How to Write a Poem* F&P level: M https://www.getepic.com/app/read/12818 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: Owl Acrostics (TCM ebook)	Owl Acrostics Picture Cards Owl Acrostics Student Pages 1-4

							Acrostic Poems F&P level: M https://www.getepic.com/app/read/35361	
5/6 RESOURCES		TCM-Language Power 3-5 B digital resources License Key Code: **9E2B-XVWH-NEWJ** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested Poetry activities Share suggested activities in designated Google folders	TCM-Language Power 3-5 B digital resources License Key Code: **9E2B-XVWH-NEWJ** *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 demonstrate knowledge that water exists in the air in different forms and changes from one form to another through various processes.	Students will learn some adjectives and expand a sentence with details.	Students will describe the relationship between scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.	Students will write opinion pieces, supporting a point of view with reasons, details, and temporal words and phrases.	Students will adjust language choices according to purpose, task, and audience, with moderate support.	**Group 1 (Independent activity/reading)** Choice Board AI Choice Board Generator (can include independent Reading) *Seasons of the Freshwater Pond Biome* F&P Level: L (Read to Me) *can be assigned as independent reading https://www.getepic.com/app/read/18736 *Water Bodies* F&P Level: L https://www.getepic.com/app/read/42754 National Geographic Readers: Water F&P Level: P https://www.getepic.com/app/read/15151 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading:	Ponds Picture Cards Ponds Student Pages 1-4

							Ponds (TCM ebook) The Water Cycle F&P level: P https://www.getepic.com/app/read/7663	
7 RESOURCES		TCM-Language Power 3-5 B digital resources License Key Code: **9E2B-XVWH-NEWJ** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Get Epic RAZ Kids Unite for Literacy TCM e-books	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested Ponds activities Share suggested activities in designated Google folders	TCM-Language Power 3-5 B digital resources License Key Code: **9E2B-XVWH-NEWJ**

8		**Science**: Students will create and perform public service announcements to warn people about activities that might harm a biome such as rainforests.	Students will use the simple present tense to convey ideas appropriately, using subject-verb agreement and English word order.	Students will identify examples of fact and opinion and use textual evidence to support opinions about a text.	Students will support opinions using good reasons and increasingly detailed textual evidence.	Students will express ideas and opinions or temper statements using basic modal expressions.	**Group 1 (Independent activity/reading)** Choice Board AI Choice Board Generator (can include independent Reading) Oceans F&P Level: O https://www.getepic.com/app/read/31217 *Polluted Oceans: (Read to Me) *can be assigned as independent reading* F&P Level: M https://www.getepic.com/app/read/12782 *Explore Earth's Five Oceans* F&P Level: R https://www.getepic.com/app/read/12411 **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *Oceans* (TCM	Oceans Picture Cards Oceans student Pages 1-4

							ebook) *Ocean Ecosystems* F&P level: R https://www.getepic.com/app/read/42539	
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	Smartboard, document camera, paper, folders, pens.	- TCM video:**tcmpub.digital/lp/3-5/starfis**h -YouTube (Audio clips) - EdPuzzle -Flipgrid	SeeGoogle Folder for suggested Our activitiesPlanet Share suggested activities in designated Google folders	TCM-Language Power 3-5 B digital resources License Key Code: **9E2B-XVWH-NEWJ**
9		**Science**	Students	Stude	Students	Students will	**Group 1**	Escape

		: Students will learn that some natural hazards that occur in the physical environment are preceded by phenomena that allow forecasting.	will learn the meaning of and use academic action verbs.	nts will determine the meaning of words and phrases and distinguish literal from figurative language.	will use dialogue and descripVolcanoetions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	contribute to partner discussions, including sustained dialogue, by affirming others and adding relevant information.	**(Independent activity/reading)** Choice Board AI Choice Board Generator (can include independent Reading) Volcanoes F&P Level: M https://www.getepic.com/app/read/70203 *Danger! Volcanoes (Read to Me) *can be assigned as independent reading* F&P Level: R https://www.getepic.com/app/read/9168 *Volcanoes* F&P Level: L https://www.getepic.com/app/read/52058 *Kaboom! A Volcano Erupts* F&P Level: M https://www.getepic.com/app/read/83577	From Picaya Picture Cards Escape From Picaya student Pages 1-4

							Group 2 (Lesson Reinforcement with teacher) Guided Reading: Escape From Picaya (TCM ebook) Learn About Volcanoes F&P level: M https://www.getepic.com/app/read/71872	
9 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	Smartboard, 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 B digital resources License Key Code: **9E2B-XVWH-NEWJ**
10/11		**Science:** Students will share	Students will join ideas using transition	Students will use conte	Students will write increasingly concise summaries	Students will express accurate reasons to support	**<u>Group 1 (Independent activity/reading)</u>**	Fires Picture Cards

		how people can prepare for natural disasters that change Earth's surface.	al words and phrases.	nt-related vocabulary to present ideas, with moderate support.	of texts using complete sentences and key words.	opinions	Choice Board AI Choice Board Generator (can include independent Reading) Disaster Zone: Wildfires F&P Level: M https://www.getepic.com/app/read/33767 *Smithsonian Readers: Dealing with Wildfires (Read to Me) *can be assigned as independent reading* F&P Level: M https://www.getepic.com/app/read/75326 *Forest Fires* F&P Level: N https://www.getepic.com/app/read/35510 *Natural Disasters : Wildfires* F&P Level: M https://www.getepic.com/app/read/71680	Fires student Pages 1-4

							Group 2 (Lesson Reinforcement with teacher) Guided Reading: Fires (TCM ebook) *National Geographic Readers: Wildfires* F&P level: R https://www.getepic.com/app/read/43419	
10/11 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	Smartboard, 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 B digital resources License Key Code: **9E2B-XVWH-NEWJ** *EOU - some portions are one-on-one Allow for time to assess* **End of Unit Student Pages** **End of**

								Unit Assessment administration 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.