ESL-6-8 LCD Level A- Marking Period 1

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, famous inventors, scientific discoveries, and engineering.

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 Summary

Unit1 (Weeks 1-4)

Special Physical Features of Carnivores- In this lesson, students read a text about carnivore adaptations. They analyze information presented in tables, diagrams, and pictures, and they write about carnivores. Students examine language used to support ideas, and they create complex sentences.

Snakes Up Close- In this lesson, students read a short book about snakes. They write about whether a snake would make a good pet. Students listen actively to a speaker, and they identify alliteration.

Color Changes in Peppered Moths- In this lesson, students learn how peppered moths adapted after industrialization in England. Students demonstrate understanding by writing and discussing how peppered

moths have changed over time. They also analyze the effects of different words and phrases and use direct objects in sentences.

***Jabuti's Shell* -**In this lesson, students read a fable, identify its theme, and list the traits of the two main characters. They also write about their own traits. Students analyze word choice and practice using nouns in a simple sentence pattern.

Unit2 (Week 5-8)

Benjamin Franklin- In this lesson, students give examples of cause and effect and analyze Benjamin Franklin's impact on American society. They write stories about what Franklin did to make America a better place. Then, students identify how language supports points, and they use the simple past tense.

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Alexander Graham Bell- In this lesson, students give examples of cause and effect and analyze Alexander Graham Bell's impact on American society. They write to explain what Bell invented. Students adjust language to match setting and audience, and they use the past progressive tense.

How Amusement Parks Work- In this lesson, students read a book about how engineers create amusement park rides. They identify important main ideas and details of a text, and they describe their dream roller coasters. Students will give short oral presentations, and they will use roots and base words to determine word meanings.

The Crow and the Pitcher- In this lesson, students read a short adaptation of one of Aesop's fables. They identify character traits and the parts of a fable. Then, they write short fables and describe why particular animals would make good characters in fables. Students examine how language supports ideas, and they join ideas with transitional words and phrases.

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

Bi-Weekly Scope and Sequence

WEEKS	Standards	Content Area	Language Development	Reading	Writing	Listening/ Speaking	Small Group	Assessment
1-2		Science: Students will identify ways in which living things can be classified and the basic ideas related to biological evolution.	Students will combine ideas using simple subordinating conjunctions to create complex sentences. Students will identify and explain alliteration.	Students will study the information presented in the text and diagrams. Students will organize important information from a nonfiction	Students will write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information. Students will write arguments to support claims with clear reasons and relevant evidence.	Students will explain how well speakers use language to support ideas and arguments. Students will actively listen by asking and answering questions.	**Group 1 (Independent reading)** *Mother and Baby* F&P level:K *https://www.getepic.com/app/read/9192* *Garter Snakes* F&P level: I https://www.getepic.com/app/read/25837 **Group 2 (Lesson Reinforcement with teacher)** See Google Folder 6-8 Unit 1 Topic 1	-Special Features of Carnivores vocabulary picture cards -Special Features of Carnivores student page2 1-4 -Snakes Up Close vocabulary picture cards Snakes

		Science: Students will examine the basic ideas related to biological evolution.		text.			Animals	Up Close student pages 1-4
1-2 RESOURCES		TCM-Language Power 6-8A digital resources License Key Code: **EZKC-M42T-EJUR** Smart board, 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 6-8A digital resources
		Scienc	Students	Studen	Students	Students will	**Group 1**	Color

3-4		e: Students will examine the basic ideas related to biological evolution. Language Arts: Students will analyze how the author develops and contrasts the points of view of different characters.	will use direct objects in a simple sentence pattern: noun phrase, action verb, noun phrase. Students will use nouns in simple sentence pattern: noun phrase, verb to be, noun phrase.	ts will study the information presented in the text and diagrams. Students will analyze points of view and various character traits in the text.	will write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information. Students will produce clear and coherent writing that is appropriate to task, purpose, and audience. (Scaffolding for writing dialogue: place students in groups of three to complete the "Be the Writer" activity. Provide support through graphic organizers for guidance through the activity.)	identify how different words or phrases with similar meanings produce different effects. Students will identify how different words or phrases with similar meanings produce different effects.	**(Independent activity/reading)** Choice Board AI Choice Board Generator **Group 2 (Lesson Reinforcement with teacher)** Guided Reading: *How and Why Do Animals Change?* F&P level: M https://www.getepic.com/app/read/10517	Changes in Peppered Moths vocabulary picture cards Color Changes in Peppered Moths student pages 1-4 Jabuti's Shell vocalary picture cards Jabuti's Shell student pages 1-4
		TCM-Language	bilingual glossaries	Get Epic	-Google Docs, slides	- YouTube (Audio clips)	SeeGoogle Folder for suggested animal	Unit 1-Animals Assess

3-4 RESOURCES		Power 6-8A digital resources License Key Code: **EZKC-M42T-EJUR** Smart board, document camera, paper, folders, pens.		RAZ Kids Unite for Literacy TCM e-books	-notebook -Exploring New Vocabulary charts	- EdPuzzle -Flipgrid -See Google Folder for partner/interactive activities	activities Share suggested activities in designated Google folders	ment
5		Social Studies: Students will examine the values held by Benjamin Franklin and how those values had an impact on history.	Students will use the simple past tense to convey time appropriately.	Students will describe the cause-and-effect relationships in the text.	Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.	Students will explain how well speakers use language to support ideas and arguments.		Picture Cards Ben Franklin Student Pages 1-4 Ben Franklin the Simple Past Tense

5 RESOURCES		TCM-Language Power 6-8A digital resources License Key Code: **EZKC-M42T-EJUR** Smartboard, document camera, paper, folders, pens.	bilingual glossaries	TCM-Language Power 6-8A-readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid		TCM - Language Power 6-8A digital resources
6-7		Social Studies: Students will examine the values held by Alexander Graham Bell and how those values had an	Students will use the past progressive tense to convey ideas and time appropriately. Students will use knowledge of frequently-used roots and	Students will describe the cause-and-effect relationships in the text. Students will identify important details	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will produce	Students will adjust language choices according to a social setting and audience. Students will plan and deliver brief oral presentations.		Picture Cards Alexander Graham Bell Student Pages 1-4 Alexander Graham Bell - The Past Progressive

		impact on history. Science: Students will identify the effects of balanced and unbalanced forces on an object's motion.	base words to determine the meaning of unknown words on familiar topics.	from the text.	clear and coherent writing that is appropriate to task, purpose, and audience			Tense How Amusement Parks Work:Student Pages 1-4 How Amusement Parks Work:Builder
6-7 RESOURCES		TCM-Language Power 6-8A digital resources License Key Code: **EZKC-M42T-EJUR** Smartboard, document camer	bilingual glossaries	TCM-Language Power 6-8A-readers	Smartboard, document camera, paper, folders, pens.			TCM - Language Power 6-8A digital resources

		a, paper, folders, pens.						
7-8		Language Arts: Students will identify elements of character development Science: Students will create a plan and mock up for an invention	Students will join ideas by using simple transitional words and phrases. Students will label diagrams and use simple sentences and descriptive words	Students will identify the key elements of a fable. Students will research invention proposals	Students will write opinions or arguments to support claims with clear reasons and relevant evidence. Students will write a proposal with justification for the invention application	Students will explain how well speakers use language to support ideas and arguments. Students will plan and deliver brief oral presentations.		Picture Cards The Crow and the Pitcher: Student Pages 1-4 Unit 2 Assessment
7-8 RESOURCES		TCM-Language Power 6-8A digital resources License Key Code: **EZKC-M42T**	bilingual glossaries	Chromebooks Library	Smartboard, document camera, paper, folders, pens.	printed rubrics		

		-EJUR Smart board, document camera, paper, folders, pens.						

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.