ESL-6-8 LCD Level B- Unit 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 Unit 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

Mammal Mania -In this lesson, students learn about mammals and practice classifying them in different ways. Then, they write about their favorite mammals. Students discuss their favorite animals with partners, and they practice using action verbs.

Slithering Reptiles and Amphibians Students practice making predictions and taking notes using nonfiction text. They compare and contrast reptiles and amphibians. They each write about a reptile or an amphibian using key vocabulary. They justify their opinions in conversations, and then they create compound subjects.

Incredible Invertebrates - Students read a nonfiction text about invertebrates and take notes about their

special features. They write what special features they would like to have. They examine whether a speaker was effective, and then they create complex sentences.

Swimming with Sharks -Students analyze both the characters and narrative structure in a short passage. They write a short story with a wellstructured sequence of events and practice using internal monologue. Then, students express opinions and practice using adjectives.

Unit2

Building Bridges -Students read a story about a girl who competes to build the strongest model bridge. They analyze the events of the story and how those events lead to character growth. They write short narratives that includes character growth. They actively listen to an oral presentation, and then they use transition words to join ideas.

How Toys Work -Students read a text about how toys and other everyday objects use simple machines. They answer questions about the text. They describe and explain a simple machine. They deliver short oral presentations, and then they use roots to determine the meanings of words.

Lasers-Students read a book about lasers and how they are used. They create outlines to identify the book's key details. They write informative paragraphs explaining what a laser is. Students participate in discussions, and then they use nouns in simple sentences.

Awesome Animatronics-Students read a text about the development of animatronics. They identify facts and opinions about the text. They write informative paragraphs about animatronic devices. They give and listen to persuasive speeches, and then they condense ideas through embedded clauses.

New-Fangled Inventions- Students read a text about a boy who sees one of the first telephones. They compare and contrast the perspectives of two characters in the text. They write fictional narratives describing the first time they saw an airplane. Students analyze how language is used in different settings, and then they practice using the present progressive tense.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

- 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	Assessment
1-2 SKILLS		Science: Students will identify the ways in which living things can be classified. Science: Students will identify the ways in which living things can be classified.	Students will learn the meanings of and use action verbs. Students will combine sentences in simple ways to create precise and detailed sentences.	Students will summarize and organize important details from the text. Students will compare and contrast information in the text to identify similiarities and differences.	Students will write opinions or arguments to support claims with clear reasons and relevant evidence. Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students will contribute to class, group, and partner discussions, including sustained dialogue. Students will justify opinions or persuade others by providing relevant evidence from graphic, image, video content, or relevant background knowledge	vocabulary picture cards student pages 1-4

1-2 RESOURCES		TCM- Language Power 6-8A	bilingual glossaries	TCM- Language Power 6-8A- readers	-Google Doc -notebook	- YouTube (Audio clips) - EdPuzzle -Flipgrid	TCM- Language Power 6-8A digital resources
3-4 SKILLS		Science: Students will identify the ways in which living things can be classified. Language Arts: Students will analyze how the author develops and contrasts the points of view of different characters and the narrators in the text.	Students will combine ideas using subordinating conjunctions to create complex sentences. Students will express attitude and opinions or temper statements using a variety of familiar modal expressions.	Students will summarize and paraphrase information in the text, including important details of the text. Students will analyze points of view of different characters in a narrative story.	Students will write opinions or arguments to support claims with clear reasons and relevant evidence. Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.	: Students will explain how well speakers use specific language to present ideas or support arguments and provide detailed evidence. Students will express attitude and opinions or temper statements using a variety of familiar modal expressions.	vocabulary picture cards student pages 1-4
3-4 RESOURCES		TCM- Language Power 6-8A Smartboard,	bilingual glossaries	TCM- Language Power 6-8A- readers	Google Doc notebooks chart paper	-YouTube (Audio clips) -EdPuzzle Flipgrid	TCM - Language Power 6-8A digital resources

		document camera, paper, folders, pens.					
5-6 SKILLS		Language Arts: Students will analyze how the events of the story and characters interact. Science: Students will identify the effects of balanced and unbalanced forces on an object's motion.	Students will use transitional words and phrases to join ideas. Students will use roots and base words to determine the meanings of unknown words.	Students will examine the elements of a narrative story, such as the characters, setting, problem, and solution. Students will answer questions about key details of a text, referring explicitly to the text as the basis for the answers.	Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences. Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students will actively listen to oral presentations by asking and answering detailed questions. Students will plan and deliver short oral presentations using details and evidence to support ideas.	vocabulary picture cards student pages 1-4
5-6 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera,	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

		paper, folders, pens.					
7-8 SKILLS		Science: Students will examine how light moves in waves and is part of the electromagnetic spectrum. History: Students will examine patterns of change and continuity in the historical succession of related events.	Students will use nouns and pronouns in a simple sentence pattern (noun phrase, linking verb to be, noun phrase). Then, they will expand the sentences using superlative adjectives. Students will condense ideas through embedded clauses to create precise and detailed sentences.	Students will identify key details of the text. Students will cite textual evidence to support analysis of what the text says explicitly as well as opinions and inferences drawn from the text.	Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.	Students will adjust language choices according to purpose, task, and audience. Students will negotiate with or persuade others in conversations.	vocabulary picture cards student pages 1-4
7-8 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	TCM-Language Power 6-8A-readers	Smartboard, document camera, paper, folders, pens.		TCM - Language Power 6-8A digital resources

9-10 SKILLS		Language Arts: Students will identify elements of character development.	Students will condense ideas through embedded clauses to create precise and detailed sentences.	Students will analyze how the author develops and contrasts the points of view of different characters in the text.	: Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.	Students will adjust language choices according to purpose, task, and audience.	vocabulary picture cards student pages 1-4
9-10 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Chromebooks Library	Smartboard, document camera, paper, folders, pens.	printed rubrics	

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.