ESL-6-8 LCD Level B- Unit 2

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 forests, the environment, banking, money, and economics.

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

Unit3

African Grasslands -Students read a book about African grasslands. They identify important details in the text. They draw and write about African grasslands. They plan and deliver short oral presentations, and then they practice using direct and indirect objects.

Amazon Rainforest - Students read a book about the Amazon rainforest. They identify problems and solutions. They write about how people can help protect rainforests. They analyze a speaker's word choice, and then they practice using linking verbs.

Death Valley Desert - Students ask questions and identify important details in a text. They write about how to prepare for a visit to Death Valley. They give short speeches, and then they identify words that link sentences

together.

Protecting Animals-Students read a book about protecting animals. They use text features to identify threats to animals and how to help them. They write about how they can protect animals. Then, they examine figurative language.

King of the Hill-Students read a poem about a fungus. They identify how the author used personification in the poem. They personify an object of their choosing. They create a persuasive commercial, and then they practice using the simple present tense.

Unit4

Buy It! History of Money - Students read a book about the history of money. They identify facts from the book. They write about how they can earn money. They practice using modal expressions, and then they use suffixes to determine word meanings.

Shopping Secrets- Students read a book about how grocery stores are organized. They identify main ideas and the details that support them. They design school supply stores and write about how store owners get people to spend more money. They actively listen to oral presentations, and then they use indirect objects in sentences.

The Best Yard Sale Ever- Students read a fictional narrative about two friends trying to raise money to see a concert. They identify and describe the characters' traits in the story. They write about a time they reached a goal. They identify how different words have different meanings, and then they practice using the present perfect 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	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences

-read information -research	- 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 explain how the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors. Science: Students will explain how the number and types of organisms an	Students will use direct and indirect objects in a simple sentence pattern (subject, action verb, indirect object, direct object). Students will use linking verbs to convey ideas appropriately.	Students will determine the main idea and the key details of the text Students will examine how the text is organized and how that contributes to the development of ideas.	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 through the selection, organization, and analysis of relevant content.	: Students will plan and deliver short oral presentations, using details and evidence to support ideas. Students will explain how well speakers use specific language to present ideas or support arguments and provide detailed evidence.	Vocabulary Picture Cards Student pages 1-4

		ecosystem can support depends on the resources available and on abiotic factors.					
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 explain how the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors. Science: Students will explain how the	Students will identify pronouns and synonyms that the author uses to refer back to nouns in the text. Students will identify and explain hyperbole	Students will determine the main idea and the key details of the text. Students will integrate and evaluate content presented in diverse media and formats and text features.	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 through the selection, organization, and analysis of	Students will use general academic and domain-specific words to create precision and shades of meaning while speaking. Students will explain how phrasing, different words with similar meanings, or figurative language produces different effects on the audience.	Vocabulary Picture Cards Student pages 1-4

		number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors.			relevant content.		
3-4 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	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
5-6 SKILLS		Language Arts: Students will identify figurative language, word relationships, and nuances in word meanings. Economi	Students will use the simple present tense to convey ideas appropriately. Students will use suffixes to help determine the meanings of	Students will determine the meanings of words and phrases as they are used in a text, including figurative and connotative meaning	Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will write informative/explanatory texts to examine a topic	Students will justify opinions or persuade others by providing relevant evidence or relevant background knowledge Students will express attitude and opinions or temper statements using familiar modal expressions	Vocabulary Picture Cards Student pages 1-4

		cs: Students will examine how in a market economy the pursuit of economic self-interest directs people and businesses in most of their economic decisions.	unknown words.	s. : Students will summarize and paraphrase facts from the text, including important details of the text.	and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
5-6 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.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	TCM - Language Power 6-8A digital resources
7-8 SKILLS		Economics: Students will examine how in a market economy the pursuit of	Students will use direct objects in a simple sentence pattern (subject, action verb, direct object).	Students will determine the central ideas of the text and analyze their develop	Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	Students will listen actively to oral presentations by asking and answering questions.	Vocabulary Picture Cards Student pages 1-4

		economic self-interest directs people and businesses in most of their economic decisions.		ment over the course of the text.	and analysis of relevant content.		
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 use the present perfect tense to convey ideas appropriately.	Students will analyze how the author develops and contrasts the points of view of different characters or narrators in the text.	Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.	Students will identify how different words with similar meanin	Vocabulary Picture Cards Student pages 1-4
		TCM-Language Power	bilingual glossaries	Chromebooks Library	Smartboard, document camera, paper,	printed rubrics	

9-10 RESOURCES		6-8A Smartboard, document camera, paper, folders, pens.			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).
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.