

Chesterfield Township

English as a Second Language Curriculum

2019

Chesterfield Township is adopting the New Jersey Model Curriculum for English as a Second Language. The ESL curriculum for Chesterfield Township is currently in development.

NJ ELA/ESL Curriculum Exemplar
Aligned to the CCSS and 2012 WIDA Standards

Grade Level Kindergarten Unit 5 Overview

Content Area: English Language Arts /English as a Second Language

Unit Title: Animals That Lay Eggs

Unit Overview:

The unit will develop language and content about animals that lay eggs in order for students to communicate effectively ideas and information on this topic with peers using academic language and content-related vocabulary. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with CCSS and WIDA ELD standards for English language learners in a co-teaching, push-in or pull-out setting. English language learners are always asking for clarification as they acquire language. Therefore, SL.K. 3 “Ask and answer questions in order to seek help or clarify concepts” is listed in every lesson as a goal and objective.

The vocabulary in the unit is divided into key vocabulary for all learners and additional vocabulary for students who are at the lower and higher levels of language development. In order for students to integrate all four domains, a word/picture wall must be developed so students may use it to:

- Recognize new words
- Match words to pictures
- Identify and produce initial sounds for each consonant
- Refer to as support for their writing piece

High –frequency word walls are also used so students may be accountable for the reading and writing of the most common words. Most of the vocabulary and many of the language forms are repeated throughout the unit in order to provide students with plenty of opportunities to be exposed to and use the language.

Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. The websites provided for technology and sensory supports can be used for all lessons. Each website offers visuals that will help to scaffold the language and concepts students will use to acquire language and to complete their performance task.

Support in native language or L1 (when and if possible) is critical for the lowest English proficiency level students. Ask students tell you their word in their native language and you or they can write it next to the word in English. Words can be written in phonetic spelling or in correct spelling. You may use one of the online translation websites –google or bing- to locate the word in your students’ native languages. This strategy will help students to make connections and transfers from their native language to English. In the case of Spanish, French, Italian, Portuguese and Romanian-speaking students, they may be able to use *cognates*, words that are similar in both languages. For example:

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crocodile – cocodrilo; penguin-pinguino; camouflage-camuflaje.

Differentiation is exemplified for students at ELP levels 1 and 2 and ELP levels 3 and 4 of English language development.

Through the use of authentic literature students will be exposed to different kinds of texts. The teacher scaffolds language so students can engage in discourse and higher order thinking skills. The different lessons and activities will expose students to literature, informational text and technology as required in the CCCS in order for students to use the four domains of listening, speaking, reading and writing. Students will be guided to have “instructional conversations” based on the speaking prompts and questions that may arise from the read-alouds. During these conversations, students will be expected to use the vocabulary on the word wall and will be supported to use the language functions to communicate effectively. A word wall of the key vocabulary should be developed throughout the unit so students can refer back to it for their speaking, reading and writing tasks.

Before, during and after the read-alouds and during independent practice, students will be asked text dependent and higher order thinking questions in addition to questions which help students make connections to the text. Throughout the unit, students are supported in their language development by the use of interactive supports, such as; using native language, think-pair-share, small group and whole group discussions. These important conversations should include content words, academic language and language forms and conventions taught in the unit. Students should be able to extend and expand their discourse level as they move further into the unit.

Throughout the unit, the following questions should be posed before, during and after reading:

Topic/Main Idea: What is the book about? How can you tell the book is about____?

Key Ideas/Details: Can you name/describe a detail about____? Use some of the words from the book. Where in the book can you find that detail? (evidence from the text)

Key Vocabulary: What words describe what we have just read about?

Comparing two texts: What is the same about these two books? What is different? (Have students describe similarities and differences between literature and informational text, same topic/facts/information- different genres/illustrations/features of print).

Extending Understanding:

This section provides students more exposure and practice with the unit vocabulary in order to internalize the words, make connections to previous learning and use higher order thinking skills. Each section has an activity and a book or video to reinforce learning and discourse. The books should be read aloud and then students should have them as reference for their writing.

Guiding Questions and Enduring Understandings

- What language do students need in order to demonstrate comprehension and engage in the topic of animals that lay eggs?

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- *Listening, speaking, reading, and writing about animals that lay eggs require specific academic language.*

Enduring Understandings:

The big idea is that adult animals have young in different ways. There are animals that hatch from eggs and become adult animals that lay eggs. They are called oviparous animals. There are other oviparous animals that are not chickens or birds such as fish, amphibians, reptiles and two mammals –spiny anteater and the platypus. Animals that do not hatch from eggs like dogs, cows, elephants and many others carry their young inside their bodies until the baby animal is born. They are called viviparous animals.

Performance Task

Students will write one research piece on oviparous animals in the form of a riddle. They will write two opinion pieces, one about the animal they chose and the other one about a book they liked the best and explain their preference. The retelling in Lesson 3 asks students to draw the beginning, middle and end of the story but it is not used as the unit performance task. All the writing tasks can be scored using both the WIDA rubric www.wida.us and the Writing Rubric for Unit 5 in the Model Curriculum for ELA.

<http://www.state.nj.us/education/modelcurriculum/ela/ku5.shtml>

CCSS Assessed in this unit

Reading Literature

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.5: Recognize common types of texts (e.g. storybooks, poems).

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.9: With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.

Reading Informational

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in the text.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).

RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

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W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is...</i>).
W.K.2: With a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3: Use a combination of drawing dictating and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred and provide a reaction to what happened.
W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7: Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them.).
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.C: Form regular plural nouns orally by adding /s/ or /es/.
L.K.1.D: Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1.F: Produce and expand complete sentences in shared language activities.
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.A: Demonstrate a command of standard English capitalization, punctuation and spelling, when writing. Capitalize the first word in the sentence and the pronoun I.
L.K.2.B: Demonstrate a command of standard English capitalization, punctuation and spelling, when writing. Recognize and name end punctuation.
L.K.2.D: Spell simple words phonetically drawing on knowledge of sound-letter relationship.
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4B: Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Speaking and Listening
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and

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larger groups.
SL.K.1.A: Follow agree-upon rules for discussions) e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.B: Continue a conversation through multiple exchanges
SL.K.2 Confirm understanding of a text read aloud by asking and answering questions about key details.
SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.
SL.K.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.
Reading Foundational Skills
RF.K.1: Demonstrate understanding of the organization and basic features of print.
RF.K.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).
RF.2.A: Recognize and produce rhyming words.
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.C: Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
RF.K.3.D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4: Read emergent-reader texts with purpose and understanding.
WIDA Standards and Performance Indicators
Standard 1: English Language Learners communicate for Social and Instructional purposes within the school setting
Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
Standard 3: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Science
Standard 5: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
Next Generation Science Standards
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
K-LSI-1. Use observations to describe patterns of what plants and animals (including humans) need to survive

Rationale for choice of texts

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The central mentor texts chosen were based on the following criteria:

DRA or Lexile. Even though some of the texts do not have a DRA or Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. Many of the texts are predictable, have language patterns and repetitions. They represent both literature and informational texts on the same topic aligned to the standards assessed in unit Five.

Authentic literature ELLs do not have the same opportunities as native English speakers to be exposed to authentic literature in English. These texts provide ELLs the chance to learn about good authors and rich language beyond what they would be exposed to in a reading program at their DRA or lexile level. They offer access to more demanding language but within students' Zone of Proximal Development (ZPD).

Engaging and powerful visuals Every text has visuals that scaffold language and allow for higher-order thinking. The use of such visuals and language are the basis for the instructional conversations that promote the cognitive functions in the WIDA ELD Standards and Bloom's Taxonomy. Students are supported to develop expressive and receptive skills. All texts relate to the same topic but some have illustrations while others have photos. This offers ELLs a chance to compare and contrast how illustrators use a variety of media to convey the same message and content. It also offers them models to draw their own illustrations for their reports

Language-rich texts All of the texts provide spiral opportunities for language practice and use in context and content-related learning. They all contain information that ELLs can build on to expand vocabulary and models of language functions that are aligned with the Anchor CCSS for ELA. All the texts provide ELLs with the opportunity to practice grammar and usage through a sentence frame from the text

Mechanics and Punctuation The CCSS make specific mention of mechanics, etc. in the Anchor Standards. These texts offer many examples of how conventions, mechanics, punctuation and spelling are used in a meaningful and authentic manner that are appropriate at the Kindergarten level. Students are able to examine these conventions authentically as they can see how real authors use them. Then they are able to transfer this knowledge to their own writing.

Central Texts			Lexile Levels between K-3
<i>An Egg Is Quiet</i> by Diana Aston			670
<i>What Will Hatch?</i> By Jennifer Ward, illustrated by Susie Ghahremani			Not known
<i>Chickens Aren't The Only Ones</i> by Ruth Heller (video and book)			620
<i>Whose Egg Is This?</i> By Lisa J. Amstutz			630
<i>Tap!Tap! the egg cracked</i> by Keith Faulkner, illustrated by Jonathan Lambert			Not known
<i>Guess What is Growing Inside This Egg</i> by Mia Posada, author and illustrator			890
Lessons	Title	Overview	Assessment
Lesson 1	<i>An Egg Is Quiet</i> By Dianna Aston http://pbskids.org/lions/stories/nature.html	Students will watch the video and read the book as an introduction to different kinds of eggs and the animals that lay them.	Identify antonyms

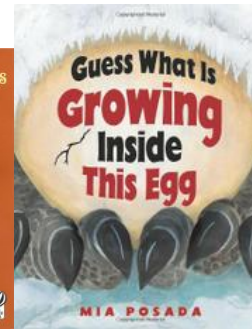
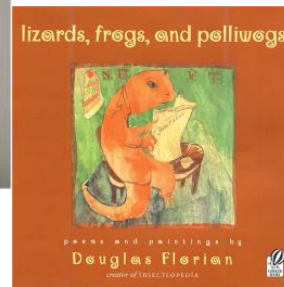
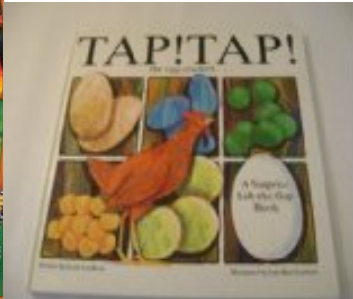
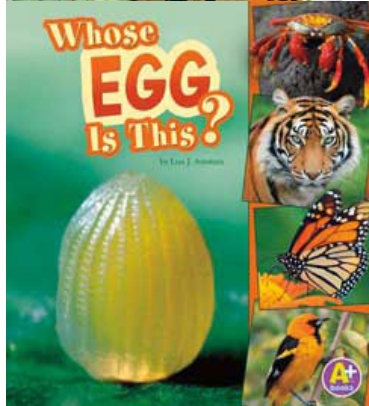
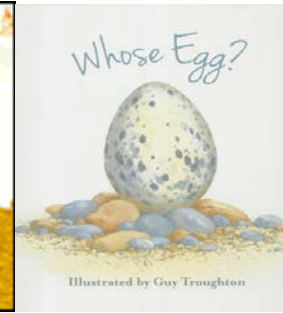
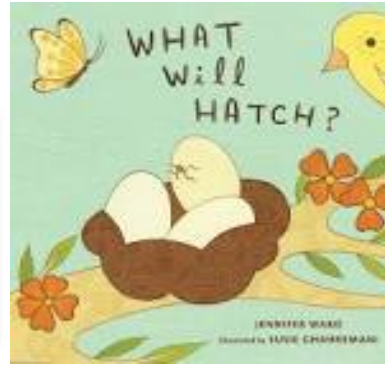
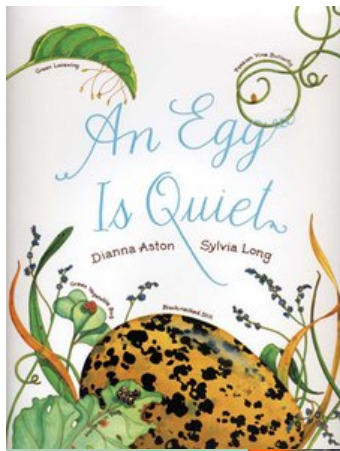
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	Eggs By Marilyn Singer		
Lesson 2	<i>Chickens Aren't The Only Ones</i> video http://vimeo.com/6240602 What Will Hatch? By Jennifer Ward	Students will listen and watch a video of the book as it is read aloud about animals that hatch from eggs. They will read aloud another book that asks the question, <i>What will hatch?</i> The video also features a chicken farm and turtles in Florida laying and burying their eggs. The video is 25 minutes long so you may want to show it in 2-3 lessons.	Orally list the animals from the video and the read-aloud and answer text dependent questions about which animals lay eggs. Identify initial consonant in names of animals.
Lesson 3	<i>Whose Egg IsThis?</i> By Lisa Amstutz <i>Whose Egg?</i> By Lynette Evans and Guy Troughton	Students will use context clues and prior knowledge to answer the riddles in this informational text about different animals that hatch from eggs. They will use the question form, <i>Whose eggs are these?</i>	Oral, on-going – ask and answer questions about oviparous animals. Create a poster in small groups about three animals that lay eggs using clues.
Lesson 4	<i>Tap! Tap!the egg cracked</i> By Keith Faulkner	Students will listen to a read-aloud and chorally read the sentence in the title of this informational fiction lift-the-flap-story about a hen that is looking for her egg as she encounters a series of oviparous animals in their habitats.	Retell using beginning, middle and end through drawings/labels and orally use sentence from the story. Identify the high - frequency words <i>the, and, a</i> .
Lesson 5	<i>Guess What is Growing Inside This Egg</i> By Mia Posada <i>Whose Nest?</i> By Victoria Cochrane and Guy Troughton	Students will apply the information they learned as they guess what is inside the egg based on a brief oral description. They will also build skills to use for their summative writing assessment.	Identify the animal from the description given. Recognize rhyming words.
Lesson 6	<i>Riddles, Riddles, Riddles</i> All of the texts used in the unit	Students will select one oviparous animal, research at least two facts and write/illustrate a riddle about it.	Write and illustrate a riddle. Present it to classmates.
Lesson 7	Opinion Writing All of the texts used in the unit	Students will choose one of the texts in the unit and write an opinion in which they name the title of the book and explain why they liked it. They will write	Write an opinion piece about your favorite book. Explain why you like it. Write an

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		another opinion piece explaining why they selected their animal for the riddle.	opinion explaining why you selected your animal. Present it to classmates.
Curriculum Development Resources: Common Core State Standards www.corestandards.org WIDA Proficiency Standards and Can Do Descriptors, www.wida.us Understanding Language www.ell.stanford.edu EngageNY www.engageny.org NJ Department of Education Model Curriculum Units and Unit assessments http://www.state.nj.us/education/modelcurriculum/ela/			

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Lesson #1	
Lesson Overview: Introducing animals that hatch from eggs through video and text	
Lesson Title: <i>An Egg is Quiet</i>	Timeframe: Four 30 minute class periods
Guiding Questions: How are eggs different and why? Why are eggs quiet?	
Lesson Components	
Central texts: <i>An Egg Is Quiet</i> by Dianna Aston http://pbskids.org/lions/stories/nature.html Video and book	
Extending Understanding: <i>Eggs</i> by Marilyn Singer	
Materials: Cards with words for word wall– strips for sentence frames, antonym picture and word cards	
Interdisciplinary Connections: Science	
Integration of Technology: National Geographic – ostrich and eggs hatching http://kids.nationalgeographic.com/kids/animals/creaturefeature/ostrich/ BBC Picture Galleries - Wild Spring Rituals –butterfly-swans-bird-rabbits http://www.bbc.co.uk/nature/26628076 – http://www.bbc.co.uk/nature/ http://video.nationalgeographic.com/video/kids/	
Equipment needed: Computer or tablet Internet connection	

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WIDA PERFORMANCE INDICATORS	
Listening: Sort pictures according to oral instructions that use descriptive language WIDA ELD 2; CCSS L.K.5.b	
ELP 1-2: Sort pictures according to oral instructions that use descriptive words in simple sentences or short phrases.	ELP 3-4: Sort pictures according to oral instructions that use descriptive words in compound and complex sentences.
Speaking: Describe the eggs using antonyms. WIDA ELD 1, 2; CCSS: SL.K.1, SL.K.3, SL.K.6, L.K.5.b	
ELP 1-2: Produce statements about the eggs with antonyms in lists or short phrases using the word/picture wall and a partner.	ELP 3-4: Produce statements about the eggs with antonyms in simple sentences with emerging complexity using word/picture wall.
Reading: Match antonym words and pictures. WIDA ELD 2; CCSS: RF.K.3, RI.K.7, L.K.5.b Chorally read/repeat predictable text.	
Writing: Describe two different eggs using antonyms. WIDA ELD 2, 4; CCSS W.K.2; CCSS RF.K.3.a; NGSS K-LS1-2	
ELP 1-2: Draw a picture and copy or dictate the words they know.	ELP 3-4: Draw a picture and copy or write the sounds/letters they know to write a sentence.

Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and Build Background and Text Dependent Questions
Key vocabulary for all levels: lay, size, smooth, rough, colorful, ostrich, same, different, camouflage L.K.6 Additional vocabulary for ELP Levels 1-2: egg, hide, under, on top of, quiet, noisy, hard, soft Additional vocabulary for ELP Levels 3-4: buried, cozy, pointy, texture, shapely, gooey Key language forms and conventions: Descriptive words –adjectives that include opposites-antonyms, present tense third person singular (is) and first person plural (are) and comparatives <i>bigger than, smaller than</i> . L.K.5.b, L.K.1, L.K.4.b Sentence from video and text to be taught specifically in the lesson: <i>An egg is</i> ____	
Reading SWBAT connect visuals with information in the text RI.K.7 Preparing the Learner	

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<p>Activate Prior Knowledge and Build Background: Use a variety of visuals (photographs or online images) of <i>animals</i> that lay eggs. Explain to students that to lay eggs means <i>to put or place the eggs in a place like a nest</i>. Tell students that they will watch a video about different animals that lay eggs and then they will read the book.</p>	<p>How do the pictures or illustrations help us learn about eggs?</p>
<p>Speaking SWBAT answer questions about key details in the text. RI.K.1, SL.K.2 SWBAT describe the eggs. SL.K.1, L.K.5.B Differentiation for ELP 1-2 Use pictures with animal names as support. If possible, write the name of the animal in L1 and place next to the English word. Allow L1 or gestures as a response. Ask choice questions: e.g. <i>Is the ostrich egg big or small?</i> Differentiation for ELP 3-4 Answer questions using key vocabulary in expanded and some complex sentences: <i>Bird eggs are __ but reptile eggs are __. This __ egg is smaller than this __ egg.</i></p>	
<p>Reading SWBAT identify the similarities in the book and video. RI.K.9 Differentiation for ELP 1-2 Use word wall with animal names and pictures. Ask prompting questions which require single word responses. E.g. <i>Are these two eggs the same or different? Is this egg smooth or rough?</i> Differentiation for ELP 3-4 Use word wall and pictures, prompt student to produce extended sentences, e.g. <i>These eggs are the same because.... These eggs are different because...</i></p>	
<p>Interacting with Text: Watch the video, <i>An Egg is Quiet</i>, http://pbskids.org/lions/stories/nature.html and discuss the similarities and differences in the eggs. Elicit size, colors, shape and textures. First Close Read: Read the book, <i>An Egg is Quiet</i>, aloud and identify the different kinds of eggs. (The book adds information that is not on the video). Using the book as a prompt, ask about the similarities and differences in the eggs.</p>	<p>What is the video about? How are the eggs different? How are the eggs the same? In the book, which eggs did they add? How are those eggs the same? Different?</p>

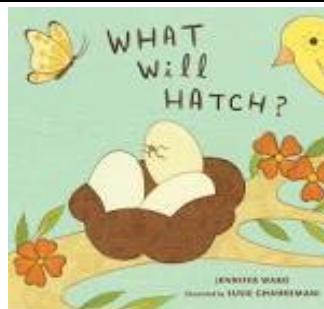
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<p>Speaking SWBAT identify opposites. SL.K.6, L.K.5.B</p> <p>Reading SWBAT match antonym words and pictures. L.K.5.B, RF.K.3.C SWBAT read emergent-reader texts with purpose and understanding. RF.K.4</p> <p>Second Close Read: Do a choral read and allow students to supply the missing antonym or shape. Go back to the beginning of the book and point out “an egg is quiet”. Go to the end of the book and point out “an egg is noisy”. Then have students discuss with a partner why the author says in the beginning of the book that <i>an egg is quiet</i> and in the end she says <i>an egg is noisy</i>.</p>	<p>Why does the author say that an egg is quiet and then noisy?</p>
<p>Listening SWBAT sort pictures using descriptive adjectives according to oral directions. L.K.5.B</p> <p>Speaking SWBAT speak audibly and express thoughts, feelings and ideas clearly. SL.K.6</p> <p>Differentiation for ELP 1-2 Use pictures, L1 and gestures with language frames: <i>Some eggs are _____, but other eggs are _____</i></p> <p>Differentiation for ELP 3-4 Use simple sentences with emerging complexity using picture cards: <i>“Some eggs are big. Some eggs are little.”</i></p> <p>Independent Practice: Model for students the activity they will do next. Demonstrate how to sort by opposite shape, texture, and/or size using the picture cards. Model the language they are expected to produce. For example: <i>This egg is rough and this egg is smooth</i>. Students work in pairs sorting pictures. Once students have sorted their pictures, pairs will report back on the pictures.</p>	
<p>Writing <i>Pair students with mixed ELP proficiency. Use pictures from text for support.</i> SWBAT draw pictures of eggs that are opposites and label using word wall. Encourage students to use sounds and letters they know when they write. W.K.2, L.K.5.b, L.K.2.d</p> <p>Differentiation for ELP 1-2 Ostrich –big; Robin – little</p> <p>Differentiation for ELP 3-4 The ostrich egg is bigger than the robin egg.</p> <p>SWBAT describe the eggs. W.K.2, L.K.5.b</p>	

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<p>Differentiation for ELP 1-2 Draw a picture of eggs to match the sentence frame. Write the word or initial, middle and/or end sound. <i>Some eggs are __, but other eggs are ____.</i></p> <p>Differentiation for ELP 3-4 Describe the eggs using labels, short phrases or simple sentences.</p> <p>Extending Understanding: The teacher will review with students that oviparous animals lay eggs that come in different colors, shapes and textures like smooth, rough, soft or hard. Real objects, realia-should be used to show different textures, sizes, shapes and colors. The book, <i>Eggs</i> by Marilyn Singer is a valuable resource to scaffold language through its visuals. Have students compare and contrast the different eggs– The <u>ostrich</u> lays huge eggs, the <u>robin</u> lays small eggs. The <u>snake</u> lays soft eggs. The robin lays hard eggs. Show/discuss a picture of <i>camouflage</i>. Have students discuss why the authors say the eggs “are hiding.” Draw a picture of the eggs, copy the words, dictate or use the sounds/letters they know to write the word. Have students draw a picture of eggs in <i>hiding</i>.</p>	<p>Which word tells us how the eggs hide? How do you know? Why do animals hide or camouflage their eggs?</p> <p>Compare the <u>ostrich</u> egg to the <u>humming bird</u> egg. Give examples from the text.</p>
<p>Formative assessment: At the end of the lesson ask students various questions and use their responses to check for understanding. Ask individual students the following questions: <i>Where do animals lay eggs? What shapes are eggs? What sizes are eggs? How do eggs feel or what is their texture? How do eggs hide? Why do you think animals hide their eggs?</i> RI.K.2; RI.K.8</p> <p>ELP 1-2 May answer in L1, with gestures, pointing or single words and teacher may pose choice questions as prompts. <i>“In the nest, under mama”</i></p> <p>ELP 3-4 Students will answer in short or expanded sentences. <i>“Eggs are oval. Eggs are smooth. Some eggs are big.”</i></p>	

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Lesson Plan #2

Lesson Overview: Introducing animals that hatch from eggs through digital images, video and pictures

Lesson Title: What Will Hatch?

Timeframe: Four to five 30 minute class periods

Guiding Questions: Do animals that hatch from eggs also lay eggs?

Lesson Components

Central texts: *What Will Hatch?* By Jennifer Ward, illustrated by Susie Ghahremani

Extending Understanding: *Chickens Aren't the Only Ones* by Ruth Heller <http://vimeo.com/6240602> book portion only - The other two features, the farm and the turtles can be used for extending understand further on how animals lay and hatch from eggs.

Materials: Cards with words for word wall– strips for sentence frame - _____ will hatch from eggs.

Interdisciplinary Connections: Science

Integration of Technology: websites that show all kinds of animals –National Geographic –ostrich and eggs hatching

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/ostrich/>

BBC Picture Galleries - Wild Spring Rituals –butterfly-swans-bird-rabbits <http://www.bbc.co.uk/nature/26628076>–

Mammal Photo Winners <http://www.bbc.com/news/uk-scotland-highlands-islands-21690217>

Websites for Extending Understanding:

<http://www.bbc.co.uk/nature/>

<http://video.nationalgeographic.com/video/kids/>

Equipment needed: computer or tablet internet connection

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WIDA PERFORMANCE INDICATORS	
Listening: Recognize the difference in meaning of the words <i>too</i> and <i>two</i> by making a “thumbs up gesture” when they hear the word <i>too</i> . RF.K.3.D	
Speaking: Name and describe animals that will hatch from eggs. WIDA ELD 2, 4; CCSS SL.K.3; CCSS SL.K.4	
ELP 1-2: Name animals that will hatch from eggs using pictures, visuals, L1 and a partner.	ELP 3-4: Name and describe animals that will hatch from eggs in complete sentences using word wall and pictures.
Reading: Identify the rhyming words and their meanings from the text. WIDA ELD 2; CCSS RF.K.2.A	
ELP 1-2: Identify rhyming words and the meaning of <i>ball, feet, smile</i> .	ELP 3-4: Identify all of the rhyming words and their meanings.
Writing: Identify in writing the differences between the chick and the turtle. WIDA 2, 4; CCSS W.K.8; NGSS K-LSI-2	
ELP 1-2: Draw a picture and label or copy words about the differences between the chick and the turtle using L1, a partner and a word wall.	ELP 3-4: Draw a picture and dictate or write words or short phrases about the differences between a chick and a turtle using a word wall and visuals.

Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and building background and Text Dependent Questions
<p>Key vocabulary for all levels: hatch from, sea turtle, chick, crocodile, robin, caterpillar, seat, oviparous L.K.6</p> <p>Additional vocabulary for ELP Levels 1-2: penguin, insect, question mark, farm, crawl, pile</p> <p>Additional vocabulary for ELP Levels 3-4: jelly, wiggly, plump, leathery, tadpole</p> <p>Key language forms and conventions from video: future tense, interrogative and negative forms, adverb – too and number word two, singular and plural forms. L.K.1.d, L.K.1</p> <p>Sentence from video to be taught specifically in the lesson: <i>Chickens aren't the only ones that lay eggs. _____ lay eggs, too.</i></p> <p>From text: Questions with <i>what</i> and statements in future tense. Sentence from text to be taught specifically in the lesson: <i>What will hatch?</i></p> <p>Language frame: _____ will hatch from eggs.</p>	
<p>Speaking</p> <p>SWBAT state the name of another animal to complete the sentence frame: <i>Chickens aren't the only ones that lay eggs. _____ lay eggs, too.</i> SL.K.6</p> <p>Differentiation for ELP 1-2</p>	

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<ul style="list-style-type: none"> • Point to an animal that lays eggs from visuals and name it in English or L1. <p>Differentiation for ELP 3-4</p> <ul style="list-style-type: none"> • Name an animal that you recall from the video using photos. <p>Preparing the Learner</p> <p>Activate Prior Knowledge and Build Background:</p> <p>Use a variety of visuals (photographs or online images) of different animals, not all of them <i>oviparous animals</i> to scaffold language. Ask students to give you a “thumbs up” if they think that these animals will hatch from eggs. After showing the different photos, list the animals on chart paper but do not classify them yet. Return to this list and have students tell you which animals are oviparous and which are not after watching the video.</p> <p>Watch the video, <i>Chickens aren’t the Only Ones</i> – listening to the read aloud of the book portion only. http://vimeo.com/6240602 - Go back to the list on chart paper and have students identify the animals that lay eggs that they saw on the video. Read aloud the list and have students give a “nod” when they hear the name of an animal that hatches from an egg. Write the TDQ on chart paper and keep it visible throughout the unit. Next, tell students that they will read different texts about animals that lay eggs and that as they learn more about them they will add those animals to the list and cross out the animals that do not hatch from eggs.</p>	<p><u>Will</u> a dog <u>hatch</u> from an egg? <u>Will</u> a bird <u>hatch</u> from an egg?”</p> <p><i>Are chickens the only animals that lay eggs?</i></p>
<p>Listening</p> <p>SWBAT to recognize the difference in meaning of the words <i>too</i> and <i>two</i> by making a “thumbs up” gesture when they hear the word <i>too</i>. RF.K.3.D; SL.K.2; L.K.4</p> <p>Point out the difference between the words <i>too</i>, as in the same and the word <i>two</i>, as in the number <i>two</i>. Tell students that they sound the same but that they are spelled and mean different things. For example: <i>Birds lay eggs, too. There are two nests on the tree. Give another example that relates to their lives: Do you like bananas? I like bananas too. I have two snacks.</i> Give some more examples as students give a thumbs up when they hear the word <i>too</i>.</p>	
<p>Speaking (Group students with mixed ELP proficiency)</p> <p>SWBAT answer questions about the cover, title, author and illustrator with a partner. SL.K.3; RI.K.6</p> <p>Differentiation for ELP 1-2</p> <p>Does an author write the book? Point to the name of the author on the front cover.</p> <p>Differentiation for ELP 3-4</p> <p>Look at the front cover and tell which is the author and the illustrator and what they do.</p>	

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<p>Interacting with Text:</p> <p>Prior to pointing out the elements on the cover, have students look at the cover and share with the person next to them what they think the book is about. Instruct them to work with that partner next. Point to the front cover, name of author and illustrator. Ask students to discuss with their partner what each one is and define their roles: the front cover and title tell us what the book is about, the author writes the book and the illustrator draws the pictures.</p>	<p>What does an author do? What does an illustrator do?</p>
<p>Speaking and Listening SWBAT recognize punctuation marks. L.K. 1.d</p> <p>Before you begin the read-aloud point out the difference between the words <i>bird</i> and <i>birds</i>. Help students identify the -s at the end of <i>birds</i>. Then have them repeat <i>one bird, two birds, one penguin, two penguins, one dog, two dogs</i>. Explain that we use the -s at the end of a word to show more than one animal, thing, etc. Have them go around in a circle to practice singular and plural forms as you give them a singular noun and they have to produce the plural form by adding -s.</p> <p>Guide students to notice the punctuation in the title. Elicit that it is in the form of a question and that you will read on to answer the question.</p> <p>Point to the word <i>What</i> in the title and remind them it is a question word, point to the question mark and ask how it compares with a period when you read out loud. Model the intonation pattern between a question and a statement. (<i>What do you see at the end of the title? I see a question mark.</i>) Have students echo the question and answer.</p>	<p>What do you see at the end of the title?</p>
<p>Reading SWBAT build fluency by chorally repeating refrain .RF.K.4</p> <p>First Close Read: Read aloud and stop to explain and define any unfamiliar words. Have students repeat chorally with you, <i>What Will Hatch?</i></p>	<p>Chorally practice the frame “<i>What will hatch?</i>”</p>
<p>Speaking and Reading SWBAT ask and answer questions about oviparous animals using visuals. RI.K.1</p> <p>Differentiation for ELP 1-2 What will hatch from eggs? ___ <i>will hatch from eggs.</i> Match the names of the animals to the pictures.</p>	

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<p>Differentiation for ELP 3-4 Organize the pictures of the animals and state the names orally.</p> <p>SWBAT name and describe animals that will hatch from eggs. SL.K.4 SWBAT use singular and plural forms. L.K.1.C</p> <p>Differentiation for ELP 1-2 Ask choice questions; e.g. <i>Do birds hatch from eggs? Does this picture show a bird or many birds?</i> Use pictures as support. Allow L1 and gestures as a response. Use word wall with animal names and pictures.</p> <p>Differentiation for ELP 3-4 Answer questions using key vocabulary in expanded and some complex sentences: <i>Will tadpoles hatch from eggs? Tadpoles will hatch from eggs. Will a penguin hatch from eggs? A penguin will hatch from eggs.</i></p> <p>First Close Read After reading the text, tell students that animals that hatch from eggs are called oviparous animals. Guide students to connect the word oval and oviparous as you make gestures with your hands to represent the shape of the oval. Then have students do the same as they repeat the words oval and oviparous. Explain that oviparous animals include all birds, fish, frogs, reptiles and other animals that they will learn about in the unit. Point out that the platypus is a special kind of mammal that hatches from an egg.</p> <p>Explain the difference between lay and hatch. <u><i>The mother lays the eggs, the babies hatch from the eggs.</i></u></p>	<p>Pointing to pictures from story, ask students to name and describe the animals that hatch from eggs or are “oviparous”. Which animals will hatch from eggs?</p> <p>Can you give an example of an oviparous animal and tell one detail about it?</p>
<p>Reading SWBAT identify beginning sounds of names of different animals. RF.K.3</p> <p>Reading and Listening SWBAT identify rhyming words through gestures (“thumbs up”). RF.K.1; RF.K.2.A</p> <p>Second Close Read: Before reading, review initial consonant sounds. Identify beginning sound of the animal names. Review rhyming words by giving an example: back, pack. Instruct students to listen for rhyming during the read aloud. Students will listen for the rhyming words and give a “thumbs up” when they hear these words in the pair (crawl, ball; seat, feet; pile, smile, etc.).</p>	<p>Which animal name begins with ____?</p> <p>Ask students if the author used rhymes to write the text.</p> <p>Which word rhymes with: crawl, seat, pile, etc.?</p>

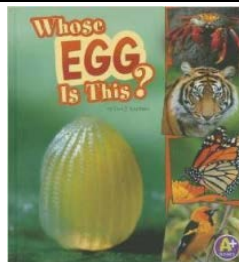
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<p>Formative assessment:</p> <p>Model the activity that students will do next. Demonstrate how to sort a few picture cards of animals that hatch from eggs and animals that are not born from eggs. RI.K.1; RF.K.2.A ; RF.K.3</p> <p>Distribute 3-4 picture cards per pair. Make sure that one card is a familiar animal that does <u>not</u> lay eggs. Students work in pairs identifying pictures of animals that hatch from eggs and animals that don't. Students list orally which animals are oviparous and which ones are not.</p> <p>ELP 1-2: ducks yes, turtles –yes; dogs – no ELP 3-4: Birds and turtles are oviparous, but cats are not.</p> <p>As students report, use their responses to check for understanding. Once they have reported back, ask individual students the following questions: <i>Will ____ hatch from eggs? What sound do you hear at the beginning of ____? What is a rhyming word for ____?</i></p>	
<p>Speaking:</p> <p>SWBAT name the similarities and differences between the chick and the turtle. SL.K.2</p> <p>Differentiation for ELP 1-2</p> <p>Ask choice questions: <i>Where do hens lay eggs: farm or beach? How many eggs can a sea turtle lay: one or many?</i></p> <p>Differentiation for ELP 3-4</p> <p>Explain where hens and turtles lay eggs.</p> <p>Writing:</p> <p>SWBAT write the differences between the chick and the turtle. W.K.8</p> <p>Differentiation for ELP 1-2</p> <p>Draw a picture, copy the words in English, write single words or label in L1.</p> <p>Differentiation for ELP 3-4</p> <p>Draw a picture and dictate or write words and/or short phrases in English.</p> <p>Extending Understanding:</p> <p>Students will watch the rest of the video the following day or days, the part of the chick hatching and the turtle laying eggs. They will discuss and write about the similarities and differences between the eggs hatching on a farm and in the wild –beach.</p> <p>They should be able to refer back to the text/video to look for the animals and find the evidence to support their statement.</p> <p>Connect with the big idea: Ask students to refer back to the question on chart paper <i>Are chickens the</i></p>	<p>Do you think that there is a difference between a small farm and the one on the video?</p> <p>What do you think is different between the way the hens lay eggs and the turtles lay eggs? Use information from the video and/or the book.</p> <p>Can you tell another fact that is different?</p> <p>Are chickens the only animals that lay eggs? Explain your answer.</p>

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<i>only animals that lay eggs?</i> Have students share their thinking in small groups. They can use visuals from the text for support.	
Formative Assessment: Students' written response should demonstrate understanding that chicks hatch on the farm and turtles hatch on the beach. WK.2 ELP 1-2: Response may be in pictures, copied words/sentences, in L1 ELP 3-4: Response may be dictated sentences, sentences with letters/words	

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Lesson Plan #3

Lesson Overview: Expanding on oviparous animals through informational text

Lesson Title: *Whose Egg Is This?*

Timeframe: Four or five 30 minute class periods

Guiding Questions: How are animals that lay eggs the same and different?

Lesson Components

Central texts: *Whose Egg Is This?* by Lisa J. Amstutz

Extended Understanding: *Whose Egg?* by Lynette Evans and Guy Troughton

Materials: Cards with words for word wall, strips for sentence frame: whose, this, these, “*Whose egg_____?*” *Whose eggs are _____?*

Interdisciplinary Connections: Science, Social Studies (habitats)

Equipment needed: Computer or tablet Internet connection

WIDA PERFORMANCE INDICATORS

Listening: After listening to clues, guess the names of the animals. **WIDA ELD 2, 4; CCSS L.K.6, NGSS K-LS1-2**

ELP 1-2: Clues include colors, gestures (big/small), single descriptive words, i.e. gray (with picture of color), big, trunk/nose

ELP 3-4: Clues are given in complete sentences with descriptive adjectives and some embedded clauses; i.e. It is a big, gray animal that has a long trunk.

Speaking: Compare two animals that lay eggs using the clues from the texts and words from the word wall. **WIDA ELD 2, 4; CCSS SL.K.2; CCSS SL.K.3; NGSS K-ESS3-1**

ELP 1-2: Compare two animals using single words and phrases with pictures and/or in L1.

ELP 3-4: Compare two animals using simple sentences with emerging complexity.

Reading: Identify similarities and differences between two informational texts using visuals. **WIDA ELD 1,2; CCSS RI.K.9**

ELP 1-2: Text has pictures and single words that show similarities and

ELP 3-4: Text is written in complete sentences.

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differences.	
Writing: Contrast what is different between the two texts. WIDA ELD 1,2; CCSS W.K.2	
ELP 1-2: Draw pictures, copy or dictate one difference between the two texts using L1, books and word/picture wall.	ELP 3-4: Dictate or write sounds/letter about one difference between the two texts using a word/picture wall.
Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key vocabulary for all levels: riddle, clue, informational, label, glossary, female, male L.K.6</p> <p>Additional vocabulary for ELP Levels 1-2: guess, tail, photo, hole,</p> <p>Additional vocabulary for ELP Levels 3-4: take turns, sac, buried, shell, cave, slither</p> <p>Key language forms and conventions: questions with whose, answers with possessive form ('s), present tense, difference between <i>this</i> and <i>these</i> L.K.1,</p> <p>Sentence from text to be taught specifically in the lesson: <i>Whose eggs are these? They are ____'s."</i> and <i>"Whose egg is this? It is a ____'s."</i></p>	
<p>Listening SWBAT recognize possessive and plural forms. L.K.1C ; L.K.4B SWBAT guess the answer to the riddles about students in the classroom after listening to clues. SL.K.1A; SL.K.2</p> <p>Preparing the Learner: Activate Prior Knowledge/Build Background: Before you begin the read-aloud, pick up an object that belongs to one of the students and ask, <i>"Whose jacket is this?"</i> Then answer, <i>"Mino's"</i> Ask, <i>"Whose pencils are these?"</i> <i>"John's."</i> Have students listen to the intonation for questions and the -s at the end of the name. Tell them that we use the 's at the end of a person's name to show that it belongs to the person. <i>"This is Mino's jacket."</i> Explain that we use the word whose only in questions when we want to ask who is the person that owns something. Review that we say <i>this</i> for one thing (singular) and <i>these</i> for more than one (plural). Demonstrate what clues/hints and riddles are by having students guess who/what you are referring to as you give them 3 clues. Have students come up with their own riddles with the 3 clues about friends/things in the classroom. Refer back to visuals to review the names of animals that hatch from eggs. Use the words on the word wall to match pictures/ words.</p>	<p><i>I am thinking of a person who, clue #1 is a girl; clue #2 has long hair and clue #3 has glasses. Guess who this is?</i></p>

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<p>Reading Group students with mixed ELP proficiency SWBAT recognize difference between illustrations and photos in informational text. RI.K.9</p> <p>Differentiation for ELP 1-2: Describe the cover using texts for support, gestures, words and/or short phrases in small groups.</p> <p>Differentiation for ELP 3-4: Describe in detail the cover and its features using expanded sentences with a partner.</p> <p>Interacting with Text: Have one of the other egg books with illustrations to use for comparison. Point to both front covers and compare. Explain that most informational texts have photos. Explain that informational texts tell us information or facts about something we want to learn about.</p>	<p>Look at both front covers, one has illustrations and one has ____ (photos). What do you think informational texts tell us? Can informational texts have photos and/or illustrations? Explain your answer with examples.</p>
<p>Reading SWBAT identify the words <i>whose</i>, <i>eggs</i>, <i>these</i> and the question mark in the text. RI.K.1, L.K.1.D, L.K.2.B SWBAT identify features of informational text (photos, labels). RI.K.7; RF.K.1</p> <p>Read the title and ask students what they notice as you read the question and point to the question mark. Have students connect the question in this title with the question in the previous book- <i>What Will Hatch?</i> Re-read the question on the front cover, review the use of <i>this</i> and <i>these</i>. Tell students you will now read together to answer the question in the title. Point to the labels that name the animals and explain that informational texts use photos and labels to help the reader.</p>	<p>What punctuation do you notice at the end of the sentence? What does the author want us to do?</p> <p>What do labels help you do?</p>
<p>Speaking SWBAT ask and answer questions about the animals that lay eggs using the word <i>whose</i>. SL.K.3</p> <p>Differentiation for ELP 1-2 With visual support from texts and word wall, ask <i>Whose eggs lay in a pile? Whose babies slither?</i></p> <p>Differentiation for ELP 3-4 Ask students to work in small groups with the texts to discuss: <i>Whose eggs are buried in the sand? Whose babies swim to the ocean? Which animal has a shell that keeps it safe?</i></p> <p>Reading SWBAT compare two animals that lay eggs using the clues from the texts and words from the word wall. RI.K.9</p> <p>Differentiation for ELP 1-2</p>	

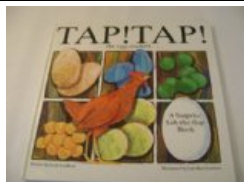
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<p>Choose two animals and label them with words from the word wall with a partner.</p> <p>Differentiation for ELP 3-4</p> <p>Compare two animals that lay eggs using clues from the text with a partner.</p> <p>First close read:</p> <p>As you read, have students listen for the clues to guess the animal the eggs belong to. Remind them to listen to the <i>clue or hint</i> to find out the answer.</p> <p>Use the photographs and labels to support and guide students to answer the question, <i>Whose eggs are these?</i> Have students repeat chorally with you, <i>Whose eggs are these?</i> Go the back of the book to check out the answers to see if students were correct. Read additional information that can be used in the riddles. Point out that these animals share the same thing (relationship), they all lay eggs.</p>	<p>What clues or words in the text help you guess the animal?</p>
<p>Reading</p> <p>SWBAT identify text features in informational text (glossary). RI.K.7</p> <p>Second Close Read:</p> <p>After reading the text point out that informational texts have photographs that help us understand what we read and that we can find the meaning of new words in the glossary. The glossary helps us clarify the meaning of new words. Go to the glossary in the back and explain that it is a special feature of informational texts. Read the new words and meanings.</p>	<p>Where can you find the meaning of a new word in the text?</p> <p>How does a glossary help you?</p>
<p>Speaking Group by mixed ELP proficiency. Students at lower ELP levels may need teacher support</p> <p>SWBAT orally create, ask and answer riddles with a partner. SL.K.1.A; SL.K.2; SL.K.6</p> <p>Differentiation for ELP 1-2:</p> <p>Match the labels and animals that answer the riddle. Tell about the animal using a short phrase.</p> <p><i>The ____'s.</i></p> <p>Differentiation for ELP 3-4:</p> <p>Label animals with that answer the riddles. Describe the animals in detail using facts from the book.</p> <p>Independent Practice:</p> <p>Model for students the activity they will do next. Ask a student to be your partner. Using the text, picture cards or video images of oviparous animals, demonstrate how to give two clues about an animal to make a riddle. Have the student guess. Then have the student make a riddle using two clues that you will guess.</p> <p>Direct students to work in pairs or small groups asking and answering questions about different animals</p>	<p>Whose eggs are these? Use text to create riddles.</p>

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using the language structures “ <i>Whose eggs are these?</i> ” and “ <i>Whose egg is this? It is a ____’s.</i> ”	
<p>Writing SWBAT write about one thing that is the same and one thing that is different between the two texts. W.K.2; L.K.2</p> <p>Differentiation for ELP 1-2: Compare photos and illustrations of the same animal in both books. Draw, copy or list one similarity and one difference about the books using words and pictures from the word wall.</p> <p>Differentiation for ELP 3-4: State some similarities and differences in both texts. Use <i>same, different, because</i> in your sentences using words and pictures from the word wall.</p> <p>Extending Understanding: Have students describe the cover of <i>Whose Egg?</i> and compare and contrast it with <i>Whose Egg Is This?</i> As you re-read the text, have students tell if it is written in rhyme. Have them notice how the authors/illustrators use different size fonts to ask the questions. Point out that the author uses the word “will” to tell what the animal will grow into. Connecting to the big idea: Have students connect some of the animals in this text with some of the animals on the list you wrote on Day 2. Have students distinguish which animals are oviparous and which are not.</p>	<p>Is the title in question form? Is this book about oviparous animals? Can you guess if it has illustrations or pictures? Explain your answer.</p>
<p>Formative assessment: Students work in small groups of mixed ELP proficiency to create a poster of three animals that lay eggs writing one-word clues to each animal. W.K.2</p>	

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Lesson Plan #4

Lesson Overview: Using literature to expand on oviparous animals and retelling the story.

Lesson Title: *Tap! Tap! the egg cracked*

Timeframe: Three or four 30 minute class periods

Guiding Question: What is the difference between a story and informational texts?

Lesson Components

Central Text: *Tap! Tap! the egg cracked* by Keith Faulkner, illustrated by Jonathan Lambert

Materials: Word wall, sentence frame on chart paper or strip: *This egg belongs to_____.*

Interdisciplinary Connections: Science and Social Studies (habitats)

Integration of Technology: This lesson does not require technology.

Equipment needed: None

WIDA PERFORMANCE INDICATORS

Listening: Answer questions about how the character tells the other animals that the egg is hers. **WIDA ELD 2; CCSS SL.K.1.A**

ELP 1-2: Use sentence frames and sentence starters with a word wall.

ELP 3-4: Use simple and some complex sentences with a word wall.

Speaking: Retell the story with a beginning, middle and end **WIDA ELD 2; CCSS SL.K.3; CCSS SL.K.4; CCSS RL.K.3**

ELP 1-2: Retell the story with single words and short phrases with pictures, or in L1 with anchor chart and story map.

ELP 3-4: Retell the story with simple and some complex sentences using an anchor chart and story map.

Reading: Read high-frequency words by sight **WIDA ELD 2; CCSS RF.K.1C**

Writing: Write the story in sequence using visuals and model. **WIDA ELD 1, 2; CCSS W.K.3**

ELP 1-2: Write the story in sequence by drawing pictures and labeling, or dictating in L1, using the model, visuals and word wall.

ELP 3-4: Write the story in sequence by drawing pictures, dictating and/or writing sounds/letter using model, visuals and a word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key vocabulary for all levels: character, cracked, replied, search, fiction L.K.6</p> <p>Additional vocabulary for ELP Levels 1-2: beginning, middle, end</p> <p>Additional vocabulary for ELP Levels 3-4: rocky, muddy, hissed, snapping, jungle, wiggled, furry, wonder,</p> <p>Key language forms and conventions: past tense, multiple meaning words right (correct), so (conjunction: for that reason, that is why) L.K.1</p> <p>Sentence from text to be taught specifically in the lesson: <i>This egg belongs to_____</i>. Additional sentence from text to be taught specifically for ELP 3-4 in the lesson: <i>I wonder if_____</i>. (<i>I am curious if, I want to learn if...</i>)</p>	
<p>Reading (<i>If you do not have this particular text, you may use other stories about animals that are looking for their baby/egg</i>)</p> <p>SWBAT recognize stories. RL.K.5</p> <p>Speaking</p> <p>SWBAT use previously taught adjectives and relate them to their opposites. SL.K.6; L.K.5.B</p> <p>Preparing the Learner: Activate Prior Knowledge and Build Background</p> <p>Discuss the animals that lay eggs and what those eggs look like (small, big, round, blue, soft, etc). Have students use the vocabulary they have learned throughout the previous lessons. They should use the word wall and visuals for reference. Tell students that the text they will read today is a story about a hen and other oviparous animals. Point out that this text is different because it is a story. Explain that a story is fiction where there is a character, a beginning, a middle and an end.</p>	

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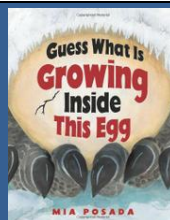
<p>Reading SWBAT read emergent-reader texts chorally with purpose and understanding. RF.K.4</p> <p>Speaking and Listening: SWBAT make predictions about whether the character will find her egg. RL.K.7, SL.K.2</p> <p>Interacting with Text: Point to the features of text, cover, author and illustrator as students name each one in whole group. Explain and show students that this is a “lift-the-flap book”.</p> <p>First Close Read: Begin the read aloud as you point out that the story has dialogue or a conversation between the hen and the animals. Explain that in fiction, animals can talk. Have students tell the difference between this text and the two previous ones (This one has a character, the other two were informational texts). While you read, point to the animals and their habitats to support the text. By the third animal, have students repeat chorally with you, <i>Tap! Tap! The egg cracked... And inside was ____.</i> Continue to read the story. As you are reaching the end, have students predict how the hen is feeling and if she will find her egg. Once you have a few responses, conclude the read aloud.</p>	<p>What can animals do in stories or fiction that they do not do in real life? Do stories have characters? What is the difference between a story and informational texts?</p>
<p>Reading SWBAT identify high-frequency words (Fry Word List). RF.K.3.c</p> <p>Differentiation for ELP 1-2 Have students identify the high-frequency words: <i>me, my, you, your</i></p> <p>Differentiation for ELP 3-4 They should identify the high-frequency words: <i>this, his, her</i></p> <p>Second Close Read: Tell students that as you read the text, they should listen carefully to how the mother asks the animals if the egg is hers and how they respond: <i>I wonder if ____</i>. The animals reply in the dialogue: <i>Oh, no! This egg belongs to me.</i></p>	<p>Where in the text does the mother say she is curious or wants to know if that is her egg? What word does she use? What words do the animals use to say that the egg is theirs?</p>

<p>Speaking and Reading SWBAT retell the story orally using beginning, middle, end (B, M, E) SL.K.4 RL.K.2, RL.K.3</p> <p>Differentiation for ELP 1-2 Retell at least three events (B, M, E) in the story using labeled pictures, drawing, L1 or single words. Orally give some details of where they live. Use the sentence frame, <i>"This egg belongs to ____."</i></p> <p>Differentiation for ELP 3-4 Retell at least three events (B, M, E) using complete sentences, some with emerging complexity using the labeled drawing. Orally give some details of where the animals live.</p> <p>Writing SWBAT name the events in the story. W.K.3</p> <p>Differentiation for ELP 1-2 Label at least three events in the story using pictures, drawing, L1 or dictation.</p> <p>Differentiation for ELP 3-4 Write words and/or short phrases or sentences under the pictures in sequence.</p> <p>Independent Practice: Have students work individually to retell the story orally including key details. Review how to retell a story that you have previously read. Clarify that they do not need to name all the animals but that they have to tell the beginning, choose at least two animals from the story besides the main character, and tell the end. Have students make a quick drawing and not draw in detail so they have time to complete their task. Distribute paper and direct them to draw the pictures in sequence. Help them to remember the beginning, the middle and the end of the story using the text for support. Using their drawings, have students write about what happened in the story.</p>	<p>What happened first? Next? Finally?</p>
<p>Speaking SWBAT explain how the poems, stories and informational text have the same topic and how they are different. RL.K.5</p> <p>Differentiation for ELP 1-2: Explain using pictures, gestures, L1 and/or single words to complete sentence frames</p> <p>Differentiation for ELP 3-4</p>	

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<p>Explain using simple sentences with emerging complexity with the support of pictures and word wall</p> <p>Extending Understanding:</p> <p>Expose students to poetry by reading some of the poems in <i>Lizards, Frogs and Polliwogs</i>. Have them discuss whether it is informational/nonfiction or stories. Point out that the pictures are paintings and that in poetry print can be used freely like in <i>The Python</i>. Ask them to explain why the author wrote it in that shape. Once you have read some of the poems and discussed them, have students infer how this particular book is connected with the other books you have been reading.</p>	<p>What is the same about this poetry book and the other books we have read?</p> <p>What is different?</p>
<p>Formative Assessment:</p> <p>The drawing with labels and oral retelling formatively assesses comprehension and language. This writing is not necessarily scored but teachers can use the WIDA Writing Rubric and the WIDA Performance Definitions for Speaking and Writing in the 2012 Amplification of ELD Standards to measure growth.</p> <p>W.K.3; W.K.5; SL.K.2; L.K.2</p> <p>Students should orally use the high-frequency words: <i>my, me, she, her, his, the, to</i> and point to them on the page that you display.</p> <p>In addition, assess use of adjectives from previous lessons to describe the different eggs and habitats; as well as the use of possessive pronouns and adjectives and recognition of those words as sight words.</p>	

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Lesson Plan #5

Lesson Overview: Using the information learned, students use context clues to guess what is inside the egg based on a brief description.

Lesson Title: *Guess What Is Growing Inside This Egg*

Timeframe: Three 30 minute class periods

Guiding Question: What do all these animals share? Do all animals lay eggs?

Lesson Components

Central texts: *Guess What Is Growing Inside This Egg* by Mia Posada

Extended Understanding: *Whose Nest?* By Victoria Cochrane and Guy Troughton

Materials – Word wall, sentence strip with frame: *Can you guess what is growing _____? I guess it is a _____.*

Interdisciplinary Connections: Science, Social Studies (habitats)

Equipment needed: None

WIDA PERFORMANCE INDICATORS

Listening: Identify rhyming words while listening to text read-aloud by gesturing with two thumbs up. **WIDA ELD 2; CCSS RF.K.**

ELP 1-2: Re-read rhyming words in isolation

ELP 3-4: Identify rhyming words in context

Speaking: Compare and contrast the similarities and differences between the two texts. **WIDA ELD 2; CCSS SL.K.3**

ELP 1-2: Use single words with pictures and word wall and/or in L1.

ELP 3-4: Use simple and some complex sentences with word wall.

Reading: Match animal names with illustrations **WIDA ELD 1, 2; CCSS RF**

Writing: Write the name of the animal that completes the riddle **WIDA ELD 2; CCSS W.K.2**

ELP 1-2: Draw, dictate, copy or write single letters of the initial sound of the word in L1 or L2

ELP 3-4: Copy or write letters of the word.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key vocabulary for all levels: predator, prey, breast, wrap, safe and sound L.K.6</p> <p>Additional vocabulary for ELP 1-2: crawl</p> <p>Additional vocabulary for ELP 3-4: mound, snuggly, cozy</p> <p>Key language forms and conventions: present tense, interrogative with can, homophone prey, pray L.K.1</p> <p>Sentence from text to be taught specifically in the lesson: <i>Can you guess what is growing _____?</i> Teach to answer in a complete sentence: <i>I guess it is a _____.</i></p>	
<p>Speaking and Listening Group with mixed ELP levels</p> <p>SWBAT create a riddle about a common classroom object. SL.K.3, SL.K.6</p> <p>Differentiation for ELP 1-2: Use L1 (if possible), pictures, gesture, single words and teacher prompting</p> <p>Differentiation for ELP 3-4: Use simple sentences with pictures</p> <p>Preparing the Learner</p> <p>Activate Prior Knowledge and Build Background:</p> <p>Review what a riddle is. Elicit from students what you need to make a riddle. Model and then deliberately group students with a partner to make a riddle about an object in the room using three clues. Then have the pairs share their riddles with the whole class.</p>	<p>Who can remember what a riddle is? What do you need to create/make a riddle?</p>
<p>Speaking and Listening and Writing Deliberately pair/group students with mixed proficiency levels</p> <p>SWBAT orally identify the animal from the clues given. SL.K.3, W.K.2</p> <p>Differentiation for ELP 1–2 Answer the riddle using the sentence frame: <i>I guess it is a _____.</i></p> <p>Differentiation for ELP 3-4</p>	<p>What does the author do? What does</p>

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<p>Answer the riddle using the sentence frame and name the clues that helped you guess.</p> <p>Interacting with Text: Point to the cover, the author/illustrator. Review what she does. Instruct the students to think about the picture on the cover but not share their thinking yet. Read the title aloud. Have students use the clues on the cover to guess the animal but not share it until you read some more. Remind them to listen to the clues and look at the pictures to guess the animal. For this read aloud, only read the text in white print on the left page. Ask students to guess the animals based on the clues.</p>	<p>the illustrator do?</p> <p>What clues help you guess the animal? How do the pictures help you figure out what is growing inside the egg?</p> <p>Can you guess what is growing inside the egg?</p>
<p>Reading SWBAT orally compare and contrast the similarities and differences between this text and <i>Whose Egg Is This?</i> RI.K.9</p> <p>Differentiation for ELP 1–2 Orally compare and contrast illustrations in this text and the photos in <i>Whose Egg Is This?</i> Find a photo and an illustration of the same animal in both texts. Name them and share one fact.</p> <p>Differentiation for ELP 3-4 Orally compare and contrast illustrations in this text and photos in <i>Whose Egg Is This?</i> Describe how the animal looks the same and different.</p> <p>First Close Read: Stop at each page and have students provide some additional facts that they gather from the reading. Show the other books that have been read and discuss the similarities and differences between the books.</p>	<p>What is the same in both books? Point to the things that are different. Identify pictures and/or words in text.</p>
<p>Listening and Reading SWBAT respond to rhyming words by gesturing with two thumbs up. RF.K.2.A</p> <p>Differentiation for ELP 1-2 Chant the rhyming words after you hear them.</p> <p>Differentiation for ELP 3-4 Complete the rhyme using the words in the text</p> <p>Second Close Read: Read the entire text now. Have the students chorally repeat the rhymes.</p>	<p>What word rhymes with ____?</p>

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Have students listen for the rhyming words and give two thumbs up when they hear the rhyming words. Have them repeat the pair. Clarify any unknown words if they can't figure out the meaning from the context clues.	What facts help you to understand the new words?
Speaking and Listening SWBAT identify the animals that do not lay eggs. SL.K.3 SWBAT use negative forms and contractions. L.K.1 Extending Understanding: Read aloud <i>Whose Nest?</i> Have students make connections with the animals that appear in both books. After the reading, have them discuss if all the animals in this book are oviparous. Explain to students that animals who carry their babies inside their bodies, not in an egg outside, and feed their babies milk are not oviparous, they are viviparous. Ask students to name the animals that do not lay eggs in this book.	Which animals do not lay eggs? Which animals are not oviparous?
Formative Assessment: Check for understanding as individual students identify the animal from the description given. See who recognizes the rhyming words. Review rhyming words with those students who are not able to recognize the pairs of rhyming words. SL.K.3; RF.K.2.A	

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Lesson Plan #6

Lesson Overview: Writing riddles about oviparous animals to share with other ELLs and native English speakers

Lesson Title: *Riddles, Riddles, Riddles*

Timeframe: Five to six thirty minute class periods

Guiding Question: How do you write a riddle?

Lesson Components

Central Texts: All the texts used in prior instruction, extended understanding and others listed in the unit

Materials: Sentence frames for the riddles that can be used in different order for ELP 1-2: The eggs are _____. They are _____. The mother lays them in _____. What will hatch? Or I am ____ and _____. I _____(verb). My eggs are ____ and _____. Who am I?

A model of the riddle for them to see. Visuals of the animals for them to draw and color “like a scientist”. Refer to the riddles above or select your own format.

Interdisciplinary Connections: Science

Integration of Technology: If possible, students may use Google images and listed websites to research oviparous animals

Equipment needed: computer, Ipad, tablet or Smart board, connectivity

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WIDA PERFORMANCE INDICATORS	
Listening: Guess the animal from oral clues. WIDA ELD 1, 2; CCSS SL.K.2	
ELP 1-2: Teacher will use single words or short phrases with pictures and students will point to the correct animal	ELP 3-4: Teacher will use simple and some complex sentences to describe animals and students will sort them accordingly.
Speaking: Describe and give clues about an oviparous animal. WIDA ELD 2, 4; CCSS SL.K.3; CCSS SL.K.6, NGSS K-ESS3-1	
ELP 1-2: Use single words with pictures, word wall and L1	ELP 3-4: Use simple and some complex sentences with word/picture wall.
Reading: Identify key facts about oviparous animal in small groups. WIDA ELD 2,4; CCSS RI.K.10; NGSS K-ESS3-1	
ELP 1-2: Identify two facts using pictures and word in English or L1.	ELP 3-4: Identify three facts using word/picture wall.
Writing: Draw and write a riddle about an oviparous animal using at least two facts. WIDA ELD 2,4; CCSS W.K.6; NGSS K-LSI-1	
ELP 1-2: Write two facts using single words, pictures and word wall and/or in L1.	ELP 3-4: Write three facts using simple and some complex sentences with word wall.

Goals/Objectives Differentiation by ELP Level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key Vocabulary: to whisper, research, facts, habitat L.K.6</p> <p>Additional vocabulary for ELP 1-2: secret</p> <p>Additional vocabulary for ELP 3-4: individualized to student needs as they do research</p> <p>Key language forms and conventions: interrogative –(what), future tense, present tense, nouns (animal, habitat), describing words-adjectives (color, texture, size) L.K.1</p> <p>Sentences taught specifically in this lesson that may vary according to the students’ needs: The eggs are _____. They are _____. The mother lays them in _____. What will hatch? Or I am ____ and _____. I _____(verb). My eggs are ____ and _____. Who am I?</p>	
<p>Speaking SWBAT choose an oviparous animal and brainstorm clues with teacher. SL.K.1</p> <p>Preparing the Learner Activate Prior Knowledge/ Build Background: Ask students individually to come up to the word wall and read the name of an animal you have</p>	

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<p>learned about. If they can't read the whole word, have them identify the first symbol and try to stretch out the word. If they do not know the name of the animal in English, have them tell you the name in their native language and clarify it by recognizing it in a visual. Instruct students to think of one oviparous animal that they want to write about but <u>not</u> to share it with anyone for now, that it is a secret. Once they have decided their animal, direct them to whisper it to you and create your list with each student's name and animal. If two or more students select the same animal, encourage them to choose another animal so you have a variety of riddles.</p>	<p>What animals have we read about in the different books? Research the text and find clues about your animal.</p>
<p>Writing SWBAT draw and write a riddle using at least two facts about an oviparous animal. W.K.6 Differentiation for ELP 1-2: Research using the texts and write two or more facts about their animal in order to write a riddle. Provide sentence frames and visual supports with labels. Students may copy the frames from the board and then complete them with words from the word wall. Students may also complete the frames with drawings and their native language. Differentiation for ELP 3-4: Research using the texts and write at least three facts about their animal in order to write a riddle. Have students use the word wall and texts for reference to check the spelling of the animal and words that describe its characteristics. Students at this level should complete it independently.</p> <p>Reading SWBAT locate the words from the word wall and texts to use in your writing. RF.K.3.C SWBAT read aloud their riddle to their classmates. RF.K.4; SL.K.6</p> <p>Interacting with Text: Tell students that they are going to do research –find out many facts about- one oviparous animal to then write and illustrate a riddle about it. Remind students that a riddle tells clues or hints, some information, about something and that the people have to guess the answer. Guide students to select one of the books from the basket or bins you have been using throughout the unit. They may share the resources if you do not have enough books. Make sure to have the model of the riddle for all students to see. Once students have finished the writing, they should draw their animal and color it as a “scientist” or nonfiction illustrator on another sheet of paper. The final product should have the riddle on the front page and the illustration on the second page. You may want to have the paper folded in the middle and</p>	<p>What does the animal look like in the photo/illustration? What does the habitat look like in the text? Where in the text does it say that____?</p>

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<p>cut out in the shape of an egg. Remind students to revise their writing to make sure that their high-frequency words are correctly spelled, that they have stretched out the other words and that they have checked the word wall for reference.</p>	<p>Point to the words/sentence that explains your answer.</p>
<p>Speaking: Describe and give clues about an oviparous animal. SL.K.6, RI.K.1 Differentiation for ELP 1-2: Present a riddle using single words, pictures and word wall in L1 or English. Differentiation for ELP 3-4: Present a riddle using some complex sentences, pictures and word wall. Listening SWBAT guess the animal from oral clues. SL.K.2</p> <p>Extending Understanding: Students will present their riddles (first to their classmates if in a pull out setting) and in the general classroom to explain what an oviparous animal is and how they are different from viviparous animals. In addition, they will explain how to write a riddle to their peers.</p>	
<p>Formative Assessment/Performance Task: The riddle for each student will be the assessment. Students should be able to work independently using texts, visuals, the word wall and the high frequency words that are separate from the content words. Words that are not on the word wall should be stretched out and spelled phonetically. Students should be encouraged to look up and locate these words in the books they are working with. This task serves to see how much content they have learned and how much they are able to write and identify from written sources independently with the word wall and other references. WK.2; W.K.6; RF.K.3; RF.K.3.C</p>	

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Lesson Plan #7

Lesson Overview: Tell your opinion about the animal you chose and the book you like best in the unit

Lesson Title: What's your favorite book in the unit?

Timeframe: Three 30 minutes class periods

Guiding Question: What is the difference between a fact and an opinion?

Lesson Components

Central Texts: All the texts used in prior instruction, extended understanding and others listed in the unit.

Materials: Sentence frames for ELP 1-2: My favorite book is _____ because _____. I like (title of book) because _____. My favorite animal is _____. I like (animal) because _____. **Compliments:** I like your _____. I think it is _____.

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: If possible, students may use Google images and listed websites to research oviparous animals

Equipment needed: Computer, I pad, tablet or Smart board, connectivity

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WIDA PERFORMANCE INDICATORS	
Listening: After listening to oral directions, students will choose their favorite animal and book. WIDA ELD 1,2; CCSS SL.K.2	
ELP 1-2: Teacher modeling and prompting. Use of L1, books, single words	ELP 3-4: Teacher modeling and use of books and partner.
Speaking: Explain why they chose their animal and book. WIDA ELD 1, 2; CCSS SL.K.3; CCSS SL.K.6	
ELP 1-2: Use L1, single words, pictures, word wall and gestures	ELP 3-4: Use simple and some complex sentences, pictures and word wall.
Reading: Read what they “wrote.” WIDA ELD 2; RF.K.4	
ELP 1-2: Teacher support, copied words, interpret their drawings using single words and/or L1.	ELP 3-4: Simple sentences based on a model, working with a partner.
Writing: Explain in writing their opinion about their favorite animal and favorite book with supporting details. WIDA ELD 1,2; CCSS W.K.1; NGSS K-ESS3-1	
ELP 1-2: Explain their opinion using a sentence frame, word wall, books, drawings, dictation and/or L1.	ELP 3-4: Explain their opinion using a teacher model, word wall, books, in simple sentences and some with emerging complexity.

Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key Vocabulary: real, opinion, personal, detailed L.K.6 Additional vocabulary for ELP 1-2: right, wrong Additional vocabulary for ELP 3-4: compliment</p> <p>Key language forms and conventions: present tense, because. L.K.1</p> <p>Sentences taught specifically in this lesson that may vary according to the students’ needs: Provide sentence frames or have students copy the frame from the board. My favorite book is _____ because _____. I like (title of book) because _____. My favorite animal is _____. I like (animal) because _____. Compliments: I like your _____. I think it is _____.</p>	
<p>Listening <i>Teacher will model and demonstrate for all ELP levels.</i> SWBAT choose the animal and book they like best by following oral directions. SL.K.2 Differentiation for ELP 1-2: Teacher will prompt, repeat directions, monitor rate of speech, use L1</p>	

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<p>(if feasible) and use books to demonstrate.</p> <p>Differentiation for ELP 3-4: Teacher modeling, peer support</p> <p>Speaking <i>Pair/group students with mixed ELP levels.</i></p> <p>SWBAT explain their choice. SL.K.6</p> <p>Differentiation for ELP 1-2:</p> <p>Explain why you chose this animal using L1 or a short phrase. Use the books, pictures, gestures, L1 and word wall words. <i>“pajaro - It pretty”</i>.</p> <p>Differentiation for ELP 3-4</p> <p>Explain to your partner why you chose your animal and book. Use the books to support your answer.”.</p> <p>Preparing the Learner: Activate Prior Knowledge/ Build Background:</p> <p>Explain to students that they have been writing facts or real information about different oviparous animals. You can check the facts by looking them up or researching them in books or websites. Tell them that now they will give an opinion or tell others what they think about the animals and the books they have read. An opinion is how we think and feel about something, it comes from our thinking and not from books. Model how to give an opinion about one of the animals and one of the books. Have students work in pairs to orally discuss their opinions about their animals and books. They should be able to point to one particular thing they like. Remind students that as they listen to their classmates there is no right or wrong and that an opinion is personal, or what you think about something: <i>I like robins because I like the blue eggs. My favorite book is ____ because ____.</i></p>	<p>What is the title of the book you like best?</p> <p>Are the illustrations/photos colorful, good, detailed, scary?</p>
<p>Writing</p> <p>SWBAT complete two opinion pieces, one about the book they prefer and one about the animal they like best. W.K.1</p> <p>Differentiation for ELP 1-2</p> <p>Use the sentence frame to tell which book you like best and why. Draw the cover of the book. Use the sentence frame to explain why you chose your animal using L1, dictation or the words on the word wall. My favorite book is ____ because _____. My favorite animal is _____. I like (animal) because_____.</p> <p>Differentiation for ELP 3-4</p>	

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<p>Use the word wall to tell which book you best and why. Draw the cover of the book.</p> <p>Reading SWBAT share their writing with their classmates. RF.K.4</p> <p>Interacting with Text: After they have done their oral discussions instruct them to start their writing. Provide a model for writing. This is an example of the sentence frame for the opinion writing piece: <i>I like " _____ " because _____</i>. Have students write the high frequency words they have learned.</p>	<p>What is your favorite book? Why? What is your favorite part of the book? Find your favorite part in the book. What is your favorite animal? Why?</p>
<p>Speaking: SWBAT give an oral compliment to their classmates about their writing. SL.K.6, WIDA 1 (SIL)</p> <p>Differentiation for ELP 1-2: Have students practice the following frame to give a compliment: <i>I like your _____. I think it is _____.</i></p> <p>Differentiation for ELP 3-4: Students give a compliment by following the model or creating a compliment of their own.</p> <p>Extending Understanding: Model for students how to give a compliment. Use one of the pieces, say <i>"I like how Lea wrote her words so neatly and how her drawing looks just like the real cover. It is so detailed"</i>. Have students brainstorm some other compliments they can use. After students read aloud and share their work with their classmates, they will give a compliment to one of their classmates.</p>	<p>What did you like about your classmates' choices? Did you like any specific words they chose to explain their opinion? Did their illustration match their opinion?</p>
<p>Formative Assessment/Performance Task: W.K.1; SL.K.1.A Student should produce both oral and written tasks based on ELP levels. All students should be encouraged to incorporate high-frequency words which have been learned and are part of word wall.</p> <p>ELP 1-2: Opinions can be written using the sentence frame, dictation, copying from word wall, drawings and/or L1. They should include an illustration. <i>E.g. I like <u>pnqn</u> because <u>walk</u>.</i> with illustration</p> <p>ELP 3-4: Opinions can be written based on a model, copying from word wall, writing letters, sounds, words independently. They should include an illustration. <i>E.g. My faborit book is Whose Egg Is it? Becs you had to gess the anml.</i></p>	

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Kindergarten UNIT 5 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Identify animals that lay eggs Describe eggs of different shapes and sizes Vocabulary: Camouflage Size, texture, hatch, riddle, character, Cracked, Noisy/quiet, Smooth/rough, crawl	Identify main idea and key details Identify author's purpose and choice of words	Use words and phrases acquired through conversation, reading, being read to, and responding to texts. Ask and answer questions Identify and use adjectives that are antonyms	Word/picture wall Match the Antonyms Visuals, videos Support in L1	Demonstrate understanding of text organization and features of print Identify similarities and differences between two texts on the same topic Demonstrate knowledge of letter-sound correspondence Recognize rhyming words	Write, draw, dictate short answers to questions Participate in shared research by creating a riddle about animals that hatch from eggs. Write opinions about favorite book and animal	Confirm comprehension of a text read aloud as they discuss key concepts and important details Retell familiar stories including key details in a text Express ideas in shared language activities with peers	Punctuation marks Possessives Question words Identify and use plural nouns	Using visuals to comprehend text Using cognates, when possible Working with a partner Using a rubric (icons)

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Grade 1 Unit Overview	
Content Area: English Language Arts /English as a Second Language Based mostly on UNIT 3; some overlap with Units 1,2, and 4.	
Unit Title: From Seed to Table	
<p>Unit Overview: Through the use of authentic literature, students will be exposed to rich informational and fictional texts read aloud by the teacher about the process of how seeds become food. These read-alouds will stimulate students to engage in a range of speaking and listening activities, giving them the opportunity to develop language and build conceptual knowledge about seeds. In this way, ELLs will use academic and content vocabulary to meaningfully communicate ideas and information on this topic with their peers. Furthermore, these read-aloud texts will build knowledge while exposing students to varied syntax and word work that develops robust language capacity, including phonemic awareness. The scaffolding within the unit will enable students to engage in discourse and use higher order thinking skills. This interdisciplinary unit uses literature, informational text, drama, and technology so that ELLs ask and answer questions and confirm their understanding of key ideas in shared oral and written language activities with peers.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p> <p>Vocabulary: All vocabulary will be pre-taught and opportunities for additional practice will be integrated within each lesson. Vocabulary homework will be assigned to reinforce new words. Pre-teaching vocabulary will include role playing or pantomiming, using gestures, showing real objects, pointing to pictures, and quick draws on the board .To ensure mastery of more complex words, teachers should explain the meaning with student-friendly definitions; provide examples of how it is used; ask students to repeat the word three times; and have students work in pairs to practice using the words in sentences. Students will be “rewarded” with tally marks when they acknowledge reading the complex word(s) in a text, hearing the word(s) being used, and using the word(s) appropriately in a sentence when speaking or writing the word(s). “Word winners” will be those with the most tally marks each week.</p> <p>Important “conversations” about and analysis of texts are specified in each lesson, as recommended by Lily Wong Fillmore.</p> <p>Throughout the Unit, text dependent questions are posed following read-alouds along the lines of:</p> <p>Topic/Main Idea: What did we just read about? Which part of the story/text tells you that?</p> <p>Key Ideas/Details: What are the important ideas in the book? Identify the words and sentences from the book.</p> <p>Key Vocabulary: What words are important for talking about _____?</p> <p>Connections: Does the book we just read remind you of anything else?</p>	
Guiding Questions and Enduring Understandings	
<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of seeds found in foods? • <i>Listening, speaking, reading, and writing about seeds found in food require specific academic language.</i> 	

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Performance Task
Students will participate in a food festival comprised of foods with seeds in them. They will bring in foods with seeds from the native countries of their families, who will be invited to attend the festival with invitations written by the students. The students will be required to identify and label the seeds in their foods and list key facts about them. They will participate in digital storytelling by making posters, writing and illustrating facts from their favorite lesson in the Unit, which will be recorded and shown during the food festival.
CCSS ELA Assessed in this unit
Reading Literature
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Reading Informational
RI.1.1 Ask and answer questions about key details in a text.
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6 Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RI.1.8 Identify the key points an author makes in informational text and identify the textual evidence to support these points.
RI.1.9 Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Writing
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language
L.1.1.b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and

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possessive nouns.
L.1.1.c Use singular and plural nouns with matching verbs in basic sentences.
L.1.1.e Use verbs to convey a sense of past, present, and future.
L.1.1.f Use frequently occurring adjectives.
L.1.2.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.
L.1.4.a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5.c Make connections between words and real-life and their use.
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
Speaking and Listening
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6 Produce complete sentences when appropriate to task and situation.
Reading Foundational
RF.1.4.a Read grade-level text with purpose and understanding.
RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
WIDA Standards
Standard 1: Social and Instructional Language
Standard 2: The Language of Language Arts
Standard 3: The Language of Science
Standard 4: The Language of Mathematics
Standard 5: The Language of Social Studies
Interdisciplinary Connections
Next Generation Science Standards (NGSS) Life Science
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

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1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

NJCCCS for Social Studies

6.1.4.B.5. Geography, People and Environment: The physical environment can both accommodate and be endangered by human activities. Describe how human interaction impacts the environment in New Jersey and the United States.

CCSS Math

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total of data points, how many in each category and how many more or less are in one category than in another.

Rationale for choice of Texts

The texts were selected for several reasons: related to the theme, “From Seed to Table;” authentic and rich, informational and fictional texts which stimulate students to engage in speaking and listening activities; and provide an opportunity to develop language and build conceptual knowledge about seeds. Since they will all be used as read-alouds the students will be exposed to varied syntax and word work at or sometimes above grade level to build robust language capacity. As a read-aloud, the teacher will be able to scaffold the concepts and vocabulary where needed.

Central Texts	Lexile Level
“Johnny Appleseed” by Steven Kellogg	920
“From Seed to Plant” by Gail Gibbons	660
“Seeds” by Ken Robbins	N/A
“Seeds! Seeds! Seeds!” by Nancy Elizabeth Wallace;	470
“Seeds” by Vijaya Khisty Bodach	N/A
“A Seed is Sleepy” by Diana Hutts Aston	750
“The Tiny Seed” by Eric Carle	400
“Flip, Float, Fly: Seeds on the Move” by JoAnn Early Macken	650
“How a Seed Grows” by Helene J. Jordan	400
“The Enormous Turnip” by Aleksei Tolstoy	N/A
“Johnny Appleseed” by Patricia Demuth	170

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Lessons	Title	Overview	Assessment
Lesson 1	Apples, Apples Everywhere	In this introductory lesson to the Unit, students will gain knowledge of the Tall Tale about Johnny Appleseed and connect what they know about apples.	Write three facts about Johnny Appleseed
Lesson 2	What is a seed?	Students will dissect a seed and identify its parts; students will learn what a seed needs in order to grow.	Seed journal observations; labeling seed parts
Lesson 3	Where Seeds Are Found and What Their Attributes Are	Students will learn that seeds are found in plants, trees, fruits, and vegetables, and will sort, compare and contrast fruit and vegetable seeds by size and color.	Seed book; Complete graphic organizers; complete seed catalogue
Lesson 4	How Seeds Travel	Students will learn how seeds travel.	Write how seeds travel in a flap book
Lesson 5	How Does Your Garden Grow?	Students will complete the recording of the growth of their seeds based on different conditions.	Seed journal observations; explain the growth of a seed in an informational text; complete a bar graph
Lesson 6	Seeds in Literature	Students will listen to folktales and legends having a seed theme.	Role play character parts, include dialogue; complete chart of folktale events; differentiate fact from fiction
Lesson 7	We're Having a Food Fest!	Students will prepare the necessary items for the unit's culminating activity.	Written invitations and digital storytelling scored with the WIDA Writing and Speaking Rubric
Curriculum Development Resources Common Core Standards www.corestandards.org WIDA Proficiency Standards and Can Do Descriptors, www.wida.us NJCCCS Standards www.13.state.nj.us/standards www.13.state.nj.us/NJCCCS/Technologytoolbox Understanding Language www.ell.stanford.edu EngageNY www.engageny.org NJ Department of Education Model Curriculum Framework http://www.state.nj.us/education/modelcurriculum/ela/			

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Lesson Plan #1

Lesson Overview: In the first lesson in this unit, students will learn about the American legend Johnny Appleseed.	
Lesson Title: Apples, Apples Everywhere!	Timeframe: 1 day (40 minutes per class period)
Guiding question: What did Johnny Appleseed accomplish?	
Lesson Components	
Central texts: “Johnny Appleseed” by Steven Kellogg	
Interdisciplinary Connections: Science, Social Studies	
Integration of Technology: Online or handheld photos of apple orchards	
Equipment needed: A variety of apples; computer with Internet access and display functionality	
WIDA Performance Indicators	
Listening & Speaking/Reading Comprehension: After listening to the read –alouds with pictures and illustrations, answer questions about the text using a word wall and a partner. WIDA ELD 2; CCSS RL.1.3, SL.1.2	
ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.	ELP 3-4: Use simple sentences with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (orchard, bloom, blossoms)
Reading Fluency: Chorally read sections of text. WIDA ELD 2; CCSS RF.1.4.a	
Writing: Write three facts about how Johnny Appleseed impacted the environment using a word wall. WIDA ELD 5; CCSS W.1.2, W.1.8; NJCCCS in SS 6.1.4.B.5	
ELP 1-2: Use L1, drawings and single words. May use a sentence frame. Johnny Appleseed planted _____.	ELP 3-4: Use simple sentences with some content-related vocabulary with a sentence starter where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.

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Goals/objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions (TDQs)
<p>Key Vocabulary for all students: cellar, apple cider, bloom/blossoms, gentle, generous, seeds L.1.6</p> <p>Additional vocabulary for ELP 1-2: apple, nature</p> <p>Additional vocabulary for ELP 3-4: “the country was young”, stars winked, orchard, wilderness</p> <p>Key language forms and conventions: present and past tense verbs; statements; interrogatives; adjectives L.1.1.e,f L.1.2.b</p>	
<p>Listening/ Speaking SWBAT view photos and share knowledge of where apples grow. SL.1.1 SWBAT listen to the text and respond to the TDQ. SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Preview story in L1, if possible • Native language support orally whenever necessary • Drawings and/or pictures vs. words • Word wall <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall <p>Preparing the Learner Activate Prior Knowledge/Build Background: Teacher will display several different varieties of apples and display online photos of apple orchards. Teacher will ask if students know where apples grow. She will tell the students that she will read a story that explains how the apples were planted. The teacher will then read the central text which tells about the life of Johnny Appleseed. Discuss what is true.</p>	<p>Listen to the story and decide if all the events in the story could be true.</p>
<p>Reading SWBAT chorally read key vocabulary and key parts of the texts. RF.1.4.a</p> <p>Listening, Speaking Pair ELP 1 students with same language peers if possible. SWBAT listen to a read aloud and answer TDQs posed at key points in the text. SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Preview story in L1, if possible 	

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<ul style="list-style-type: none"> • Native language support orally whenever necessary • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk <p>Interacting with Text</p> <p>While reading aloud, stop and point to illustrations of blossoms, apple cider, and cellar. Check for comprehension during various points of the story. At the end of the story, students will “turn and talk” to share something interesting they learned about Johnny Appleseed.</p>	<p>What is the story about? Who is the book about?</p> <p>Why do you think the author wrote a story about Johnny Appleseed?</p> <p>What details from the story tell you the author’s purpose?</p>
<p>Writing Group with mixed ELP levels SWBAT complete a printable giving three facts about Johnny Appleseed. W.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk • Sentence frames • Drawings and/or pictures vs. words • Word wall <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk • Word wall <p>Extending Understanding</p> <p>Teacher will refer back to the apples on display and to her introductory statement about Johnny Appleseed. Elicit the response that they are grateful to Johnny Appleseed because of the <i>seeds</i> he scattered across our land. Teacher will then cut open an apple to show the seeds within. Students will work with a partner and write three facts they learned after listening to and discussing the read aloud in a cut-out shape of Johnny Appleseed.</p>	<p>Why should we be grateful to Johnny Appleseed?</p>
<p>Formative Assessment: Completion of a Johnny Appleseed cut-out containing three facts.</p>	
<p>ELP 1-2: Use L1, drawings and single words. May use a sentence frame. Johnny Appleseed planted _____.</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary with a sentence starter where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #2

Lesson Overview: Students will dissect a seed, identify its parts, and learn what a seed needs in order to grow.

Lesson Title: What is a seed?

Timeframe: 3 – 5 days (40 minutes each day)

Guiding question: What is the life cycle of a seed?

Lesson Components

Central texts: “Seeds” by Ken Robbins; “From Seed to Plant” by Gail Gibbons; “Seeds” by Vijaya Khisty Bodach

Interdisciplinary Connections: Science

Integration of Technology: Document camera; Interactive Writing:

http://earlyed.newamerica.net/blogposts/2012/study_shows_gains_in_writing_by_sharing_the_pen_in_first_grade-64794

Equipment needed: Magnifying glasses, lima beans, paper plates, writing journals

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to several illustrated books about seeds, answer questions about the text using a word wall and a partner; share observations of an actual seed, and contribute to the completion of a KWL chart. **WIDA ELD 2; CCSS RI.1.1, RI.1.4, RI.1.7, RI.1.8, SL.1.2; NGSS 1-LS3-1**

ELP 1-2: Use single words and patterned responses with a partner, pictures and gestures or in L1.

ELP 3-4: Use simple sentences with emerging complexity, some grammatical errors and substantial content-related vocabulary (moist, moisture, sprout, germination, pollination).

Reading Fluency: Chorally read key vocabulary and sections of text. **WIDA ELD 2; CCSS RF.1.4a**

Writing: Write the text to a wordless picture book about the observed growth of a giant seed. **WIDA ELD 4; CCSS W.1.5; NGSS 1-LS3-1**

ELP 1-2: Write the text to a wordless picture book by using L1, drawings and single words. Write interactively with the teacher.

ELP 3-4: Write the text to a wordless picture book by using simple sentences with some content-related vocabulary; *or* write sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and Text dependent questions
<p>Key Vocabulary for all students: contain, pod, root, soil, warmth, protect. L.1.6 Additional vocabulary for ELP 1-2: grow, water Additional vocabulary for ELP 3-4: germination, moist, moisture, pollination, seed coat, sprout</p> <p>Key language forms and conventions: present and past tense verbs; plurals; statements; interrogatives; end marks. L.1.1.b, L.1.1.c, L.1.1.e, L.1.2.b</p>	
<p>Listening/ Speaking SWBAT share observations about a watermelon and its seed and participate in completing the first part of a KWL. SL.1.1 SWBAT participate in “conversations” about the text. RI.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Preview story in L1, if possible. • Native language support orally whenever necessary. • Word/picture wall • Think Pair Share or Turn and Talk • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think Pair Share or Turn and Talk • KWL chart <p>Preparing the Learner: Activate Prior Knowledge/Build Background: The teacher will hold a watermelon (whose seeds are most likely familiar) and will ask students if they know what this fruit is called and how did it begin (answer: a seed!). Teacher and students will begin a KWL chart, sharing what they might already know about seeds, and what they would like to learn about seeds.</p>	<p>Share observations about the watermelon and contribute to the first part of the KWL chart.</p>
<p>Reading <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a SWBAT comprehend sentence excerpts from grade level text. RI.1.4, RI.1.7, RI.1.8</p>	

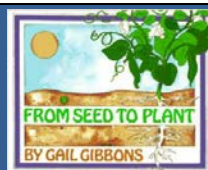
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<p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk • KWL Chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • KWL Chart <p>Interacting with Text</p> <p>Over the course of the days allocated for this lesson, the teacher will read aloud the key texts which are highly visual with simple, large text. She will pause at various key points in each text to point out the key vocabulary words and ask comprehension questions to check for understanding. Students will Think-Pair-Share to respond to the comprehension questions. The KWL chart will be added to as new facts are learned. The chart will be displayed throughout the unit.</p> <p><i>Important passages for “instructional conversation” and analysis (from “From Seed to Plant” by Gail Gibbons):</i></p> <p><i>The beginning of a plant is curled up inside each seed. Food is stored inside the seed, too. The seed has a seed coat on the outside to protect it.</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p> <p>This “conversation” will optimize adherence to the Unit’s Common Core Reading standards as well as its Language standards, especially RI.1.10 and L.1.6. It is based on the work of L.W. as depicted in this vimeo link: http://vimeo.com/47315992 This process will be repeated in several lessons.</p>	<p>Why is a seed important to a plant?</p> <p>What details can be added to our KWL chart?</p> <p>Which word means the outside of a seed and what it does? <i>The _____ is the outside of a seed.</i> <i>It _____ the seed.</i></p>
<p>Writing Group with mixed ELP levels</p> <p>SWBAT draw a seed and label its parts. W.1.2</p> <p>SWBAT record seed and seed growth observations in a journal using drawings or words. W.1.8</p> <p>SWBAT interactively write the text to a wordless picture book. W.1.5</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support 	

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<ul style="list-style-type: none"> • Drawings and/or diagrams or pictures vs. words • Word/picture wall • Interactive writing <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Use of word Word Wall • Write complete simple sentences with emerging complexity <p>Extending Understanding</p> <p>Students will examine the outside of their lima bean seeds and split them open to examine the inside, using magnifying glasses. The teacher will display one under a document camera.</p> <p>Students will plant seeds under different conditions and monitor their growth over time. They will record their observations in a journal and observe the end result in Lesson 4.</p> <p>Teacher and students will interactively write the text to the wordless picture book “The Giant Seed”, incorporating the key vocabulary acquired wherever possible.</p>	<p>Think about the books you have listened to about seeds. What are some words the authors used to describe the seeds?</p>
<p>Formative Assessment: The writing of the text to a wordless picture book.</p>	
<p>ELP 1-2: Use L1, drawings and single words. Write interactively with the teacher.</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary; <i>or</i> write sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #3

Lesson Overview: Students will learn that seeds can be found in plants, trees, fruits, and vegetables by viewing and responding to various read alouds. The focus will primarily be on fruits and vegetables; the read-alouds about plants and trees are more for visual rather than factual purposes. The students will describe the seeds by completing a pattern book. The students will work with actual fruits and vegetables throughout the course of this lesson. Students will sort seeds by the attributes of shape and color. They will orally and in written form describe the sorted seeds and will compare and contrast the seeds using a Venn Diagram. Finally, they will write about the differences in the seeds.

Lesson Title: Where Seeds Are Found and What Their Attributes Are

Timeframe: 5-7 days (40 minutes each day)

Guiding question: What are the attributes of seeds?

Lesson Components

Central texts: “A Seed is Sleepy” by Diana Hutts Aston”; “From Seed to Plant” by Gail Gibbons; “Seeds” by Ken Robbins; “Seeds! Seeds! Seeds!” by Nancy Elizabeth Wallace; “Seeds” by Vijaya Khisty Bodach

Interdisciplinary Connections: Science, Mathematics, Social Studies

Integration of Technology: Document camera

Equipment needed: Magnifying glasses; seeds from different fruits and vegetables including nuts in their shells; dry corn; beans; unshelled sunflower seeds

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the various, illustrated, read –alouds about seeds, answer questions about the texts using a word wall and a partner; make predictions based on actual fruits and vegetables; and contribute to the completion of a KWL chart.

WIDA ELD 2 and 3; CCSS RL.1.5, RI.1.2, RI.1.3, RI.1.4, RI.1.5 RI.1.6, SL.1.1, SL.1.2; NGSS 1-LS1-3

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (moist, moisture, sprout, germination, pollination).

Reading Fluency: Chorally read key vocabulary and sections of texts. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: Completion of seed book and a seed catalogue. **WIDA ELD 2, 3, and 4; CCSS ELA - W.1.2; Math - 1.MD.C.4; NGSS 1-LS1-3**

ELP 1-2: Complete the seed book by using L1, drawings and single words. May use a sentence starter or sentence frame. (This is a _____ seed (name of fruit or vegetable). It is _____ (color/size adjective). It feels _____ (texture adjective).

ELP 3-4: Complete the seed book by using simple sentences with some content-related vocabulary with a sentence starter or sentence frame where necessary; *or* write three sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary for ALL ELP levels: thirsty, minerals, sprout, kernels, buds, describe, compare, contrast L.1.6</p> <p>Additional Vocabulary for ELP 1-2: fruit and vegetable names, alike, different, sort</p> <p>Additional Vocabulary for ELP 3-4: Inventive, clever, trait, sprinkle, trunk, adventurous, scatter, secretive</p> <p>Key language forms and conventions: sensory adjectives; present and past tense verbs; present progressive verbs; plural nouns; comparisons, adjectives L.1.1.c,e,f L.1.2.b</p>	
<p>Listening/Speaking SWBAT listen to read-alouds and answer questions posed at key points in the text. Participate in the completion of the KWL chart. RI.1.2, RI.1.3, SL.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner Activate Prior Knowledge/Build Background: The teacher will display various fruits and vegetables and will pass them around for the students to closely view and feel. The students will be asked to predict where the fruits and vegetables come from in order to elicit the response that they grew from seeds. The teacher will point out that flowers and trees also grow from seeds. The teacher will introduce the concept of sorting by using everyday objects found in the classroom (large and small math cubes of different colors, etc.). A chart will be completed with the results of this shared sorting activity. The students will provide the information that the teacher will write on the chart. Once this has been accomplished, the teacher will introduce and model how to complete a Venn Diagram and its components. (This can be accomplished in many ways including comparing the students themselves.)</p>	<p>Based on read-alouds, predict where fruits and vegetables come from.</p> <p>Which words are used to compare the objects?</p>

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<p>Reading SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a SWBAT tell how the pictures provided information RI.1.6</p> <p>Interacting with Text Over the course of the days allocated for this lesson, the teacher will read aloud the key texts which are highly visual with simple, large text. She will pause at various key points in several of the texts to point out the photos and key vocabulary words and ask comprehension questions to check for understanding. Information will be added to the KWL chart after comprehension questions are answered by the students using “turn and talk”.</p>	<p>What did you learn from the photos in the book? What did you learn from the key words?</p>
<p>Speaking and Reading <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in “conversations” about grade level text. RI.1.3, RI.1.4, RI.1.10, SL.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Word wall • Think-Pair-Share or Turn and Talk • Dramatize the text <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall <p>Important passage/ excerpt for “conversation” and analysis from “Seeds” by Ken Robbins: <i>When you eat a sandwich, consider this: The bread is not much more than the seeds of a grass called wheat, ground up into flour and mixed with some water and a little bit of yeast.</i> Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas stated above in the excerpt in their own words and write their sentences on sentence strips.</p>	<p>What does <i>ground</i> mean in this sentence? What is another way to say: <i>consider this</i>? What is <i>wheat</i>? How do you make bread?</p>
<p>Speaking and Reading <i>Pair mixed ELP levels</i> SWBAT participate in “conversations” about grade level text. RI.1.10, SL.1.1 SWBAT compare features of a fiction vs. non-fiction text RL.1.5, RI.1.9</p> <p>Differentiation for ELP Level 1 & 2</p>	

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<ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Word wall • Think-Pair-Share or Turn and Talk • Dramatize the text <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • KWL chart <p><u>“Seeds, Seeds, Seeds”</u> Different and the same, different and the same, Count them, sort them, glue them by their name.</p> <p><u>“A Seed is Sleepy”</u> A seed is sleepy. It lies there, tucked inside its flower, On its cone, or beneath the soil. Snug. Still.</p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p>	<p>Who is the most important character in “Seeds, Seeds, Seeds”?</p> <p>Think about Buddy’s seeds in “Seeds, Seeds, Seeds”. How are your seeds like Buddy’s seeds?</p> <p>How are they different?</p> <p>What do you think will happen at the end of the story?</p> <p>What can you do with your seeds that Buddy did with his seeds?</p> <p>What words does the author use to describe seeds in “A Seed is Sleepy”? Can these words be used to describe people?</p> <p>If yes, explain how a seed is like a person.</p> <p>Both “Seeds, Seeds, Seeds” (F) and “A Seed is Sleepy” (NF) give information about seeds. How are the two books alike?</p> <p>How are they different?</p>
<p>Writing SWBAT complete a pattern book. W.1.8, L.1.1.f</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Sentence frames: This is a _____ seed (name of fruit or vegetable). It is _____ (color/size adjective). It feels _____ (texture adjective). • Word/picture wall • Think-Pair-Share or Turn and Talk 	

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<ul style="list-style-type: none"> • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers • Sentence starters: This is <p>Different fruits and vegetables will be distributed to the students so that they can see and touch the seeds within them (the teacher will first cut open the fruits and vegetables). They will then complete a pattern book naming the seed and describing how it looks and feels, after which they will draw the seed and the fruit or vegetable.</p>	<p>In “A Seed is Sleepy”, the author shows many different kinds of seeds. What are some of the words she uses to describe them? What other words could she have used to describe them?</p>
<p>Writing SWBAT record observations of sorted seeds in journals. W.1.2 SWBAT compare and contrast different seeds in writing. W.1.8, L.1.1.f</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Sentence frames: A pumpkin seed is _____-er than a corn seed. • Think-Pair-Share or Turn and Talk • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers • Sentence starters: This is <p>The students will again view the vivid illustrations/photographs from the read-alouds already read. Some will have brought in actual seeds (previously requested by the teacher) from fruits or vegetables, along with those that the teacher has furnished. These will be viewed with a document camera so that they will be enlarged. The teacher will first model how to sort the seeds. Students will then work in pairs to sort the seeds given to them by the attributes of size and color. They will work together to</p>	<p>In “Seeds”, we read about and saw photos of both peas and pumpkin seeds. How are these seeds alike? How are they different?</p>

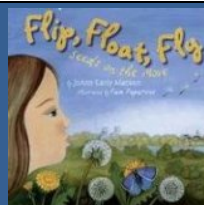
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<p>accomplish this task which will be done with the aid of a “sorting mat” graphic organizer. They will then draw the seeds in their sorted groups and label them in their journals. The following day the students will use the information from their sorting graphic organizer to work in pairs to complete a Venn Diagram comparing and contrasting their seeds. They will record their findings in their journals.</p>	
<p>Speaking Group with mixed ELP levels SWBAT orally identify and share the traditional foods from their background which have seeds in them.</p> <p>SL.1.4</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally and in writing whenever necessary • Drawings and/or diagrams vs. words • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Writing SWBAT create a personalized seed catalogue based on their background knowledge. W.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers <p>Extending Understanding The teacher will display an actual seed catalog as realia for the students prior to their writing a modified version of their own. One lesson will be devoted to discussing the seeds the students find in the foods they eat with their families. They will orally share. The students will look through magazines and cut out and label photos</p>	<p>What is the purpose of a seed catalog?</p> <p>How would you use a seed catalog if you were a gardener?</p>

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of different foods they eat in their homes. This is the precursor to the culminating activity which includes the cultural and traditional aspects of foods and the seeds found within them.	
Formative Assessment: Completion of seed book and a seed catalogue describing the attributes of their actual seeds (glued in the catalogue).	
ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (This is a _____ seed (name of fruit or vegetable). It is _____ (color/size adjective). It feels _____ (texture adjective).	ELP 3-4: Use simple sentences with some content-related vocabulary with a sentence starter or sentence frame where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary

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Lesson Plan #4

Lesson Overview: Students will learn how seeds move from place to place by listening to read-alouds and viewing a video. The knowledge previously gained is important schema in order to understand what happens after a seed reaches its destination.

Lesson Title: How Seeds Travel

Timeframe: 3-5 days (40 minutes each day)

Guiding question: How do seeds move from place to place?

Lesson Components

Central Texts: “The Tiny Seed” by Eric Carle; “Flip, Float, Fly: Seeds on the Move” by JoAnn Early Macken”; “Seeds” by Vijaya Khisty Bodach

Interdisciplinary Connections: Science

Integration of Technology: YouTube video: <http://youtu.be/oYzXTyEzBU>

Equipment needed: Computer with Internet access and display functionality

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the read –aloud with pictures and illustrations, answer questions about how seeds travel using a word wall and a partner; and contribute to the completion of a KWL chart. **WIDA ELD 2 and 3; CCSS RI.1.2, SL.1.2; NGSS 1-LS1-2**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (drift, tumble, glide).

Reading Fluency: Chorally read key vocabulary and sections of texts. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: The students will individually respond to a prompt, and complete a flap book with drawings and words explaining the three main ways in which seeds travel. **WIDA ELD 2 and 3; CCSS W.1.2, W.1.8; NGSS 1-LS1-2**

ELP 1-2: Complete a flap book using L1, drawings and single words. May use a sentence starter or sentence frame. (Seeds travel by _____.)

ELP 3-4: Complete a flap book using simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; *or* write three sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and Text dependent questions
<p>Key Vocabulary: dandelion, flip, float, carry, lift, sail L.1.6 Additional Vocabulary for ELP 1-2: wind, blow Additional Vocabulary for ELP 3-4: drift, tumble, glide</p> <p>Key language forms and conventions: adjectives; present and present progressive verb forms; past tense verb forms; onomatopoeia; L.1.1.e</p>	
<p>Speaking SWBAT participate in the completion of the KWL chart. SL.1.1, SL.1.2 Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • drawings and/or diagrams vs. words • word wall • Think-Pair-Share or Turn and Talk • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner Activate Prior Knowledge/Building Background: Review facts learned previously about what seeds need to grow, referring to the KWL chart in progress. Students will view the YouTube video. http://youtu.be/oYzXTyEzBU</p>	<p>In the YouTube video, what word about seeds is used as a synonym for waking up? (germinate).</p> <p>What word is used as a synonym for food? (nutrition)</p> <p>What is the most interesting fact about seeds that you learned from the video? Explain.</p>
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to read - alouds and answer questions posed at key points in the text. RL.1.5, SL.1.1 Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p>	<p>In “The Tiny Seed” the seeds travel to different places. What are some of</p>

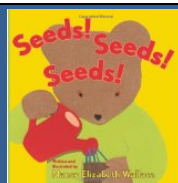
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<ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Reading SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a</p> <p>Interacting with Text: Teacher will read aloud the book “The Tiny Seed” by Eric Carle. As the book is being read, the teacher will stop at key parts to elicit discussions about the different things that can happen to seeds along the way.</p>	<p>those places? What happened to the seeds along the way? In the story, what happens to the seeds as they grow into plants? What does the tiny seed become? Is this a change from the beginning of the story? Explain. Did the ending surprise you? If so, how?</p>
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in “instructional conversations” about seeds. RI.1.2, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Important passage for “conversation” and analysis from “The Tiny Seed” by Eric Carle: <i>Now it is Winter. After their long trip the seeds settle down. They look just as if they are going to sleep in the earth. Snow falls and covers them like a soft white blanket. A hungry mouse that also lives in the ground eats a seed for his lunch. But the tiny seed lies very still and the mouse does not see it.</i></p> <p>Important passage for “conversation” and analysis (from “Flip, Float, Fly: Seeds on the Move” by JoAnn Early Macken): <i>Where water flows, it can carry seeds. Even a raindrop can wash tiny seeds away. Splash! Swish! Splatter! Scatter!</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p>	<p>Why is the seed sleeping in the earth? What else is in the ground with the seed? Is the mouse doing a good or a bad thing by eating the seed? Why or why not? Which words describe the sound of water? How does water help a seed move?</p> <p>Why do you think the author chose the verbs “flip, float, fly” as part of the title of the book?</p>

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<p>Writing SWBAT compile a chart of the different ways seeds travel. W.1.2 SWBAT record observations of outdoor experiment in journals. W.1.8</p> <p>Students will listen to “Flip, Float, Fly” and interactively compile an anchor chart of the different ways seeds travel. The students will go outside on a windy day and explore for “helicopter seeds” which are maple tree seeds. They will throw the seeds into the air and see how the wind moves them. They will also find dandelions and blow on them to see how the wind moves those seeds. They will record their observations with drawings and words in their Science journals.</p>	<p>As the students observe the seeds: Why do you think these seeds are called “helicopter seeds”? Have we seen these seeds in any of our books? (Yes: “A Seed is Sleepy”.)</p>
<p>Formative Assessment Write a flap book showing the different ways seeds travel. The students will individually complete a flap book with drawings and words explaining the three main ways in which seeds travel (one flap “Wind”; one flap “Animals” one flap “Water”; and the last flap “People”).</p>	
<p>ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (Seeds travel by _____.)</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #5

Lesson Overview: Students will observe their bean seeds on a weekly basis and record their observations in their science journals. The seeds were planted under different conditions so that the students can determine the ideal environment for plant growth. They will graph the end growth and write an informational text in the form of a “how-to” book explaining how to grow a plant.

Lesson Title: How Does Your Garden Grow?

Timeframe: 5 days interspersed over the course of the unit (40 minutes each day)

Guiding question: Under what conditions do seeds grow best?

Lesson Components

Central texts: “Seeds, Seeds, Seeds” by Nancy Elizabeth Wallace; “How a Seed Grows” by Helene J. Jordan

Interdisciplinary Connections: Science, Math

Integration of Technology: N/A

Equipment needed: graph paper

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the read –aloud with pictures and illustrations, answer questions about the text using a word wall and a partner, make predictions, and contribute to the completion of a KWL chart. **WIDA ELD 2 and 4; CCSS RI.1.2, SL.1.1; NGSS 1-LS1-2**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (moist, moisture, sprout, germination, pollination).

Reading (Fluency): Chorally read key vocabulary and sections of texts. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: Completion of a “how-to” book. **WIDA ELD 2 and 3; CCSS W.1.7; NGSS 1-LS1-1**

Record seed observations in a journal and graph seed growth. **WIDA ELD 2, 3 and 4; CCSS W.1.2; Math - 1.MD.C.4**

ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (First, _____, Next, _____, Then, _____, Last, _____.)

ELP 3-4: Use simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; or write several sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: bar graph; vertical; horizontal; scale L.1.6, L.1.4.a</p> <p>Additional Vocabulary for ELP 1-2: title</p> <p>Additional Vocabulary for ELP 3-4: Predict, environment</p> <p>Key language forms and conventions: temporal words; present and past tense verbs; comparatives (-er, -est words) L.1.1.e, L.1.1.f, L.1.5c</p>	
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in the completion of the KWL chart. SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner: Activate Prior Knowledge/Building Background: Students will be asked to recall the different conditions under which they planted their seeds in Lesson 1: some students planted their seeds under the ideal conditions of having soil, water, sun (and air); some were planted in soil and given water, but were put in a closet without sunlight; others were planted in soil and put in the sun, but were not watered.</p>	<p>Recall all the books we have read together about seeds. Can you predict which seeds grew and which did not? Explain.</p>
<p>Reading Chorally read the key vocabulary and key parts of the texts. RF.1.4a</p> <p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to read alouds about how seeds grow and answer questions posed at key points in the text. SL.1.1, RI.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk 	

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<ul style="list-style-type: none"> • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Triad conversation • KWL chart <p>Interacting with Text</p> <p>Teacher will read aloud “How a Seed Grows” focusing on the portion of the book that explains the best conditions under which to grow seeds. This information will be added to the KWL chart through responses by the students.</p>	<p>What do you think would happen if a seed did not get water? Sun?</p> <p>What tells you that in “How a Seed Grows”?</p>
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in “conversations” about the text. SL.1.1, RI.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk • KWL chart <p><i>Important passage for “conversation from “How a Seed Grows” by Helene J. Jordan:</i> <i>A seed needs many things to grow. It needs soil and water and sun. If a seed has all these things, it will grow into a plant. It will grow into the same kind of plant that it came from – an apple tree, or a daisy, or carrots, or corn. It will grow into clover or it will grow into a bean plant like the ones you planted.</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p>	<p>What kind of seed do bean plants grow from? How do you know?</p>
<p>Writing</p> <p>SWBAT record and explain seed growth observations in a journal. W.1.2 SWBAT make a bar graph of seed growth. W.1.2</p>	

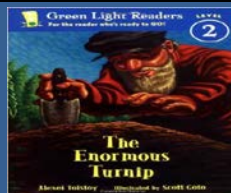
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<p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Think-Pair-Share or Turn and Talk • Graphic organizers (bar graph template) • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers (bar graph template) <p>After students make and record their final observations in their science journals, they will graph the growth of the plants in the form of a bar graph, each having a plant that grew under a different condition.</p>	<p>What effect did the sunlight have on our plants? The water? The soil? Based on what you have learned so far, what predictions can you make about plant growth?</p>
<p>Listening <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to fellow group members and classmates as they share their plant observations. SL.1.1</p> <p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT orally share observations of the growth of their seeds and their bar graphs. SL.1.1, SL.1.6 (In groups of three, they will explain whether their plant was the tallest or shortest, or shorter than the others, and will explain why. They will share their graphs and observations as a group, each taking turns reading about their particular plant.)</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Note cards as a reference • Word/picture wall <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Note cards as a reference <p>Writing <i>Group with mixed ELP levels</i> SWBAT write an informational “how to” piece. W.1.7</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary 	

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<ul style="list-style-type: none"> • Drawings and/or diagrams vs. words • Sentence frames with temporal words (First, next, then, last, _____) • Word wall • Think-Pair-Share or Turn and Talk • Temporal Words chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk • Temporal Words chart <p>Extending Understanding</p> <p>Each student will write an informational piece in the form of a how-to book, explaining in writing the steps of plant growth: (for example: <i>First</i>, plant the seed in soil; <i>next</i>, water the plant when it is dry; <i>then</i>, place the plant in the sun; <i>last</i>, watch your plant grow!).</p>	<p>Think back to how the seeds grow in “How a Seed Grows” and to how Buddy planted his seeds in “Seeds, Seeds, Seeds”. Explain in what order seeds need to be planted.</p>
<p>Formative Assessment: Completion of a “How-to” book.</p>	
<p>ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (First, _____, Next, _____, Then, _____, Last, _____.)</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; <i>or</i> write four sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #6

Lesson Overview: Seeds can be found in literature the most famous reference being to Johnny Appleseed. Students will more deeply delve into what they learned about this legendary figure in Lesson 1, and will also listen to a folktale entitled “The Enormous/Giant Turnip”.

Lesson Title: Seeds in Literature

Timeframe: 5 – 7 days (40 minutes each day)

Guiding question: What role have seeds played in folklore?

Lesson Components

Central texts: “The Enormous Turnip” by Aleksei Tolstoy; “Johnny Appleseed” by Patricia Demuth; “Johnny Appleseed” by Steven Kellogg

Interdisciplinary Connections: Science; Language Arts Literacy; Social Studies; Math

Integration of Technology: YouTube video adaptation of “The Enormous Turnip”: <http://youtu.be/ysPxSHHE8Lg>; PowerPoint presentation about Johnny Appleseed : <https://sites.google.com/site/mrsdrjones/TheStoryofJohnnyAppleseed.ppt?attredirects=0>; BrainPop video about Johnny Appleseed

Equipment needed: Computer with Internet access and display functionality

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the read –aloud with pictures and illustrations, answer questions about the text using a word wall and a partner. **WIDA ELD 2; CCSS RL.1.5, SL.1.1, SL.1.2, SL.1.4**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (orchard, wilderness, folk hero).

Reading Fluency: Chorally read key vocabulary and reader’s theater roles. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: The students will complete a sequence chart of the play’s events. **WIDA ELD 2; CCSS W.1.7**

ELP 1-2: Use L1, drawings and single words.

ELP 3-4: Use simple sentences with some content-related vocabulary; or write sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: enormous; turnip; granddaughter, grew, fiction, fact, legend, folktale L.1.6, L.1.4.a</p> <p>Additional Vocabulary for ELP 1-2: planted</p> <p>Additional Vocabulary for ELP 3-4: orchard, wilderness, folk hero</p> <p>Key language forms and conventions: temporal words; present and past tense verbs, dialogue L.1.1.e, L.1.6</p>	
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to and view a video and complete a chart about folktales. SL.1.1</p> <p>Preparing the Learner Activate Prior Knowledge/Build Background: Introduce students to the genre of folktales and legends by completing a chart describing the genre's characteristics.</p>	<p>What was the setting of the story? Who were the characters? What was interesting about the turnip? Do you think this could have happened in real life? Explain.</p>
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to a read-aloud of the play and answer questions posed at key points in the text. SL.1.2, RL.1.5</p> <p>Differentiate for ELP Level 1 & 2 :</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Select roles with limited language <p>Differentiate for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Teacher support, when necessary • Word wall <p>Speaking/Reading <i>Group with mixed ELP levels; assign easier roles in reader's theater to lower proficiency levels</i> SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a SWBAT read the reader's theater character parts. SL.1.4, RF.1.4.b, RF.1.4.c</p> <p>Writing</p>	<p>Is this fiction or non-fiction? How do you know? Who is the most important character? Explain. How could you change the ending of the folktale?</p>

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<p>SWBAT complete a sequence chart showing connections between the events in the folktale. W.1.5</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizer <p>Interacting with Text</p> <p>Teacher will display a real turnip and read aloud “The Enormous Turnip”, focusing on the events within the story. Begin a sequence chart of the tale’s events, which starts with the planting of a seed, and follow by having students role play the various characters in the tale in order to reinforce how the events in the story are connected. Students will complete a chart of events in pairs. Students will perform a reader’s theater version of the tale.</p>	<p>What happened at the beginning of the play? In the middle? At the end? Was there a problem in the play? If so, how was it solved?</p>
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i></p> <p>SWBAT listen to a read-aloud and answer questions posed at key points in the text. SL.1.1, RI.1.5</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Re-introduce the legend/folktale of Johnny Appleseed that was first introduced in Lesson 1 with a new read-aloud about him, after which the students will turn and talk to find those elements within the tale that are fiction or fact and together the class will make a chart differentiating fiction from fact.</p>	<p>What did we learn about Johnny Appleseed earlier? Did you believe everything we learned? What information do you think was true? What was make-believe?</p>
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i></p> <p>SWBAT participate in “conversations” about the text. SL.1.1, RI.1.2, RI.1.5</p>	

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<p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk • Fact/fiction chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk • Fact/fiction chart <p><i>Important passage for “conversation”(from “The Enormous Turnip” by Aleksei Tolstoy):</i> <i>Once upon a time an old man planted a little turnip and said, “Grow, grow little turnip, grow sweet! Grow, grow, little turnip, grow strong!” And the turnip grew up sweet and strong and big and enormous.</i></p> <p><i>Important passage for “conversation”(from “Johnny Appleseed” by Patricia Demuth):</i> <i>More and more people came out West. Johnny planted more and more trees. In the spring, the trees bloomed with white flowers. In the fall, there were apples – red, round, ripe apples. People made apple pies. And apple butter for their bread. And apple cider to drink...</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips. As a follow-up, students will view the PowerPoint about Johnny Appleseed and add to the fact/fiction chart already begun.</p> <p>Finally, the students will watch the BrainPop video about Johnny Appleseed and play the interactive online game that follows the video.</p>	<p>What is the author’s purpose in having the old man talk to the turnip?</p> <p>Name something that Johnny Appleseed did to help the settlers.</p> <p>According to the legend, what important event happened in the Fall?</p>
<p>Formative Assessment: Participation in reader’s theater</p> <p><i>Group with mixed ELP levels; assign easier roles in reader’s theater to lower proficiency levels, more difficult roles to higher proficiency levels.</i></p>	

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Lesson Plan #7	
Lesson Overview: In the final lesson in this unit, students will prepare for the unit's culminating activity which will be a food festival to which parents will be invited.	
Lesson Title: We're Having a Food Fest!	Timeframe: 5 – 7 days (40 minutes each day)
Guiding question: How does tradition play a role in the foods we eat?	
Lesson Components	
Central texts: N/A	
Interdisciplinary Connections: Science, Social Studies, Language Arts Literacy	
Integration of Technology: Digital storytelling	
Equipment needed: Software/technology required to film and record students as well as computer with display functionality	
WIDA Performance Indicators	
Listening & Speaking: Oral presentations of posters. WIDA ELD 1 and 2; CCSS SL.1.4, SL.1.5	
ELP 1-2: Use L1, single words, and patterned responses.	ELP 3-4: Use simple sentences with emerging complexity, some grammatical errors, and specific and/or content-related vocabulary from previous lessons.
Reading: Browse through texts used throughout the unit and reread information on prior KWL charts. WIDA ELD 2; CCSS RL. 1.5, RI.1.1; NGSS 1-LS1-2	
Writing: Write facts for posters. WIDA ELD 2; CCSS W.1.2, W.1.5, W.1.6, W.1.8	
ELP 1-2: Use L1, drawings and single words. I learned about _____. It was interesting because _____. _____ is a food with seeds from my country _____. It tastes _____. We eat it _____.	ELP 3-4: Use simple sentences with some content-related vocabulary; or write sentences using emerging complexity and content-related vocabulary

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: culture, festival L.1.6 Additional Vocabulary for ELP 1-2: tradition Additional Vocabulary for ELP 3-4: celebrate</p> <p>Key language forms and conventions: present tense verbs; adjectives L.1.1e, L.1.1f</p>	
<p>Listening/Speaking SWBAT participate in the compilation of a list of traditional foods from their native countries. SL.1.1 Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • word wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner Activate Prior Knowledge/Build Background: Teacher and students will discuss the meaning of culture and will compile a list of traditional foods with seeds in them from the native countries of the students.</p>	<p>What special occasions do you celebrate with your family?</p>
<p>Reading SWBAT review texts used throughout the Unit. RI.1.7, RI.1.10</p> <p>SWBAT read their posters for digital storytelling. SL.1.2, RF.1.4.c Interacting with Text Students will browse the texts used in the previous lessons in order to reinforce prior learning.</p>	
<p>Speaking Group with mixed ELP levels SWBAT orally present information on student-made posters. SL.1.4, SL.1.6</p>	

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<p>Writing</p> <p>SWBAT compile list of traditional seed foods. W.1.2</p> <p>SWBAT make a poster about favorite lesson. W.1.8</p> <p>SWBAT prepare invitations and write information cards. W.1.2, W.1.6</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Sentence frames: My food is from _____. The ____ seed is inside my food. It tastes _____. • Graphic Organizer (online invitation template) • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners <p>Extending Understanding</p> <p>Each student will be asked to choose his or her favorite lesson from the unit.</p> <p>They will prepare a poster with words and illustrations showing what they learned from that favorite lesson. They will show and orally share their posters, which will be filmed for the parents to view when they attend the food festival. Each student will prepare an invitation to their families inviting them to the festival and asking them to bring in one of the traditional foods that have seeds in it from their home countries. Students will be required to write cards for their food which will explain what the food is, what country it comes from, what seed is inside, and how the food tastes.</p>	<p>Share three facts you recall learning from all of our reading together. Which fact do you think others will find the most interesting? Explain.</p>
<p>Formative Assessment: Students' ability to recall seed facts to prepare their posters and present them orally; their ability to write an invitation using technology; their ability to complete the information cards for their traditional foods.</p>	
<p>ELP 1-2: Use L1, drawings and single words.</p> <p>I learned about _____. It was interesting because _____. _____ is a food with seeds from my country _____. It tastes _____. We eat it _____.</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary; <i>or</i> write sentences using emerging complexity and content-related vocabulary</p>

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GRADE ONE UNIT AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Describe the process of how seeds become food. How do seeds move? Vocabulary: Folktale, fact, fiction, flip, float, kernels, buds, compare, contrast,	Know and use various text features Identify main idea and key details Identify author's purpose and choice of words	Ask and answer questions Identify and use comparative adjectives. Describe the connection between two events in the story	Use realia Word wall Dramatize vocabulary Visuals, videos Support in L1 Read aloud/think aloud	Demonstrate understanding of text organization and features of print Identify similarities and differences between two texts on the same topic Chorally read key vocabulary and key parts of text	Write, draw, dictate short answers to questions Record and explain seed growth observations Create a poster about favorite book. Write three facts	Answer questions about key concepts and important details of texts read aloud Participate in instructional conversations Present posters orally	Present and past tense verbs Comparative adjective with suffixes –er and -est	Using visuals to comprehend text Using cognates, when possible Working with a partner Using a rubric (icons)

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Grade Level Two Unit 3 Overview

Content Area: English Language Arts /English as a Second Language

Unit Title: Growth, Change and Life Lessons Learned - corresponding with Grade Two Unit Three Assessment of the NJDOE Model Curriculum

Unit Overview: In this unit, students will explore the topic of growth and change and how new things are learned as a result of change. Included in this topic are life cycles, changes and stages (young to old), as well as character and personal changes. Visuals, videos, informational text, poetry, as well as, fables and folktales from diverse cultures with a central message, lesson, or moral, will be used. Students will engage in a range of speaking and listening activities as well as reading, writing, and performance tasks. This unit is intended to support language development through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions. Common Core State Standards in reading, writing, speaking and listening and language as well as WIDA Standards and Performance Indicators will be addressed. Students will be exposed to varied syntax and word work to develop robust language, including phonemic awareness. Scaffolding within the unit will enable students to engage in discourse and use higher order thinking skills. The focus of the unit will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will need to be a separate focus.

Guiding Questions and Enduring Understanding

What language do students need in order to demonstrate comprehension and engage in the topic of growth and change?

Guiding Questions

- What reading skills are necessary to analyze and evaluate poems, fables and folktales?
- What reading and writing skills are necessary to summarize an informational text?
- What reading and writing skills are necessary to compare and contrast characters and texts?

Enduring Understandings

- Listening, speaking, reading, and writing about change require specific academic language.
- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.

Performance Task: As a culminating activity, students will complete a writing assignment which reflects the theme of growth, change and life lessons learned comparing similarities and differences between two characters from two different fables. Students will use oral and written language to describe, compare, contrast and persuade. Expectations vary depending on students' ability levels. Students' writing may include descriptive pictures, words or phrases, simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structures. Supports include graphic organizers, word and picture cards, realia, pre-taught vocabulary and a bilingual dictionary. Practice with organizational features, oral and written arguments and conjunctions (and, but, or, yet, so, if, even though, unless) will be necessary.

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CCSS Assessed in this unit
Reading Literature:
<p>RL.2.1 – Ask and answer such questions about key details in a text</p> <p>RL.2.2 – Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.</p> <p>RL.2.3 – Describe how characters in a story respond to major events and challenges</p> <p>RL.2.4 – Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7 – Use print or digital text and illustrations to develop character, setting or plot.</p> <p>RL.2.9 – Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>
Reading Informational:
RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Reading: Foundational Skills
<p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.d - Decode words with common prefixes and suffixes.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p>
Writing:
<p>W.2.1- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 – With guidance and support, work with a group to produce and publish a writing piece using digital tools.</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p>
Language:
<p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.b – Form and use frequently occurring irregular nouns.</p> <p>L.2.1.d - Form and use the past tense of frequently occurring irregular verbs.</p> <p>L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.f - Produce, expand, and rearrange complete simple and compound sentences.</p> <p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.a – Capitalize holidays, product names, and geographic names.</p>

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L.2.2.c – Use an apostrophe to form contractions and frequently occurring possessives.
 L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 L.2.4.b - Determine the meaning of the new word formed when a known prefix is added to a known word
 L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root.
 L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words.
 L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Speaking and Listening

SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
 SL.2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA Standards

ELD.1	English language learners communicate for social and instructional purposes within the school setting.
ELD.2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .
ELD.4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .
ELD.5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .

Interdisciplinary Connections

Science – life cycles, forces of nature/weather

NGSS 2. Interdependent Relationships in Ecosystems

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

NGSS 2. Structure and Properties of Matter

2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

NGSS 2. Earth's Systems: Processes that Shape the Earth

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land

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Social Studies -World Culture

6.3. – Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Central Texts	Lexile levels
Videos from National Geographic Rationale: Theme of change, life cycles and necessary vocabulary introduced Butterfly: A Life (2:01) https://www.youtube.com/watch?v=kVm5k99PnBk Growing Up Butterfly (3:01) https://www.youtube.com/watch?v=kHby5DmmOUY	Wordless 920
The Ugly Duckling, originally story by Hans Christian Anderson, Rationale: Classic tale of character change http://www.speakaboos.com/story/the-ugly-duckling	650
The Stonecutter A Japanese Folktale by Gerald McDermott Rationale: Character changes viewed by another culture http://www.youtube.com/watch?v=mWt1CRvlfSs	490
Reading a-z fables leveled readers Rationale: Independent reading of classic folktales http://www.readinga-z.com/books/leveled-books/	
The Bat, the Birds, and the Beasts	370
The Ant and the Grasshopper	450
The Fox and the Grapes	600
The Lion and the Mouse	620
Who Was King: A Readers Theatre Script Rationale: Opportunity to practice fluency and discuss lesson learned by characters http://www.timelessteacherstuff.com/readerstheater/WhoWasKing.html	140
Can Teach Songs & Poems, Rainy Day Poems for Kids Rationale: Change reflected in poetry http://www.canteach.ca/elementary/songspoems44.html http://www.rainydaypoems.com/index.html	110-450

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Lessons	Title	Overview	Assessment
Lesson 1	<p align="center">Growth and Change Life Cycles Videos Butterfly: A Life (2:01 minutes) https://www.youtube.com/watch?v=kVm5k99PnBk Growing Up Butterfly (3:01 minutes) https://www.youtube.com/watch?v=kHby5DmmOUY</p>	In this introductory lesson to the Unit, students will watch videos to develop background knowledge and academic language and vocabulary used to describe growth and changes within a butterfly's life cycle	Complete a concept frame for a four part life cycle.
Lesson 2	<p align="center">Characters Grow and Change How has the character changed? The Ugly Duckling Video Read Aloud (8:31 minutes) http://www.speakaboos.com/story/the-ugly-duckling</p>	Students will have opportunity through an interactive read aloud to question, discuss and share ideas regarding the changes experienced by the ugly duckling and the lessons learned.	Shared writing – complete a character, problem/event, solution/change chart.
Lesson 3	<p align="center">Choice and Change Why has the character changed? The Stonecutter a Japanese folktale Video (5:08) http://www.youtube.com/watch?v=mWt1CRvlfSs</p>	Students will have opportunity through viewing a video, silent reading, partner reading and choral reading to question, discuss and share ideas regarding why a character changed.	Write opinion piece – what do you think the stonecutter learned? Support your opinion.
Lesson 4	<p align="center">Other Lessons Learned From Fables and Folktales Reading a-z: http://www.readinga-z.com/books/leveled-books/ The Bat, the Birds, and the Beasts; The Lion and the Mouse, The Fox and the Grapes, The Ant and the Grasshopper</p>	Students will complete independent readings of folktales and fables that teach lessons about behavior.	Orally share knowledge of topic through jigsaw cooperative learning techniques.
Lesson 5	<p align="center">Growth and Change Through Theater Reader's Theater Script – Who Was King http://www.timelessteacherstuff.com/readerstheater/WhoWasKing.html</p>	Students will perform Readers Theater play for fluency and enjoyment.	Play performance and adventure story.
Lesson 6	<p align="center">Growth and Change Through Poetry Can Teach Songs & Poems, Rainy Day Poems for Kids http://www.canteach.ca/elementary/songspoems44.html http://www.rainydaypoems.com/index.html</p>	Students will read and discuss a series of poems centered upon growth and change in butterflies, ants and insects	Oral presentation and drawings.

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Curriculum Development Resources

Common Core Standards www.corestandards.org , WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standards, www.13.state.nj.us/NJCCCS/Technologytoolbox

NJ Department of Education Model Curriculum Assessment Unit 3 <http://www.state.nj.us/education/modelcurriculum/ela/2u3.shtml>

Understanding Language www.ellstanford.edu

EngageNY www.engageny.org

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Lesson Plan #1

Lesson Overview: In the first lesson in this unit, students will learn about growth and change experienced during a butterfly's life cycle.

Lesson Title: Growth and Change

Timeframe: 1 to 2 days based on 40 minute class period/block

Guiding Question: How do living things change and grow?

Lesson Components

Central texts: Videos – Butterfly: A Life (2:01) <https://www.youtube.com/watch?v=kVm5k99PnBk>
 Growing Up Butterfly (3:01) <https://www.youtube.com/watch?v=kHby5DmmOUY>

Interdisciplinary Connections: Science – life cycles; Grammar focus Verbs – fly, flew, flown

Integration of Technology: Online or hand held visuals of life cycles.

Equipment needed: A variety of visuals on life cycle and stages. Computer with internet access and display functionality

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to a video and answer questions posed at key points about life cycle changes.

WIDA ELD 1 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6, NGSS 2-LS4-1

ELP 1-2: Answer questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading Identify information on living organisms and their attributes by completing graphs or charts using pictures and sentences.

WIDA ELD 1, 2 and 4; CCSS RI.2.4, RF.2.3, RF.2.4; NGSS 2-LS4-1

Writing Identify change according to stages of processes or cycles adding labels and captions as words or phrases using Smartboard /lap tops

WIDA ELD 1, 2 and 4; CCSS L.2.1, L.2.3, L.2.4, L.2.6 W.2.5, W.2.6; NGSS 2-LS4-1

ELP 1-2: Use L1 and/or single words from word/picture wall

ELP 3-4: Use phrases with content-related vocabulary

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: life cycle, fuzzy caterpillar, chrysalis/cocoon, camouflage, butterfly, finally, 'take wing' CCSS L.2.1.e, L.2.4, L.2.6</p> <p>Additional Vocabulary for ELP 1-2: beautiful, tiny egg, first, next, then</p> <p>Additional Vocabulary for ELP 3-4: disguise, silken</p> <p>Key language forms and conventions: Temporal words; Grammar focus: fly, flew, flown, CCSS L.2.1.d, L.2.1.e, L.2.4, L.2.4.c</p>	
<p>Listening/Speaking, SWBAT to discuss change. CCSS SL.2.1, L.2.1, L.2.3, L.2.4, L.2.6 NGSS 2-LS4-1 SWBAT participate in "conversations" about the hand held visuals. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary -Drawings and/or diagrams -Single words, set phrases, memorized oral language expected <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Sentence Frames - Word Wall for vocabulary support <p>Reading SWBAT chorally read key vocabulary using word wall. CCSS RF.2.4</p> <p>Preparing the Learner: Students are expected to maintain focus during discussions and video, listen attentively, respond to questions from classmates and teacher, ask and answer questions.</p> <p>Activate Prior Knowledge: Students will activate schemata by drawing butterflies and talking to others about the images created.</p> <p>Build Background: Teacher will display four photos/drawings of a butterfly's life cycle. Vocabulary words (tiny egg, fuzzy caterpillar, chrysalis/silken cocoon and beautiful butterfly) and four temporal words (first, next, then, finally) will be written and matched to photos/drawings. The teacher will ask students to share what they know. The students can use the following sentence frames when sharing their vocabulary: A butterfly changes from a___ to a _____. This is different because_____. This is the same because_____. The teacher will create a word wall from key vocabulary utilizing visuals as well as four-part life cycle concept frames. Students will read the word wall and use vocabulary to recount information about butterfly's life cycle.</p>	<p>Think about what you know about butterflies. Draw what you picture in your mind.</p> <p>Discuss what butterflies look like in each of the life cycle phases (appearance)</p>

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<p>Listening/Speaking SWBAT watch and listen to a video and answer questions posed at key points. Participate in “conversations” about the video. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary - Drawings and/or diagrams - Pair Work - Chunk the audio file <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Chunk the audio file -Word Wall <p>Interacting with Text: First viewing Students will watch video about butterfly’s life cycle. The video should be shown in parts with checks for understanding. Students will answer text dependent questions to identify main idea and details.</p> <p>Second viewing Video will be shown again for different purpose/focus. The text dependent questions will focus on author’s/videographer’s purpose and vocabulary used.</p>	<p>Are butterflies insects? What does a caterpillar eat? What does a butterfly eat? What does the term ‘take wing’ mean? What adjectives are used to describe butterflies?</p> <p>How does the videographer feel about butterflies? How do you know? What words did the narrator use?</p>
<p>Writing SWBAT complete four-part life cycle concept frame. CCSS L.2.1, L.2.3, L.2.4, L.2.6, W.2.5, W.2.8; NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> - Native language support orally whenever necessary -Dictation in native language -Single words, set phrases or chunks of simple language expected <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Use of some specific and technical language expected -Sentence Frames -Word Wall <p>Extending Understanding: Using their writing journals, students will draw and label four parts of a</p>	<p>What are the four parts of a butterfly’s</p>

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butterfly's life cycle. They will then turn talk and share completed life cycle concept frames.



Students will think about what they learned about butterflies by drawing and writing in journals. Students may use a before and after chart.

BEFORE AND AFTER

Before I Saw the Video I Knew:

After I Saw the Video I Knew:

life cycle?

Now think about what you learned about butterflies. Draw or write about what you know now.

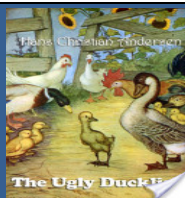
Formative Assessment: WIDA ELD 1, 2 and 4; CCSS L.2.1, L.2.3, L.2.6, W.2.5, W.2.8; NGSS 2-LS4-1

Students will complete concept frame for butterfly's life cycle with 'Time Passed' in center oval. They will complete a Before and After Chart and a response in their writing journals.

ELP 1-2: Students' writing may include descriptive pictures, words or phrases. Supports include graphic organizers, word and picture cards, realia, pre-taught vocabulary and bilingual dictionary.

ELP 3-4: Students' writing may include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure.

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Lesson Plan #2

Lesson Overview: In this unit, through an interactive read aloud students will learn that characters grow and change.

Lesson Title: Characters grow and change

Timeframe: 3 to 5 days based on 40 minute class period/block

Guiding Question: How has the character changed?

Lesson Components

Central texts: The Ugly Duckling original by Hans Christian Andersen; an adapted text on line may also be used <http://www.speakaboos.com/story/the-ugly-duckling>

Interdisciplinary Connections: Science – Animals hatched from eggs.

Integration of Technology: On line or hand held photos of different animals hatched from eggs

Equipment needed: Computer with internet access and display functionality; translate app

WIDA Performance Indicators

Listening & Speaking Listen to read aloud/think aloud and share their thinking aloud.

WIDA ELD 1, 2 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6

ELP 1-2: Use L1 and/or single words, pictures or gestures using a word/picture wall.

ELP 3-4: Use simple and some complex sentences with content-related vocabulary from a word wall.

Reading: Identify the key details, story structure, and moral as well as antonyms in the story.

WIDA ELD 1, 2 and 4; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7

Writing: Write a short narrative recounting the events in the story, including temporal words and the lessons learned in the story.

WIDA ELD 1, 2 and 4; CCSS W.2.3, W.2.5, W.2.6, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6

ELP 1-2: Use L1 and/or single words from a word/picture wall in cloze sentences, and/or words with invented spelling.

ELP 3-4: Use content-related vocabulary from a word wall in simple sentences with emerging complexity.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and/or build background and Text dependent questions (TDQs)								
<p>Key Vocabulary: fable, valuable lesson, character, dart/crawl, rested/exhausted CCSS L.2.4, L.2.6</p> <p>Additional Vocabulary for ELP 1-2: beautiful/ugly, kind/mean</p> <p>Additional Vocabulary for ELP 3-4: unsuspecting</p> <p>Key language forms and conventions: Opposites L.2.1, L.2.3, L.2.4, L.2.6</p>									
<p>Listening/Speaking: SWBAT participate in “conversations” about previous lesson. CCSS SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.4, NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary - Drawings and/or diagrams - Word/picture Wall <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals - Word Wall <p>Reading: SWBAT chorally read the key vocabulary and antonym chart. CCSS RF.2.3, RF.2.4</p> <p>Preparing the Learner: Activate Prior Knowledge: Teacher will review life cycle of a butterfly. Teacher will tell that other animals are also hatched from eggs. Hand held visuals of animals hatched from eggs may be shown.</p> <p>Building Background: Teacher will tell students that the story they are about to hear has many antonyms or opposites. To preview new vocabulary, teacher and students will complete an antonym chart as a pre-reading activity utilizing key vocabulary.</p> <p style="text-align: center;">Antonyms</p> <table style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Beautiful</td><td>Ugly</td></tr> <tr> <td>Dart</td><td>Crawl</td></tr> <tr> <td>Rested</td><td>Exhausted</td></tr> <tr> <td>Kind</td><td>Mean</td></tr> </tbody> </table> <p>Teacher sets up the text by introducing characters, setting and scenes that the students will encounter during that day’s reading using a picture walk technique.</p>	Beautiful	Ugly	Dart	Crawl	Rested	Exhausted	Kind	Mean	<p>Which animals are hatched from eggs?</p> <p>What is the opposite of _____?</p>
Beautiful	Ugly								
Dart	Crawl								
Rested	Exhausted								
Kind	Mean								

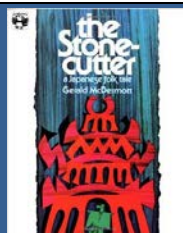
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<p>Listening/Speaking: <i>Group students in mixed ELP levels</i> SWBAT listen to read aloud and share their thinking during key points in the text. CCSS SL.2.2, SL.2.3, L.2.1, L.2.3, L.2.4, L.2.6 NGSS 2-LS4-1 SWBAT participate in “conversations” about sentences CCSS SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary and possible - Sentence frames (I think the story will be about ____) - Word/picture Wall - Pair Work - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals - Sentence starters (I think that _____) - Word Wall <p>Interacting with Text: Over the course of the days allocated for this lesson, the teacher will perform an interactive read aloud of The Ugly Duckling. During an interactive read aloud/think aloud, the teacher models her thinking through metacognitive talk and engages students in the text by allowing them to listen to the way she is thinking. The teacher finds places after some part of the text is read and pauses for the students to turn and talk and share their thinking. Teacher and students talk about their thinking at the end of the read aloud session. Teacher may pass the book to a student who when holding the book must say something about the book.</p> <p>Read, deconstruct and act out the following sentence: <i>Finally, the eggs began to crack and the little baby ducklings poked their heads through the broken egg shells and started to cry out, “Quack, quack!”</i></p>	<p>Interactive Read Aloud Prompts and Turn and Talk Tasks</p> <p>T - I’m beginning to think this story is about a family of ducks. Turn and talk and make a prediction about the story.</p> <p>T- But now I am thinking this story is about mean ducklings. Turn and talk, why are the other ducklings being so mean?</p> <p>T- Oh, but now I am thinking it is about being different? Turn and talk, how does the ugly duckling feel?</p> <p>T- Now I am REALLY thinking this story is trying to teach a lesson about behavior? Turn and talk what lessons were learned?</p>
<p>Writing: <i>Group in mixed ELP levels</i> SWBAT complete one part of the character, problem/event, solution/change chart on Smartboard or laptop CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.5, W.2.6 SWBAT write a sentence stating a valuable lesson from the story with correct capitalization and punctuation in writing journals. CCSS W.2.5, W.2.8, L.2.2, L.2.2.c</p> <p>Differentiate for ELP 1 and 2</p>	

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<ul style="list-style-type: none">-Native language support orally whenever necessary or possible- Word/picture wall of adjectives and sequential words <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none">-Visuals-Word Wall of adjectives and sequential words		<p>Can you recall some of the changes we have been reading and learning about? Let’s chart our answers.</p>												
<p>Extending Understanding: Teacher and students will begin a character, problem/event, solution/change chart as a shared writing activity. Students will be asked to write individual examples and then to share with the group. Chart will be displayed and expanded throughout the unit and may begin as follows:</p> <table><tr><th>Animal/Plant/Character</th><th>Problem/Event</th><th>Solution/Change</th></tr><tr><td>Baby</td><td>Time Passed</td><td>Adult</td></tr><tr><td>Caterpillar</td><td>Time Passed</td><td>Butterfly</td></tr><tr><td>The Ugly Duckling</td><td>Feels Alone/Different</td><td>Becomes a swan</td></tr></table> <p>Teacher will model common possessive form. Duckling’s lesson was _____. Teacher will also demonstrate how to write a short narrative about one of the stories read.</p> <p>Students will then write a short narrative about the events in the <i>The Ugly Duckling</i> concluding with the lesson learned.</p>			Animal/Plant/Character	Problem/Event	Solution/Change	Baby	Time Passed	Adult	Caterpillar	Time Passed	Butterfly	The Ugly Duckling	Feels Alone/Different	Becomes a swan
Animal/Plant/Character	Problem/Event		Solution/Change											
Baby	Time Passed	Adult												
Caterpillar	Time Passed	Butterfly												
The Ugly Duckling	Feels Alone/Different	Becomes a swan												
<p>Formative Assessment: WIDA ELD 1, 2 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.8; NGSS 2-LS4-1</p> <p>Students will write sentences about the characters, elements in the chart and share their sentences with the group. They will also write about the series of events in the story including details, actions, conclusion as well as lesson learned.</p>														
<p>ELP 1-2: Students’ writing may include descriptive pictures, words or phrases, and storyboards. Supports include graphic organizers, word and picture cards, realia, pre-taught vocabulary and L1.</p>	<p>ELP 3-4: Students writing will include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure. Supports include a word wall and glossary.</p>													

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Lesson Plan #3

Lesson Overview: In this lesson students will explore how choices made by characters can lead to change.

Lesson Title: Choice and Change

Timeframe: 3 to 5 days based on 40 minute class period/block

Guiding Question: Why has the character changed?

Lesson Components

Central Texts: The Stonecutter: A Japanese Folktale by Gerald McDermott – Text and Video <http://www.youtube.com/watch?v=mWt1CRvlfSs>

Interdisciplinary Connections: Science – weather/elements; World culture

Integration of Technology: On line or hand held photos of different forces of nature i.e. sun/drought, clouds/storms, thunder, floods

Equipment needed: Computer with internet access and display functionality for supporting video and weather visuals.

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to shared-reading and answer questions posed at key points.

WIDA ELD 1, 2, 4 and 5; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; NGSS 2-PS1-4, 2-ESS2-1; SS 6.3.

ELP 1-2: Answer in L1 or answer choice questions with visuals and gestures.

ELP 3-4: Answer in simple sentences with emerging complexity using word wall.

Reading: Participate in a shared reading as well as Identify compound words and use the suffixes –er and est correctly.

WIDA ELD 1, 2, 4 and 5; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL. 2.9, RF.2.3, RF.2.4, L.2.4.d; NGSS 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.

Writing State opinion and provide support about what the stonecutter learned using OREO graphic organizer.

WIDA ELD 1, 2, 4 and 5; CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6; W.2.1, W.2.5; NGSS 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.

ELP 1-2: Use L1 and/or single words from word wall and/or pictures.

ELP 3-4: Use simple sentences with emerging complexity and content-related vocabulary from word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background Text dependent questions TDQs
<p>Key Vocabulary: valuable lesson, moral, weather, Japan CCSS L.2.3, L.2.4, L.2.6 Additional Vocabulary for ELP 1-2: wind, sun, clouds Additional Vocabulary for ELP 3-4: forces of nature, dewdrops</p> <p>Key language forms and conventions: Comparatives and superlatives; greater, greatest CCSS L.2.1.e,L.2.2, L.2.3,L.2.6</p>	
<p>Listening/Speaking: SWBAT participate in “conversations” about the vocabulary. CCSS RF.2.3.d, SL.2.1, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; NGSS 2-LS4-1, 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - Native language support, orally whenever necessary - Drawings and/or diagrams - Word/picture Wall - Pair Work with mixed levels - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence starters - Word Wall <p>Preparing the Learner: Students are expected to follow written text, which may include pointing to words, reading, chanting, or echo reading. Students are also expected to maintain focus, listen attentively, respond to questions from classmates and teacher, ask questions and participate in discussion.</p> <p>Activate Prior Knowledge/Build Background: Teacher will display character/event/solution chart used in previous lesson. Teacher will lead discussion noting that characters change as they make choices. Many cultures use fables or folktales to teach valuable lessons about choice and change.</p> <p>To teach new vocabulary and to make sure content is understood, the teacher will create word wall from key vocabulary utilizing weather related visuals. Comparatives and superlatives will be reviewed including powerful, more powerful great, greater, greatest; strong, stronger, strongest. Teacher will call</p>	<p>Do you know a fable or folktale from your home country?</p> <p>Have you ever been outdoors on a very hot summer day? How does the sunshine make you feel? What would you say to the sun if it could talk back?</p> <p>Have you ever seen a severe thunder or rainstorm? Can people stop the storm?</p>

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attention to suffixes, er, -est; and additional word “more.”	
<p>Reading: SWBAT chorally read, silently read, and partner read. CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RF.2.3, RF.2.4, L.2.4; NGSS 2-LS4-1, 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.</p> <p>Listening/Speaking: <i>Group students by mixed reading levels.</i> SWBAT listen to shared-reading, view video, and answer questions posed at key points. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - Chunk the audio file - L1 support - Charts - Sentence frames - Word/picture Wall - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Chunk the audio file -Sentence starters - Word Wall <p>Interacting with Text: Students should be given several opportunities to interact with the text. The teacher will ask many text dependent questions, students will be encouraged to turn and talk to share thinking.</p> <p>View the video The video of the story should be shown first. Check that students understand the main idea of the story and can identify a few key details.</p>	<p>In the beginning of the book the author tells us that the stonecutter “pleased the spirit who lived in the mountain.” How had he done this? Why did the stonecutter “cut no more stone”?</p> <p>What event in the story triggered this change?</p> <p>What choices did the stonecutter make?</p> <p>What did he do with his power when he became the sun? a cloud?</p> <p>What does the word “overjoyed” mean?</p> <p>What does the phrase ‘happy for a time’ mean?</p> <p>What can be inferred from the last line in the story – “Deep inside, he trembled”.</p> <p>How do you think the stonecutter felt about being a mountain at the end of the story?</p> <p>If the stonecutter could make one more wish, what do you think it would be? Why?</p>
<p>Reading: SWBAT read with a partner and ask for clarification on the words and parts they still did not understand and read silently CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RF.2.3, RF.2.4, L.2.4; NGSS 2-PS1-4, SS 6.3.</p> <p>Shared reading</p>	

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<p>Once the students are familiar with the vocabulary, a shared reading of the text will begin. During the shared reading of The Stonecutter, the teacher will provide necessary support; phonemic, syntactic, and semantic. The teacher will pause to point out key vocabulary (comparatives) and ask questions to check for understanding.</p> <p>Silent reading</p> <p>Students will then reread silently and annotate the text. They will circle words they do not know and underline parts they still do not understand.</p> <p>Teacher will identify an important sentence in the story and deconstruct the sentence. The teacher will ask students to restate the sentence in their own words.</p> <p><i>The spirit obeyed and then departed, for there was nothing more he could do.</i></p>	<p>Who: (actor): the spirit</p> <p>What happened (action): obeyed and departed</p> <p>Why (Detail): there was nothing more he (the spirit) could do (for whom? (the stonecutter)</p> <p>The spirit listened to the man and left. He could not help him anymore.</p> <p>How did the stonecutter respond?</p>
<p>Writing:</p> <p>SWBAT express an opinion using a graphic organizer (OREO) on Smartboard, or laptop. CCSS W.2.1, W.2.5, W.2.6; L.2.1, L.2.2, L.2.3, L.2.4, L.2.6; NGSS 2-PS1-4; SS 6.3.</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 when necessary or possible - Story Board - OREO graphic organizer http://www.pinterest.com/pin/34340015882550822/ - Word/picture Wall - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> - OREO Graphic organizer Word Wall - Simple and expanded sentences of emerging complexity <p>Extending Understanding</p> <p>Students will write their opinion in sentence/paragraph form using a graphic organizer. The question for the opinion is: What is your opinion of the stonecutter? An opinion should include opinion statement, reason for opinion, an example and a restatement of opinion. OREO Graphic Organizer: http://oakdome.com/k5/lesson-plans/iPad-lessons/images/ipad-graphic-organizers/ipad-graphic-organizer-oreo-opinion.gif</p>	<p>What is your opinion of the Stonecutter? Use examples from the story to support your opinion.</p>
<p>Formative Assessment:</p> <p>Express orally and then write an opinion using OREO graphic organizer. Students contribute to graphic organizer and complete writing in journal</p>	

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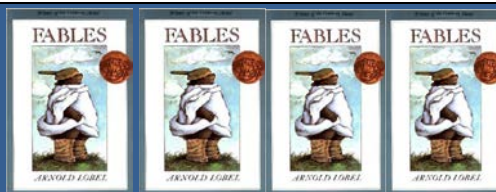
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in which they state opinion, supply reasoning and supports. CCSS W.2.1, W.2.5, W.2.6; SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6

ELP 1-2: Students' oral presentation and writing may include single words, and completed sentence frames with descriptive pictures, words or phrases, and storyboard. Supports include graphic organizers (OREO), word and picture cards, realia, pre-taught vocabulary and L1.

ELP 3-4: Students' oral expression and writing may include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure with detailed reasoning.

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Lesson Plan #4

Lesson Overview: In this lesson students will read fables independently and share orally and in written format using a jigsaw cooperative learning technique.

Lesson Title: Other Lessons Learned from Fables and Folktales

Timeframe: 3 to 5 days based on 40 minute class period/block

Guiding Question: What makes a story a fable?

Lesson Components

Central Texts: Offer several fables and folktales on various levels for independent reading groups. Reading A-Z offers a variety of folktales and fables on a variety of levels: The Bat, the Birds, and the Beasts, The Lion and the Mouse, The Fox and the Grapes, The Ant and the Grasshopper

Interdisciplinary Connections: World culture

Integration of Technology: On line or hand held photos of different animals found in fables.

Equipment needed: Computer with internet access and display function for supporting computer assisted reading or printing of texts.

Reading A-Z <http://www.readinga-z.com/books/leveled-books/>

WIDA Performance Indicators

Speaking & Listening: Listen to peers' presentations of fable and complete story chart. Share their presentation with the jigsaw group.
 WIDA ELD 1, 2, and 5; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; SS 6.3

ELP 1-2: With a partner, complete chart and share summary of fable using L1, pictures and single words or phrases.

ELP 3-4: Complete chart after listening to peer presentation and share summary of fable using simple and some complex sentences.

Reading: Independently read and comprehend a fable

WIDA ELD 1, 2, and 5; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL. 2.9, RI.2.4, RF.2.3, RF.2.4, L.2.4; SS 6.3.

ELP 1-2: Read in L1 and/or a leveled reader with a story chart and a partner.

ELP 3-4: Read a leveled reader using a story chart.

Writing: Compare two characters from two different fables using story chart and web question chart

WIDA ELD 1, 2, and 5; CCSS RL.2.9, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.6; SS 6.3.

ELP 1-2: Use a graphic organizer with single words and/or L1 with the support of the teacher.

ELP 3-4: Use simple and some complex sentences with the support of a word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background Text dependent questions (TDQs)
<p>Key Vocabulary: character, behavior, valuable lesson, explore, gather, amuse, curious CCSS L.2.4, L.2.6</p> <p>Additional vocabulary for ELP 1-2: birds</p> <p>Additional vocabulary for ELP 3-4: beasts, creatures</p> <p>Key language forms and conventions: Transitions; Comparatives and superlatives CCSS L.2.1, L.2.3</p>	
<p>Listening/Speaking: SWBAT participate in “conversations” about the vocabulary. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; SS 6.3</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Problem/solution chart - Cloze sentences - Word/ picture Wall - Pair Work with higher ELP level student -Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence frames -Word Wall <p>Preparing the Learner: Students are expected to independently read an appropriate leveled fable or folktale. They are expected to maintain focus, read or picture walk attentively, respond to questions from classmates and teacher, ask questions and participate in discussion</p> <p>Activate Prior Knowledge: Teacher will activate prior knowledge by reviewing character, problem/event, solution/change chart from shared writing activity. Teacher will remind students that each fable teaches a different lesson about the way people should or should not behave. The stories use different nonhuman characters, but include similar story elements. All the stories have characters who change as they interact with their environment</p> <p>Build Background: To reinforce vocabulary and to make sure content is understood, the teacher will define moral as a lesson learned from a story or experience.</p>	<p>How do creatures change as a result of time?</p> <p>How do characters change as a result of choices?</p> <p>What valuable lessons are learned?</p> <p>How do you define moral?</p>

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<p>Reading: SWBAT read independently at appropriate level CCSS RF.2.3, RF.2.4 SWBAT describe how characters change in a story. CCSS RL.2.3, L.2.4; SS 6.3.</p> <p>Listening/Speaking: SWBAT listen to peers' presentations and complete story chart. Share their story chart in small group. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Leveled readers - Sentence frames - Word/picture Wall -Single words <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Leveled readers <p>Interacting with Text: Children will participate in guided leveled reading groups using appropriate texts. Students will then share with their classmates through a jigsaw process. The jigsaw approach creates heterogeneous groups of students, divides them into new groups (which can be based on ability levels) to be an expert on a topic, and then returns them to their home groups. This will ensure lots of oral interaction and discussion. Throughout the jigsaw process, the teacher will circulate the room and observe the groups as they read and discuss. When the teacher notices difficulties, she will put the responsibility for finding a solution back on students to enhance the cooperative benefits of the jigsaw.</p> <p>Students will work in teams to answer Story Chart Questions about one story. Members are then divided to retell their stories and show how they completed the story chart for the stories they read. Teacher tells the teams that their task is to look at each of the charts and decide which details of characteristics apply to all the fables. Have students record the common details on the detail web using the detail web questions. Bring the teams together for a whole-class discussion.</p>	<p>Story chart questions:</p> <p>Who are the characters in the story?</p> <p>How do they behave?</p> <p>What lesson is learned?</p> <p>Detail web questions:</p> <p>How are the details in the stories different? (setting, characters, moral)</p> <p>How are the details in the stories the same? (animal characters, all end with lesson or moral, all teach about how to behave)</p>
<p>Writing: SWBAT compare characters from different fables using a Venn diagram. CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5; SS 6.3.</p>	

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<p>Listening/Speaking: After listening to peers, SWBAT summarize what they learned CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; SS 6.3</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support, if necessary - Story Chart - Web questions chart - Sentence frames "I learned _____ from ____." - Word/picture Wall <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence starters -Word Wall <p>Extending Understanding: Students will complete sentence frame...The moral of my story was... in their writing journals. They will also write to compare characters from different fables using the story chart and detail web questions. They will also share about the way their expert knowledge was changed or enhanced by listening to their peers. Students should be able to orally state ...I learned _____ from ____.</p>	<p>There are several characters in the fables you read today. They learned valuable lessons in the end. Choose characters from two different fables. Explain, "How they are alike or different?" Use details from each fable to show they are alike or different.</p>
<p>Formative Assessment: Students contribute to graphic organizer (Venn Diagram) and complete writing in journal in which they compare characters from two different fables/folktales. Practice with organizational features, oral and written arguments and conjunctions (and, but, or, yet, so, if, even though, unless) will be necessary. Students will also orally present their character analysis. CCSS RL.2.3, SL.2.2, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6, W.2.5; SS 6.3.</p>	
<p>ELP 1-2: Students' oral presentations and writing may include single words and completed sentence frames with descriptive pictures, words or phrases, and storyboards. Supports include graphic organizers, word and picture cards, realia, and L1.</p>	<p>ELP 3-4: Students' oral presentations and writing may include simple sentences and/or up to 3 paragraphs with academic content and complex sentence structure with complete details.</p>

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Lesson Plan #5

Lesson Overview: In this lesson students will improve fluency and expression as well as performance skills and confidence during a short performance of a script.

Lesson Title: Growth and Change through Theater

Timeframe: 4 to 5 days based on 40 minute class period/block

Guiding Question: How can change be a good thing?

Lesson Components

Central Texts: Readers Theatre script - Who Was King, <http://www.timelessteacherstuff.com/readerstheater/WhoWasKing.html>

Interdisciplinary Connections: Grammar focus – Contractions

Integration of Technology: On line access to view other classes performing Readers Theater scripts.

Equipment needed: Computer with internet access to download scripts.

WIDA PERFORMANCE INDICATORS

Listening & Speaking: Role play characters in plays in small groups. Reenact scenes in plays in small groups
 WIDA ELD 1, and 2; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6

ELP 1-2: Memorized short phrases with partner and props

ELP 3-4: Participate in Readers' Theaters by reading and acting out parts using the script and props.

Reading: Read, role-play and memorize role for play.

WIDA ELD 1and 2; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL. 2.9, RF.2.3, RF.2.4

Writing: Write an extended ending to the story by describing what happened after the rabbit ran away.

WIDA ELD 1 and 2; CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.6.

ELP 1-2: Use L1, and/or phrases or single words with sentence frames, and/or draw pictures.

ELP 3-4: Use simple and some complex sentences using word wall and visuals.

NJ ELA/ESL Curriculum Exemplar
Aligned to the CCSS and 2012 WIDA Standards

Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background Text dependent questions (TDQs)
<p>Key Vocabulary: Play, theater, infer, whale, elephant, king, over CCSS L.2.4, L.2.6. Additional vocabulary for ELP 1-2: big/biggest, little, cow, rabbit, next, Additional vocabulary for ELP 3-4: script Key language forms and conventions: Transitions; Comparatives and superlatives, inference CCSS L.2.1, L.2.3, L.2.6.</p>	
<p>Listening/Speaking: SWBAT listen to play and answer questions posed at key points. CCSS SL.2.2, SL.2.3, L.2.1, L.2.3 SWBAT participate in “conversations” about the play. CCSS SL.2.1, SL.2.6, Differentiate for ELP 1 and 2 - L1 support - Props - Word/picture Wall - Role Play - Memorized oral language Differentiate for ELP 3 and 4: - Visuals - Previously rehearsed vocabulary - Sentence starters</p> <p>Preparing the Learner: Students will use scripts to focus on oral expression and fluency. All students are expected to participate in classroom play. Parts can be simple or more complex using props and body movements.</p> <p>Activate Prior Knowledge: Teacher will activate prior knowledge by reviewing character, problem/event, solution/change chart from shared writing activity. Students will have contributed information on the most recently read fables. Teacher will tell students they are about to read a script of a play. The play teaches a lesson as well.</p> <p>Build Background: Teacher will tell students that the play they are about to read ends with a question. Students will need to infer. Inferring is making a thoughtful guess by using clues from the author. Students will need to understand the “unsaid”. Students can watch video of Readers Theater performances. Teacher reviews any challenging vocabulary.</p>	

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<p>Reading: SWBAT read their parts with fluency and expression. CCSS RF.2.3, RF.2.4, RL.2.4, RL.2.5, RL.2.6, SWBAT identify what happened in the story CCSS RL.2.1, RL.2.2, RL.2.3</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Word/picture Wall - Pair Work - Role Play - Memorized lines <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Role play -Props <p>Interacting with Text: Teacher divides the class into pairs or small groups. Each group can split up the parts. Students spend a few days working with the script and gaining confidence in reading their parts. Scripts will be practiced repeatedly stressing vocal expression, body language, and unified volume and reading rates. Many re-readings are suggested.</p>	<p>The play ends with a question Do you know (Who Was King)? What is the student's guess? What words in the text support this inference?</p>
<p>Writing: SWBAT write a conclusion to the play and describe what happened to the rabbit after he ran away. CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.6.</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - Drawing of story -L1 or dictated story <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals - Word wall -Transition words <p>Extending Understanding: Students will continue the action in the play using their writing journals. Students should include dialogue and details that describe the actions, feelings and thinking of the rabbit. Sequence words like first, next, and soon should be incorporated in the adventure. The original play contains the phrases: "I am", "cannot" "I will" "did not" A mini-lesson on contractions would be appropriate at this time. Students will be encouraged to use contractions in their new</p>	<p>What do you think happens next on the story based on what you have just read? Write a story about what happens next to the rabbit after he "ran away".</p>

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adventure. Share orally.	
Formative Assessment: Students will be assessed on their oral presentation and participation in play. In addition, they will write a conclusion to the story. CCSS RL.2.6, RF.2.3, RF.2.4, SL.2.6, W.2.3, W.2.5, W.2.6.	
ELP 1-2: Students' oral presentation and participation in play may vary from memorized phrases to single words. Students' writing may include descriptive pictures, words or phrases. Supports include graphic organizers, word and picture cards, realia, rehearsed lines, and storyboards.	ELP 3-4: Students' oral presentation may vary from using note cards to true role-play where reader is able to acknowledge differences in characters by speaking in different voices when reading dialogue. Students' writing may include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure. Supports include template, glossary and word wall.

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Lesson Plan # 6

Lesson Overview: This lesson supports students' exploration of language skills as they read and dissect poetry.

Lesson Title: Poetry

Timeframe: 1 to 3 days based on 40 minute class period/block

Guiding Question: How is growth and change depicted through poetry?

Lesson Components

Central Texts: 'Fireflies' by Grace Wilson Coplen and 'Fly' or any other poem on butterflies, ants and insects found on Can Teach songs and poems or Rainy Day Poems for Kids

Interdisciplinary Connections: Science

Integration of Technology: <http://www.canteach.ca/elementary/songspoems44.html> and <http://www.rainydaypoems.com/index.html>

Equipment needed: Computer with internet access to download poetry.

WIDA PERFORMANCE INDICATORS ELD.1, 2 and 4

Speaking & Listening: Listen to poem and identify rhyming words. Recite poem with fluency and expression.

WIDA ELD 1, 2 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, NGSS 2-LS4-1

ELP 1-2: Given one word, identify a rhyming word. Repeat refrain.

ELP 3-4: Identify rhyming words. Recite poem with fluency and expression after teacher modeling.

Reading: Read phrase from poem on sentence strip WIDA ELD 1, 2 and 4; CCSS RL.2.4, RI.2.4, RF.2.3, RF.2.4

Writing: Write a poem about a bug. Draw an illustration of poem with details. WIDA ELD 1, 2 and 4; CCSS L.2.1, L.2.3, L.2.4, L.2.6, W.2.5, W.2.6; NGSS 2-LS4-1

ELP 1-2: Use L1, single words, word wall and sentence frames

ELP 3-4: Use simple sentences and sentences with emerging complexity by using transitional phrases and a variety of structures

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Aligned to the CCSS and 2012 WIDA Standards

Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and Build Background Text dependent questions (TDQs)
<p>Key Vocabulary: rhyme, predict, explain, firefly, chase, dart, to and fro, CCSS L.2.4, L.2.6</p> <p>Additional vocabulary for ELP 1-2: Poem, fly, flies, light,</p> <p>Additional vocabulary for ELP 3-4: aglow</p> <p>Key language forms and conventions: Students explore meaning, sentence structure, rhyming words through poetry. CCSS L.2.1, L.2.3</p>	
<p>Listening/Speaking SWBAT listen to poetry and rhyme, discuss and answer questions posed at key points. SL.2.2, SL.2.6 SWBAT participate in “conversations” about the poem. CCSS SL.2.1 SL.2.3, L.2.1, L.2.3, L.2.4, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Drawings - Word/picture Wall - Pair Work <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Previously rehearsed vocabulary -Sentence frames <p>Preparing the Learner: Introduce students to the poem you have prepared on chart paper. Read the title of the poem. Have students predict what the poem will be about.</p> <p>Activate Prior Knowledge: Teacher will use highlighter to review rhyming words.</p> <p>Build Background: Visuals of butterflies, ants and insects.</p>	<p>The author uses many words to describe movement. Can you find them?</p> <p>The author uses many words to depict light? Can you find them?</p> <p>In the poem the author says “A fly flies by...” Change the sentence use flew and flown.</p> <p>Discuss use of the word fly as noun and verb. Brainstorm other words that can be used this way</p>
<p>Reading: SWBT participate in guided reading and presentation of the poems. CCSS RL.2.4, RF.2.3, RF.2.4; NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - L1 support - Word/picture Wall -Choice questions <p>Differentiate for ELP 3 and 4:</p>	<p>What is the poem mostly about? What details describe the firefly?</p>

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<p>-Visuals -Word Wall</p> <p>Interacting with Text: First read Teacher will read aloud poems using pointer. Students will then echo read poems.</p> <p>Second Read Students then will be given one line of the poem on a sentence strip. Teacher re-reads poem, students will raise their hand when they recognize their sentence strip matches the teachers rereading. Students can then stand in sequence and read their sentence strip. Sentence strips can be collected and the poem reread again one line at a time.</p>	<p>What action words does the author choose to use? What words are used to describe the firefly? What does this phrase, <u>Until he winks</u>, mean? <i>I cannot tell just where he is</i> <u>Until he winks</u>, you see,...</p>
<p>Writing: SWBT write a poem and draw an illustration for poem. Extend learning by listing rhyming word pairs. CCSS RF.2.3, L.2.1, L.2.3, L.2.4, L.2.6, W.2.5, W.2.6; NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Drawings - Sentence frames - Word/picture Wall <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence starters <p>Extending Understanding: Students will present original poems and share an illustration for the poem. Students will make a list of rhyming words in writing journals.</p>	
<p>Formative Assessment: Students will orally present their original poem with drawings. Poems may be recorded using an audio recording program (e.g. Garage Band) and drawings scanned to create a digital poetry journal.</p>	
<p>ELP 1-2: Student's oral presentation of poem may vary from showing picture, to saying single words or using L1.</p>	<p>ELP 3-4: Student will recite their poem which may consist of simple sentences, and/or several complete lines.</p>

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GRADE TWO UNIT 3 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Topic of growth and change and how new things are learned as a result of change. Vocabulary: Life cycle fuzzy caterpillar, chrysalis/cocoon, 'take wing' fable, moral, dart/crawl, rested/exhausted explore, amuse, curious, play, theater, infer rhyme to and fro	Compare and contrast characters and text. Summarize informational text	Identify the main ideas and supporting details. Determine the meaning of words and phrases as they are used in a text (poem, fable, informational text).	Graphic organizer Word wall Visuals, illustrations Support in L1 Act it out Antonyms Multiple meaning words Idioms	Analyze poems and fables Describe how words and phrases supply rhythm and meaning in a story, poem.	Write narratives with a beginning, middle with details and ending. Compare characters in texts.	Engage effectively in a range of communicative activities: recite poetry, role-play a story, and participate in instructional conversations. Make oral presentations	Comparative and superlative forms Adjectives Temporal words Fly, flew, flown	Use graphic organizer Using rhyme, rhythm Rehearsing lines

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GRADE LEVEL 3 UNIT 5 OVERVIEW

Content Area: English Language Arts /English as a Second Language

Unit Title: Water and its Role in the Environment

Unit Overview: The unit explores what is water, how it is used, why it is so important for the environment and it also addresses the issues and challenges we face in water management and conservation. Students will be exposed to informational texts as well as fictional texts. They will engage in various activities such as read alouds, independent reading, writing, research and projects. Students will be able to fully understand the water cycle through hands on experiences, identify areas with moderate to extreme drought and its consequences. They will engage in a project where they are to monitor the water they use daily at school and home for 2 days and evaluate their water consumption. Prior to beginning a lesson, students will be introduced to the language needed in order to engage in discussions and comprehend the topic. The unit will culminate with a campaign to educate their classmates about water's critical role in the environment and the importance of water conservation. Several websites, included under Curriculum Resources, are available with additional ideas and activities on this topic.

Guiding Questions and Enduring Understandings

Guiding Questions

- Why is water important for the environment?
- How does water change states in the water cycle?
- Why is it important to conserve water?
- What language do students need in order to comprehend and comfortably engage in the topic of water?

Enduring Understandings

- Effective readers use a variety of strategies to make sense of key vocabulary, phrases, ideas and details presented in text.
- Writing should be purposely focused, detailed, organize, and sequenced in a way that clearly communicates the ideas to the reader.
- Understanding language helps people communicate more effectively and better understand books, poems, movies, speeches, and advertisements

Vocabulary: water cycle, water conservation, precipitation, scarce, drought, resource, drinkable, surprisingly, amount, available, excerpt, environment, waste, survival, tap/faucet

Performance Task: Why do we need to conserve water and how can we conserve water?

Think-Tac-Toe

Directions: Just like the game, Tic-Tac-Toe, student will select 3 activities that are horizontal, vertical or diagonal.

Create and present a collage of ways to conserve water which includes phrases or simple sentences.

Group: Create a news clip where the hosts will encourage the viewers to conserve water.

Group: Write a song about water conservation.

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	Write a poem about water conservation.	Write an essay about water conservation.	Dress up as an environmentalist and recite a speech that encourages others to conserve water.
	Write a letter to Time Magazine about water conservation.	Respond to the question: Why should we worry about running out of water	Create an illustration about the importance of water conservation.
CCSS Assessed in this unit			
Reading Literature			
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
Reading Informational			
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI. 3.2 Determine the main idea in informational text. Recount key details and explain how they support the main idea. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic RI.3.10 Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently			
Reading Foundational			
RF.3.4.a Read grade level text aloud with purpose and understanding.			
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words (especially for entering ELLs with interrupted education and/or a different alphabet and sound system).			
Writing			
W.3.2.a Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension. W.3.2.b Use facts, definitions, and details to help develop a topic within a piece of writing.			

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- W.3.2.c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- W.3.2.d Provide closure to a writing piece with a strong concluding statement or section.
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

- SL 3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1.d Explain their own ideas and understanding in light of the discussion.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

WIDA English Language Development Standards

- Standard 1: Social and Instructional Language
- Standard 2: The Language of Language Arts
- Standard 3: The Language of Math
- Standard 4: The Language of Science
- Standard 5: The Language of Social Studies

Interdisciplinary Connections

Next Generation Science Standards

- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

NJCCCS Social Studies

- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States

CCSS Math

- 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings. **ELLs also need to know standard measurement of quarts, glasses and gallons.**

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Central Texts	Lexile Level	Rationale
Water Cycle and Water Conservation , Article Excerpts		
The Snowy Day by Ezra Jack Keats	500	
Splash! Poems of Our Watery World by Constance Levy	890	
The Water Hole by Graeme Base	230	
Splash by Robert Kaufman		
Discovering Drought by Project Wet http://projectwet.org/sites/default/files/content/documents/drought-lesson-plan.pdf		
Water, Water Everywhere By Mark J. Rauzon	790	
Heroes of the Environment: True Stories of People who are Helping Protect Our land by Harriet Rohmer	1070	

Lessons	Title	Overview	Assessment
Lesson 1	What is Water?	<p>Introduction to the unit, Water and Its Role in the Environment</p> <p>Introduce the lesson by showing the students a container of water. Students will describe what they see and name several ways to use the water in the beaker.</p> <p>Read Aloud: Splash, by Robert Kaufman- Informational text. After the read aloud, students will identify places on earth where we find water and list a number of facts concerning water. After the reading explain to the students what we are going to learn in this unit.</p>	Checklist using WIDA Can Do Descriptors and Performance Definitions
Lesson 2	How do we use water	<p>Engage in a project where they monitor and tally the amount of water they use at school and home over a period of two days (hands on experience). Students will decide whether they used more or less than the recommended average daily use per person.</p>	Student Data Collection Project

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Lesson 3	The Water Cycle	Students will learn the water cycle through reading and analyzing an informational text, identify bodies of water and apply their learning while engaging in a project where they observe and monitor the different stages of the water cycle. They are asked to imagine that they have to explain the water cycle to someone who has never heard of it. They will need to think creatively about how water moves on earth.	Oral and written report about the water cycle. Answer PARCC-like questions.
Lesson 4	The Water Drought	Students will recognize what is a drought; locate areas of extreme drought around the world. Identify consequences of a drought among living things. Learn about the challenges and issues we face to manage and conserve water. Navigate the internet to find stories regarding water concerns in different parts of the world and share with the class.	Oral and written report on research completed about a story where water supply is of concern.
Lesson 5	How to Conserve Water	Refer to the project in lesson 2-Analyze results and create a list of ways to conserve water. Think about the water you use, the water you need and the water you waste. The student will write a 3 paragraph essay or develop a plan for action and create a poster or a PSA to include: <ol style="list-style-type: none"> 1. Explain the importance of water in the environment 2. Recognize wasteful uses of water in their own environments 3. Why do we need to conserve water? 4. List 3 to 5 ways to conserve water. Identify areas in your project where you could have used less water 	Essay Writing or Take Action Poster or Public Service Announcement (PSA)

Curriculum Development Resources

Common Core Standards www.corestandards.org

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standardswww.13.state.nj.us/NJCCCS/Technologytoolbox

Understanding Language www.ellstanford.edu

EngageNY www.engageny.org

www.discoverwater.prg/use-water-wisely/ <http://droughtmonitor.unl.edu/>

<http://learning-in-action.williams.edu/opportunities/elementary-outreach/science-lessons/3rd-grade-weather-unit/>

<http://www.scholastic.com/njaw/>

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Lesson Plan #1

Lesson Overview: In this introductory lesson students will learn the different ways water is used in the environment.

Lesson Title: What is Water?

Timeframe: 2 days based on 40 minute class period/block

Guiding Question: How is water used?

Lesson Components

Central texts: *Splash* by Robert Kaufman

Interdisciplinary Connections: Science – water use

Integration of Technology: Visuals/videos of water uses. <http://eo.ucar.edu/kids/wwe/river1.htm> ,
<http://passporttoknowledge.com/storm/why/precipitation.htm>

Equipment needed: Beaker with water, graphic organizer

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to a video and answer questions posed at key points about water usage.

WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, L.3.1, L.3.3, , NGSS 3-ESS3-1

ELP 1-2: Answer questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading. Chorally read excerpts from text. WIDA ELD 1, 2 and 4; CCSS RF.3.3, RF.3.4; NGSS 3-ESS3-1

Writing Identify information on water by completing KWL chart. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.4, L.3.6 W.3.8 NGSS 3-ESS3-1

ELP 1-2: Use L1 and/or single words from word/picture wall

ELP 3-4: Use simple and complex sentences with content-related vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: Key Vocabulary: environment, fresh water, salty water, soil, rivers, Great Lakes, pumps</p> <p>Additional Vocabulary for ELP 1-2: rocks lakes oceans</p> <p>Additional Vocabulary for ELP 3-4: glaciers</p> <p>Key language forms and conventions: present and past tense verbs, complete sentences and interrogatives</p>	<p>L.3.4, L.3.6</p> <p>L.3.1</p>
<p><i>Listening</i> SWBAT demonstrate understanding of text read aloud by answering questions. SL 3.1, RI.3.7</p> <p><i>Speaking</i> SWBAT share orally with others what they know about water using a KWL Chart. SL 3.1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Single words, set phrases, memorized oral language expected • Sentence Frames <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Sentence starters • Word Wall for vocabulary support <p>Preparing the Learner <i>Activate Prior Knowledge</i> Introduce the lesson by showing the students a container of water. Students will describe what they see. Explain that the water may have many uses. Have a discussion on how they could use the water in the container (think/pair/share ideas). Complete the KW of a KWL Chart</p> <p><i>Building Background</i> Read Aloud, Splash, by Robert Kaufman- Discuss new vocabulary (add to word wall and display word illustrations) prior to reading. Complete vocabulary frames with a partner. Students will answer questions during and after the read aloud to check for comprehension. They will</p>	<p>Think about what you know about water. Draw what you picture in your mind.</p> <p>Discuss the ways we use water everyday.</p>

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<p>learn what water is, the percentage of water available to us, places where we can find water and how it is used in our environment.</p>	
<p><i>Reading</i> SWBAT chorally read grade level text with purpose and understanding. RF.3.4 SWBAT read new vocabulary and clarify meaning. RI.3.4 SWBAT chorally read key vocabulary using word wall. RF.3.3</p> <p>Interacting with Text To elicit conversation from the book Splash, by Robert Kaufman, show the picture of Earth:</p> <p><i>This is a picture of Earth taken from space. Water in oceans, lakes and rivers covers about 71 percent of earth's surface.</i></p> <p>Have students chorally repeat excerpts from the text. Discuss new vocabulary.</p> <p>After reading the text, have students share something new they learned about water by using a Think/Pair/Share.</p>	<p>What does this picture show? Is there more water than land or more land than water? What is the percentage of land on our planet earth? Cite the evidence from the text. Where do you think all this water is?</p>
<p><i>Writing</i> SWBAT add to the KWL Chart what they have learned about water. W.3.8</p> <p>Extending Understanding Students will work in groups, complete the KWL by listing new things they learned about water and write them on chart paper. They will post their charts and complete a Carousel activity where students will rotate from chart to chart, read, discuss new findings and add something new to charts if possible. Share with class.</p>	
<p>Formative Assessment: Class discussions/participation SL.3.1 Using a checklist (see Appendix), teacher will check student's level of understanding and participation in class and group discussion based on the WIDA rubric and Can Do descriptors.</p>	

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ELP 1-2: Students are expected to answer choice questions or use single words or memorized language. They may also use L1 and get support from a peer, dictionary or teacher.	ELP 3-4: Students should use content-related vocabulary in simple and some complex sentences. They may need the support of a word wall and sentence starters
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Lesson Plan #2

Lesson Overview: Engage in a project where they monitor and tally the amount of water they use over a period of two days (hands on experience). Students will decide whether they used more or less than the recommended average daily use per person.	
Lesson Title: How do we use water?	Timeframe: 2 days of collecting data and 2 days of charting and discussing; 40 minute periods
Lesson Components	
Central texts: Refer to the book <i>Splash</i>	
Interdisciplinary Connections: math, science	
Integration of Technology: Calculator	
Equipment needed: Chart, Printed activity sheets, writing materials. Consider calculators if they are familiar with these tools.	
WIDA PERFORMANCE INDICATORS	
Listening & Speaking Listen to videos and answer questions posed at key points about water usage. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.3; CCSS Math 3.MD.A.2; NGSS 3-ESS3-1	
ELP 1-2: Answer questions using L1 and/or single words with pictures and gestures.	ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.
Reading. Read data in gallons from charts and activity sheets. WIDA ELD 2, 3 and 4; CCSS RI.3.4, RF.3.3, RF.3.4; CCSS Math 3.MD.A.2 ; NGSS 3-ESS3-1	
Writing Compare and contrast water usage in gallons between students and daily averages. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.4, L.3.6 W.3.8; CCSS Math 3.MD.A.2 NGSS 3-ESS3-1	
ELP 1-2: Use L1 and/or single words from word/picture wall	ELP 3-4: Use simple and complex sentences with content-related

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	vocabulary.
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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: tally, reasons, water supply, gallons, quarts, glass, dishwasher, L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: shower, bath, brush teeth</p> <p>Additional Vocabulary for ELP 3-4: usage, laundry</p> <p>Key language forms and conventions: Present tense, past tense, 1st person singular , 1st person plural L.3.1</p>	
<p><i>Listening</i> SWBAT take note of ideas as students share. W.3.8</p> <p><i>Speaking</i> Share ideas with other students and with class. SL 3.1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Single words, set phrases, memorized oral language expected • Sentence Frames <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Sentence starters • Word Wall for vocabulary support <p>Activate Prior Knowledge Think-Write-Pair-Share: Have students generate lists of all the possible uses of water, pair the students and encourage them to share their ideas with their partner and expand their lists. Then, ask the pairs of students to share some of their ideas with the class. Create a class chart (a class list can be generated and students can continue to add activities where water is used to the class chart as the unit develops).</p> <p>Building Background Hands-on activities with measurement of gallons. Bring in a gallon of water and have students discover how many quarts in a gallon. How many pints in a quart and how many cups in a quart.</p>	

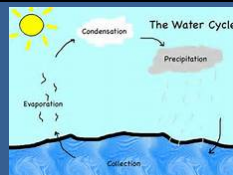
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<p><i>Reading</i> SWBAT read new vocabulary and clarify meaning. RI.3.4 SWBAT read activities recorded on data sheets. RF.3.3 SWBAT to determine author's reason for writing the book. RI.3.6</p> <p>Interacting with Text From the book Splash by Robert Kaufman <i>People need water for many reasons. Water is very important for our health. Water also helps us grow food. We must make sure we always have enough water.</i></p> <p>Data Collection Activity: Complete a sheet indicating where and how they actually use water. The average water used by one person (according to activities) will be provided on a data collection sheet. Students will monitor and record when they use water for two days (see a tally sheet at end of unit).</p> <ol style="list-style-type: none"> 1. After they have tallied and estimated how much they used water use over 2 days, ask the students their impressions of water usage over the 2-day period. Use "I" and "we" in their answers. 2. Discussion: Lead the students in a discussion about where and how water was used. 3. Review information on website http://water.usgs.gov/edu/sq3.html Calculate how many gallons of water they used. 	<p>What is the author trying to tell us?</p> <p>How much water did you use each day?</p> <p>Did you use water in any manner that was not listed on the data collection sheet?</p>
<p><i>Writing</i> SWBAT compare and contrast the average daily use of water a person uses to the amount they used according to the data. W.3.8</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Use graphic organizer • Use L1 • Word wall • Pictures <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none"> • Word wall • Sentence starters <p>Extending Understanding</p>	

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<p>Students will read the collection activity chart; add activities to the class chart. Compare and contrast their water consumption for 2 days to the averages indicated on the data sheet. Use a Venn Diagram to compare and contrast. Allow students to share their experiences.</p>		
Formative Assessment: In writing, compare and contrast student's usage of water to the average usage. RI.3.9, W.3.8		
ELP 1-2: Use sentence frames, word wall, L1 and Venn diagram to compare usage of water.	ELP 3-4: Use language function word wall and Venn diagram to complete a comparison/contrast essay with simple and some complex sentences.	

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Lesson Plan #3

Lesson Overview Students will learn about the water cycle through reading and analyzing informational text, engaging in a project where they observe and monitor the different stages of the water cycle.

Lesson Title: The Water Cycle

Timeframe: 10 Days, 40 minute period

Lesson Components

Central Texts:; *The Snowy Day* by Ezra Jack Keats; *The Water Cycle* by Therese Greenway *Water, Water Everywhere* by Mark J Rauzon and Cynthia Overbeck Bix

Interdisciplinary Connections: Science

Integration of Technology: Computer, projector

Equipment needed: plastic aquarium, soil, glass container, plastic trees, sticks and rocks, plastic cover

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to read alouds and demonstrate understanding of the water cycle by answering questions posed at key points. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.3; NGSS 3-ESS3-1

ELP 1-2: Answer choice questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading Read excerpts closely and identify main idea and key details about the water cycle. WIDA ELD 2 and 4; CCSS RI.3.1, RL.3.1, RL.3.2, RI.3.2, RF.3.4; NGSS 3-ESS3-1

Writing Explain the water cycle process using labeled diagrams and word wall. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.6 W.3.2; NGSS 3-ESS3-1

ELP 1-2: Use L1 and/or single words from word/picture wall

ELP 3-4: Use simple and complex sentences with content-related vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: condensation, evaporation, precipitation, L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: solid, gas, liquid</p> <p>Additional Vocabulary for ELP 3-4: state of matter, surface, aquifer</p> <p>Key language forms and conventions: make predictions, present tense, past tense, transitional words L.3.1</p>	
<p><i>Listening</i> SWBAT follow directions and identify forms of water.</p> <p><i>Speaking</i> SWBAT sing Water Cycle song. SL 3.5 SWBAT use new vocabulary in complete sentences L.3.4 SWBAT discuss concepts presented in pairs or small groups SL.3.1, SL.3.2</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Single words, set phrases, memorized oral language expected • Sentence Frames <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Sentence starters • Word Wall for vocabulary support <p>Activate Prior Knowledge Preparing the Learner Ask students to name things in nature that are made only of water and compile a class list. The list may include oceans, rivers, streams, ponds, lakes, clouds, rain, snow, ice, underground water, and water used and disposed of by humans. Stand up- sit down. Show students pictures of water in different forms. Stand up if they know the technical name of the form. Have students who are standing describe the pictures. Write students'</p>	<p>What are three forms of water? What are three process of how water cycles?</p> <p>What are the stages of the water</p>

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<p>responses. Teach and practice the Water Cycle Song (see appendix).</p> <p>Building Background Frontload key vocabulary words: evaporation/transpiration, condensation, precipitation, collection/storage using Kinsella Model. Watch video http://www.epa.gov/safewater/kids/flash/flash_watercycle.html</p>	<p>cycle? What is precipitation? Water storage/collection? Evaporation or transpiration? Condensation?</p>
<p><i>Reading</i> SWBAT read new vocabulary and clarify meaning. RI.3.4 SWBAT ask and answer questions about the various stories and articles on the water cycle. RL.3.1, RI.3.1 SWBAT to infer and make predictions. RI.3.2, RI.3.2</p> <p>Interacting with Text Over the 7 days, various books will be used to build knowledge and vocabulary. Students will move from teacher-directed activities to independent reading.</p> <p>Read Aloud: The Snowy Day (narrative) Ask questions during the reading to check for comprehension. During the lesson certain passages will be highlighted for further discussion. A passage from The Snowy Day, by Ezra Jack Keats that should be highlighted for discussion, <i>He picked up a handful of snow and still another and another. He packed it round and firm and put the snowball in his pocket for tomorrow. Then, he went into his warm house.</i> Students make predictions. Explain to the students that we are going to learn about the Water Cycle and we will learn what happens to the snowball in the Peter's pocket.</p> <p>Tell students that water moves from location to location all around the Earth. Think-pair share (TPS) about questions.</p> <p>Complete hands-on experiment in appendix. Read aloud an excerpt from <i>The Water Cycle</i>. Then group students by reading levels to closely read the</p>	<p>What do you think is going to happen to the snow ball in Peter's pocket? What words in the text make you think that? What are three states of matter? How does water change into the three states of matter?</p> <p>TPS questions: Where do clouds come from? Where does the rain come from? Where does the water go after it rains?</p> <p>What are the four steps/stages in the water cycle? What happens when the vapor</p>

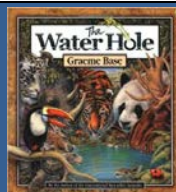
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<p>excerpt. Teacher will work with lowest group to guide how to find answers to the questions (may need to adapt the text depending on level of students).</p> <p>Independently read <i>Water, Water Everywhere</i> by Mark J Rauzon and Cynthia Overbeck Bix and answer PARCC-like questions. Some students may still need teacher or peer support in modeling how to answer these types of questions. Use the Gradual Increase of Student Independence (or Gradual Release of Responsibility) model; i.e. teacher model, guided practice, cooperative practice, independent learning.</p>	<p>condenses? Where is the water “stored” after it rains? Cite evidence from the text. What happens when water is boiling hot? a) it turns into an ice cube. b) it turns into a gas. c) it turns into a liquid.</p> <p>Which sentence from the text supports your answer? a) it freezes into solid ice. b) it trickles down the windowpane. c) it produces droplets called steam.</p>
<p><i>Writing</i> SWBAT explain how water travels in earth’s environment. W.3.2, W.3.5</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Use graphic organizer and labeled diagram • Use L1 • Word wall with pictures • Glossary with student-friendly definitions • Teacher support <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none"> • Word wall • Sentence starters • Peer support • Glossary with student-friendly definitions <p>Extending Understanding Students will use a large glass or plastic aquarium to:</p> <ul style="list-style-type: none"> • Demonstrate the water cycle process by creating a model using the container. Make mountains, hills, and a lake basin. Fill a plastic container with water, and put it in the area designated as the lake basin. Surround the cup with soil. Plastic trees, sticks, leaves, rocks, 	<p>How does water travel in the earth’s environment?</p>

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<p>etc., can be included to make the model more interesting. Cover the entire container tightly with plastic wrap and tape down the edges. Review the idea of water changing from one state of matter to another during evaporation and condensation. Students will make predictions about what will happen (write or make a drawing of their predictions in their notebooks).</p> <ul style="list-style-type: none">• Watch for condensation on the top of the container and have students observe precipitation as the water falls to the ground. Ask the students to think about where the water from the sky is coming from. Review evaporation. Students will compare the results of this experiment with their predictions.• Make a drawing of the experiment with arrows showing the flow of the water in this set-up. Label where evaporation, condensation, and precipitation occur in the experiment.• Write and share with the class a paragraph describing how this model demonstrates how water moves on earth's surface and atmosphere. Use color copies of the water cycle to discuss the water cycle in detail. <p>Think/Pair/Share.</p> <p>Create a model in which students demonstrate evaporation, condensation and precipitation.</p>	
Formative Assessment: Oral and written explanation of the water cycle using diagram or model. W.3.2; SL.3.4	
ELP 1-2: Use sentence frames, word wall, L1 and labeled diagram to explain the water cycle.	ELP 3-4: Use language function word wall and labeled diagram of water cycle to explain the process using simple and some complex related sentences.

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Lesson Plan #4

Lesson Overview: Students will understand the weather characteristics of a drought, the consequences of a drought, and what you can do to be prepared for or deal with a drought.

Lesson Title: Water Drought

Timeframe: 5 days, 40 minute periods

Lesson Components

Central texts: *The Water Hole* by Graeme Base; *Discovering Drought* by Project Wet

Interdisciplinary Connections: Science and Social Studies

Integration of Technology: Computer, Internet, Smartboard, Ipads

Equipment needed: Books, world map, US map

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to read aloud and answer questions posed at key points about drought. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1; NGSS 3-ESS3-1; NJCCCS SS 6.1.4.B.4

ELP 1-2: Answer choice questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading. Identify informational text features and main idea and key details in stories about drought. WIDA ELD 2 and 4; CCSS RI.3.1, RI.3.2; RF.3.3; NGSS 3-ESS3-1; NJCCCS SS 6.1.4.B.4

Writing Write a research report on areas of drought. WIDA ELD 2 and 4; CCSS L.3.1, L.3.3, L.3.4 W.3.7, NGSS 3-ESS3-1; NJCCCS SS 6.1.4.B.4

ELP 1-2: Use sentence frames, templates, L1 and/or single words from word/picture wall. Illustrate and draw labeled diagrams.

ELP 3-4: Use simple and some complex sentences with content-related vocabulary and informational text features.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: floundering, sipping, lumbering, drought, timeline, annual L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: weather, climate</p> <p>Additional Vocabulary for ELP 3-4: squawking, wallowing, lapping</p> <p>Key language forms and conventions: Past tense, present progressive tense L.3.1</p>	
<p><i>Listening/Speaking</i> SWBAT turn and share ideas with partners SL.3.1 SWBAT answer questions during and after listening to a read aloud. SL.3.1, SL.3.2, RI.3.7 SWBAT use key vocabulary. L.3.4</p> <p>Activate Prior Knowledge Ask students to describe the water cycle to their partners. Ask one student to tell the whole group but as they begin to describe <u>precipitation</u>, STOP and ask students to think what will happen if it doesn't rain. Watch the video clip on droughts. http://video.nationalgeographic.com/video/101-videos/droughts The teacher will bring to class a plant with dry soil. Ask students to observe the plant, describe it and explain what they see. Use this example to explain the concept of drought in our environment. <i>"Drought is a period of water shortage, when a lack of normal rainfall produces dry conditions lasting as long as several years. In many areas of the world, droughts are a normal climate condition".</i></p> <p>Building Background Read Aloud: <i>The Water Hole</i> by Graeme Base. During the read aloud teacher will pause to address passages and check comprehension.</p>	<p>Who can describe a drought? What are some things we can do when there is no rain or a drought?</p> <p>Why is the water hole shrinking?</p>

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Listening and Speaking

SWBAT discuss what is happening in the story using present progressive and past tense verbs **SL.3.1, L.3.1**

SWBAT discuss where the droughts are occurring and locate on a map. Make reference to their country, where applicable.**SL.3.1**

Differentiate for ELP 1-2:

- Use primary language to clarify meaning
- Use picture dictionaries
- Use illustrations of areas affected by drought
- Label content based vocabulary
- Word walls in L1 and L2

Differentiate for ELP 3-4:

- Word wall
- Glossary or student friendly dictionary
- Sentence starters

Reading

SWBAT read new vocabulary and clarify meaning. **RI.3.4**

SWBAT ask and answer questions about the text and identify main idea and details **RI.3.1, RI.3.3**

SWBAT to determine author's reason for writing the book. **RI.3.6**

Interacting with Text

Reread excerpts from *The Water Hole*:

10 kangaroos looking at the water hole

There was nothing to say

The water was all gone

And all the animals went away

Ask questions about the story.

In small groups, closely read the text and answer questions. Find the evidence in the text.

What happened when the kangaroos got to the water hole?
 How do you think they felt?
 Why was the water all gone?

What message is the author trying to tell us?

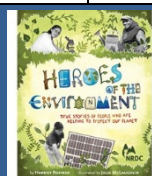
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<p>Watch the video and read excerpts from the following website: http://droughtmonitor.unl.edu/ http://drought.eng.uci.edu/</p> <p>Students can locate current information on areas with <u>abnormally to exceptionally</u> drought conditions in the US and their own countries, if applicable.</p> <p>Using the book, Discovering Drought, pages 6-7 – Draw a line from each drought example to its location on the world map and record the date on the timeline.</p>	<p>What does the key or legend tell us about the drought maps?</p>
<p><i>Writing</i></p> <p>Write mini research report about issues regarding droughts in the US or in their own countries and the consequences and what people are doing to cope. W.3.7, L.3.1</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Provide model/template • Use outline • Use L1 • Word wall with pictures <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none"> • Word wall • Sentence starters <p>Extending Understanding</p> <p>Use Ipads to research one of the drought areas. Ask each group to choose an article to report to the class about water issues in our environment. Their report should include:</p> <ol style="list-style-type: none"> 1. A description of where the story takes place 2. The date the story appeared 3. How water was discussed in the article or story 4. What water issues were raised 5. How are people coping with the issue? <p>www.discoverwater.prg/use-water-wisely http://www.water.ca.gov/videorelease/</p>	
<p>Formative Assessment: Student’s oral and written report from their mini research. RI.3.9, W.3.7</p>	

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ELP 1-2: Use sentence frames, word wall, L1, labeled maps and diagram to identify areas of drought. Rehearse their report, use note cards and partners or record it.

ELP 3-4: Use note cards and partner for oral report. The written report should include complete simple and some complex sentences in multiple paragraphs.



Lesson Plan #5

Lesson Overview: The students will learn of ways to conserve waters and complete a Call to Action by writing an essay, creating a poster or a Public Service Announcement on the importance of water conservation.

Lesson Title: How can we conserve water?

Timeframe: 4 days, 40 minute periods

Lesson Components

Central Texts: *Why Conserve Water?* Excerpt from Water Conservation Article, *Heroes of the Environment: True Stories of People who are Helping Protect Our Land* by Harriet Rohmer; *Why Should I Save Water?* by Jen Green

Interdisciplinary Connections: Science and Social studies

Integration of Technology: Computer, Microsoft word, moviemaker, video, Ipad

Equipment needed: Books, article, pictures on conservation <http://www.epa.gov/watersense/kids/index.html>; <http://www.scholastic.com/njaw/>, http://www.water.ca.gov/education/docs/SOW-Help_your_school_save_water-poster.pdf

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to read alouds and demonstrate understanding of the water cycle by answering questions posed at key points. WIDA ELD 1 and 4; CCSS SL.3.1, SL.3.2, SL.3.3, L.3.1, L.3.3; NGSS 3-ESS3-1

ELP 1-2: Answer choice questions using L1 and/or single words with pictures and gestures.

ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.

Reading Read excerpts closely and identify main idea and key details about the water cycle. WIDA ELD 2 and 4; CCSS RI.3.1, RL.3.1, RL.3.2, RI.3.2, RF.3.4; NGSS 3-ESS3-1

Writing Explain the water cycle process using labeled diagrams and word wall. WIDA ELD 1, 2 and 4; CCSS L.3.1, L.3.3, L.3.6 W.3.2; NGSS 3-ESS3-1

ELP 1-2: Use L1 and/or single words from word/picture wall

ELP 3-4: Use simple and complex sentences with content-related vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: conserve, leaky faucets, dump, tons, waste, chemicals, pollute L.3.4, L.3.6</p> <p>Additional Vocabulary for ELP 1-2: recycle, harmful, Additional Vocabulary for ELP 3-4: creatures, spoils</p> <p>Key language forms and conventions: Verbs (past tense and future tenses), transitional words L.3.1</p>	
<p><i>Writing</i> SWBAT write ways that they could have saved water based on their monitoring of water usage. W.3.8</p> <p><i>Listening</i> SWBAT listen to their peers and identify similar ideas. SWBAT listen to a read aloud and compare and contrast ways to conserve water. RI.3.7</p> <p><i>Speaking/Listening</i> SWBAT consult and share ideas with other students. SL.3.1 SWBAT answer questions during and after listening to a read aloud. SL.3.1, SL.3.2 SWBAT use key vocabulary. L.3.4</p> <p>Activate Prior Knowledge Refer to the project where students monitored their use of water in lesson 2. In small groups, discuss ways that they could save/conserve water and list on their chart. Have each group give one answer. Other groups listen and check off their list if they have that idea. Then only offer new ideas. Teacher will compile a class list.</p> <p>Building Background: Read aloud chapter from Heroes of the Environment. With a partner, discuss how that person conserved water or encouraged others to do so. Compare class list to the “hero’s” list.</p>	<p>Did you use water wisely? How could you have conserved water?</p> <p>What did the hero do to save/conserve water? Which of these ideas can you do?</p>

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Reading

SWBAT answer questions by referring explicitly to readings throughout the unit **RI.3.1**

SWBAT read new vocabulary and clarify meaning. **RI.3.4**

SWBAT ask and answer questions about the text and identify main idea and details **RI.3.1, RI.3.3**

SWBAT to determine author's reason for writing the book. **RI.3.6**

Listening and Speaking

SWBAT discuss what will happen if we do not conserve water using future and past tense verbs **SL.3.1, L.3.1**

SWBAT discuss what they can do conserve water themselves and how they can encourage others to conserve others. **SL.3.1**

Differentiate for ELP 1-2:

- Use primary language to clarify meaning
- Use illustrations
- Model sentences
- Repeat patterned sentences
- Word walls in L1 and L2

Differentiate for ELP 3-4:

- Word wall
- Sentence starters

Interacting with Text

Group students according to lexile level. Have students read excerpts from the various appropriately-leveled texts and answer questions by using [Reciprocal teaching](#) cooperative learning strategy. [Jigsaw](#) students into mixed groups and have them present their findings to each other.

Choose juicy sentences from each text to deconstruct and identify the transitional phrases which increase the complexity, the language forms and conventions and key vocabulary. E.g.:

Because we have such a small supply of fresh water, and because the number of people who use it keeps growing, we must learn to use it wisely.

What does the author mean when he says we have such a small supply of water?

What is the text about?

What message is the author trying to tell us or convey?

Find parts of the text to support your answer.

Which parts of the sentence are the causes and what is the effect? What should we do?

What does "wisely" mean?

What is "fresh water?"

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<p><i>Writing</i> SWBAT use key vocabulary, transitional words, facts, and details to encourage others to conserve water. W.3.2, W.3.1, L.3.1.W.3.7</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Provide model/template • Use outline • Use L1 • Word wall with pictures <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none"> • Provide model • Word wall • Sentence starters <p>Extending Understanding Write an essay, create a poster or a PSA and include the following points:</p> <ol style="list-style-type: none"> 1. Introduction: Explain the importance of water in the environment 2. Facts: Provide examples of how our water supply is endangered 3. Details: Why do we need to conserve water and keep our waters clean? <ul style="list-style-type: none"> • List 3 to 5 ways to conserve water. • List 3 to 5 ways to help maintain our waters clean 4. Details: Recognize wasteful uses of water in their own environments 5. Conclusion: Personal opinion on the topic <p>Refer to the readings discussed throughout the unit when writing. Teacher must guide and monitor students through the 5 Steps in the Writing Process 1. <i>Pre-writing</i> 2. <i>Drafting</i> 3. <i>Revising</i> 4. <i>Editing</i> 5. <i>Publishing</i></p>	

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Formative Assessment: Students choose how to make a Call to Action. Cite examples from text (see above). **RI.3.9, W.3.7**

ELP 1-2: Decide on format. Use sentence frames, pictures, word wall, L1, and diagram to identify reasons to conserve water. Teacher will supply guidance throughout process.

ELP 3-4: Decide on format. Word wall, template, and partner. The culminating product should include complete simple and some complex sentences in multiple paragraphs.

Checklist #1 for: SPLASH

Date:

Name	Linguistic Complexity				Language Forms and Conventions				Vocabulary usage			
	1	2	3	4	1	2	3	4	1	2	3	4
	Answers choice questions about main idea		Answers questions about main idea in simple and/or complex sentences		Short utterances; recognizes nouns		Subject-verb agreement; use of tenses		Common vocabulary		Content-related vocabulary: environment, fresh/salt water	

Typical water use at home

Bath	A full tub is about 36 gallons.
Shower	2-2.5 gallons per minute. Old shower heads use as much as 4 gallons per minute.
Teeth brushing	<1 gallon, especially if water is turned off while brushing. Newer bath faucets use about 1 gallon per minute, whereas older models use over 2 gallons.
Hands/face washing	1 gallon
Face/leg shaving	1 gallon
Dishwasher	20 gallons/load, depending of efficiency of dishwasher
Dishwashing by hand:	4 gallons/minute for old faucets. Newer kitchen faucets use about 1-2 gallons per minutes.
Clothes washer	25 gallons/load for newer washers. Older models use about 40 gallons per load.
Toilet flush	3 gallons for older models. Most all new toilets use 1.2-1.6 gallons per flush.
Glasses of water drunk	8 oz. per glass
Outdoor	2 gallons per minute

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watering	

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	Day One	Day Two
Brushed teeth		
Flushed toilet		
Washed dishes (hand)		
Dishwasher		
Laundry		
Shower or bath		
Washed hands		
Drank water		
Other		

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Water Cycle Song

Lyrics © 2006 by Kim Estes, Ochoa Middle School, Pasco School District

Tune: Are You Sleeping Classroom Educational Use Only (Add gestures)

Water Cycle, Water Cycle

It's a circle, it's a circle

Evaporation can be first

When liquid turns to gas

It goes up

To the air

Water Cycle, Water Cycle

It's a circle, it's a circle

Condensation's next

When gas turns into liquid

It forms a cloud

Or fogs up glass

Water Cycle, Water Cycle

It's a circle, it's a circle

Precipitation's next

When clouds are way too heavy

Rain falls down

To the ground

Water Cycle, Water Cycle

It's a circle, it's a circle

Runoff from the soaked land

Collects in lakes or aquifers

Or into the ocean

The water flows

Water Cycle, Water Cycle

It's a circle, it's a circle

Repetitive, continual,

Our water is recycled

It's so old

The water's old

Hands-on activity Lesson #3 adapted from <http://learning-in-action.williams.edu/opportunities/elementary-outreach/science-lessons/3rd-grade-weather-unit/>

Activity:

1. Explain that the process by which water moves and is changed is called the **water cycle**. Write the words **water cycle** on the word wall. Demonstrate the water cycle by boiling water in a glass beaker on a hot plate. Ask students to **observe** with their eyes and ears what happens to the water. Have students turn to a partner to say what they see and hear and then record their observations in their science journals. Answer the question: What makes the water evaporate or boil?

*Teacher Explanation: When the water boils, it **transforms** into steam. Steam is the gaseous form of water, which has more heat energy than liquid water. Gas is less heavy than liquid, so it rises. The process by which water changes into steam is called **evaporation**.*

2. Hold a metal pan with ice cubes above the boiling water and ask students what they think will happen, turn and tell a partner. Then, watch what happens to the bottom of the pan. Why do water droplets collect on the bottom of the pan? Why does the steam turn back into a liquid on the metal plate?

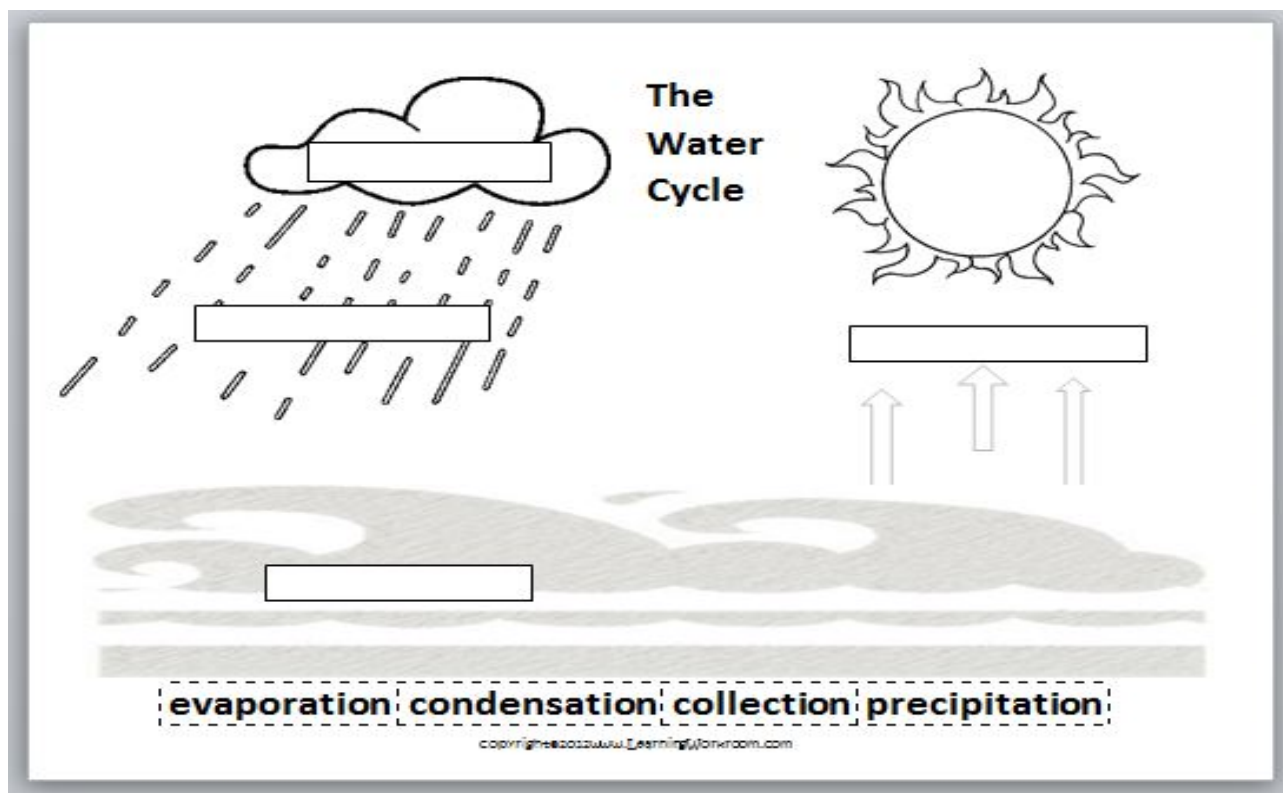
*Teacher Explanation: Ice is the solid form of water, and it cools down the pan. When steam hits the pan, it cools down and loses heat, and it becomes a liquid in the form of water droplets. The process by which steam cools to become water is called **condensation**.*

3. When the water starts to fall off the pan and back down into the beaker, explain that this is called **precipitation**. Precipitation happens when water droplets become heavy and fall due to gravity. Draw a diagram of this model on the board and label the key parts and processes. Find copy of Bill Nye Water Cycle, one URL is: (<https://www.youtube.com/watch?v=L6OeAY804MA>) and watch segment from 1:50 - 3:35 to explain the water cycle. Explain that when water pools together such as in ponds and lakes, this is called **collection or storage**.

4. Ask students where else they have observed precipitation. Guide them to think of examples like rain or snow outside. Explain to students that rain is a form of precipitation. Ask students where rain comes from. Using the model of the water cycle, ask students to think about where the water from the sky is coming from. Review evaporation. Water evaporates into the air and condenses to form clouds. Ask students to brainstorm sources of water for evaporation, such as rivers, lakes, and oceans. Turn and tell your partner.

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5. Use the color copies of the water cycle or Smartboard depiction to discuss the water cycle in detail. In small mixed ELP levels, ask students to describe the steps of the water cycle in their own words. Then have students complete the diagram on the “Can You Identify the Steps of the Water Cycle?” worksheet.



Using the word bank, label each step in the water cycle.

Evaporation: water changes from a liquid to a gas; occurs more rapidly at warmer temperatures

Condensation: water changes from a gas to a liquid; occurs when water vapor gets cold

Precipitation: water falling to the earth in the form of rain, hail, mist, sleet, or snow

Collection: water that falls as precipitation comes together in bodies of water such as oceans, rivers, lakes, and streams, or underground

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GRADE THREE UNIT 5 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Recognize importance of water in our lives. Vocabulary: water cycle, water conservation, precipitation, scarce, drought, resource, drinkable, amount, available, excerpt, environment, waste, survival, faucet/tap	Explain the Water Cycle process. Identify ways to conserve water.	Determine the meaning of words and phrases as they are used in a text.	Kinsella protocol Use a bilingual dictionary/glossary Visuals, videos, illustrations	Identify main idea and details. Cite evidence from the text. Mini-research of topic and write a 2-3 paragraph summary or create a poster or create a PSA	Write informative texts to examine a topic and convey ideas, concepts, and information.	Engage effectively in a range of collaborative discussions Make oral reports	Present progressive, future and past tense verbs Transitional phrases for cause/ effect, sequence and compare/ contrast First person singular/plural I/we	Clarification Summarizing Predicting Questioning Visualizing Use text features

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Grade Level 4 Unit 2 Overview

Content Area: English Language Arts /English as a Second Language

Unit Title: The American Frontier: Molding Our History

Unit Overview:

This unit includes fiction and nonfiction selections about the American Frontier and Cowboys. The students will learn what life was like on the frontier long ago and their challenges. They will also learn how the past can influence the present.

Students learn reading strategies such as Summarizing and Taking Notes. Students will demonstrate their understanding of the readings by completing listening, speaking, reading and writing activities related to the theme of this unit. As a project to practice listening and speaking skills, students will be able to describe how the western frontier is different from or similar to the area in which they live, tell how their daily activities, such as going to school and doing chores, might be different if they lived on the frontier 150 years ago, and suggest adjectives that could be used to describe the kind of people who left their homes to make new ones on the frontier. In addition, students comprehend what was read by citing evidence from the text. They will also practice summarizing, writing responses and expository writing. After each reading, students will learn a skill that will help them write a summary paragraph. At the end of the unit, students will use these skills to help them write a summary paragraph about cowboys and the frontier.

NOTE: Differentiation strategies are grouped by language proficiency levels ELP 1-2 and ELP 3-4 during the activities within this unit to avoid rigidly tagging specific strategies to specific ELP levels. Learning an additional language is a dynamic process and students should always be exposed to tasks which will stretch their abilities.

Guiding Questions and Enduring Understandings

- What language do students need in order to demonstrate comprehension and engage in the topic of the American Frontier and cowboys?
- Listening, speaking, reading, and writing about how the life on the frontier requires specific academic language.
- The frontier refers to land west of the original 13 colonies in the 1700s and 1800s. The men and women who pushed westward across America wanted to use the rich soil of these lands to build new lives for the families.
- Theme Question: What was life like in the past and why should we learn about it?

Key Vocabulary: pride, objects, valuable, memories, treasures, roam, aware, reject, trade, frontiersman, explorers, log cabin, compass, constitution, enforce, patriotism, political, republic, siege, cowboy

Key Skills and Strategies:

Summarize, identify main idea and details, note-taking, academic vocabulary and language, and purpose for writing

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Performance Task: What was life like in the past and why should we learn about it? Choose one task from each column.		
Writing	Oral	Visual/Active
<p align="center"><u>Song</u></p> <p>Write a song about frontier life. Use a tune you like or create a new tune. Write words to tell about frontier life.</p>	<p align="center"><u>Oral Report</u></p> <p>Deliver an oral report to your classmates. Tell what you learned about frontier life.</p>	<p align="center"><u>Pantomime</u></p> <p>Reread the song about life on the frontier. Act out the song.</p>
<p align="center"><u>Dedication Program</u></p> <p>Create an imaginary character who lived on the frontier. Imagine a building will be named for that person. Write a program that describes the dedication ceremony.</p>	<p align="center"><u>Tall Tale</u></p> <p>A tall tale stretches the facts about a person until he or she seems bigger and better than in real life. Tell your own tall tale about a person who lived on the frontier.</p>	<p align="center"><u>History Cards</u></p> <p>Research what life was like on the frontier. Create a pack of illustrated cards that show scenes from everyday life.</p>
<p align="center"><u>History Article</u></p> <p>Choose an individual or event from the frontier era. Research and write a short article. Answer the 5W questions in your article.</p>	<p align="center"><u>Board Game</u></p> <p>Create a game called <i>Life On The Frontier</i>. Use slides for events that hurt the settlers and ladders for events that helped. Teach a group of children to play your game.</p>	<p align="center"><u>Park Design</u></p> <p>Design a frontier-life historical park. Think about what kinds of buildings and exhibits you would include. Create a map or model for the park.</p>

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CCSS Assessed in this unit
Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading Informational
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Writing
W.4.2 a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2 b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2 e Provide a concluding statement or section related to the information or explanation presented.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Language
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic. (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation)
Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
WIDA ELD Standards
<i>Standard 1:</i> English language learners communicate for Social and Instructional purposes within the school setting.
<i>Standard 2:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .
<i>Standard 4:</i> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .
<i>Standard 5:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .
Interdisciplinary Connections
Social Studies, Technology and Science
NJCCCS- 6.1 U.S. History: America in the World: 6.1.4.D.12 The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
NJCCCS Technology Standard. 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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Next Gen. Science Standards 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Central Texts		Lexile level Gr. 4-5 770-980	Rationale
<u>Song</u> - <i>Life on the Frontier</i> by Rachel Marie Lee This song is about a family and their experiences on the frontier. It gives a detailed description of what life was like in the past and why we should learn about it in the present.		710	<i>Some lexile levels will be higher due to the content, which is typically taught in a 4th grade social studies class. Multiple viewings and readings of texts are necessary. Challenging text should be read aloud first by the teacher, and excerpts re-read for close reading examination and understanding.</i>
<i>A Line in the Sand</i> by Sherri Garland		960	
Rediscovering America: The Real American Cowboy Video by Discovery Channel		955	
Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairies		970	
<i>Pecos Bill: The Greatest Cowboy of All Time</i> by Stephen Kellogg		770	
The Cowboy Era informational articles		various	
Lessons	Title	Overview	Assessment
Lesson 1	<u>Song</u> - <i>Life on the Frontier</i> by Rachel Marie Lee	<u>Song</u> -About lives on the frontier	Summary Writing
Lesson 2	Rediscovering America: The Real American Cowboy Video by Discovery Channel	Social Studies –Informational Video How the real American cowboy led a tough and lonely life on the American plains.	Video Review
Lesson 3	<i>A Line in the Sand</i> by Sherri Garland	Historical Fiction	Expository
Lesson 4	Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairies	Science - online article about saving prairie grass	Multiple Choice PARRC-like questions
Lesson 5	<i>Pecos Bill: The Greatest Cowboy of All Time</i> by James Cloyd Bowman	Tall Tale	Constructed Response Question/Presentation
Lesson 6	The Cowboy Era	Social Studies – Nonfiction Informational Articles	Writing a Tall Tale
Curriculum Development Resources			

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Common Core Standards www.corestandards.org

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standardswww.13.state.nj.us/NJCCCS/Technologytoolbox

Understanding Language www.ell.stanford.edu

Engage NY www.engageny.org

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Lesson Plan #1

Lesson Overview:

Song - *Life on the Frontier* is a song about a family and their experiences on the frontier. It gives a detailed description of what life was like in the past and why we should learn about it in the present.

Lesson Title: Life on the Frontier

Timeframe: 2-3 days, 45 minutes per session

Guided Question: What was life like in the past and why should we learn about it?

Lesson Components

Central texts: *Life on the Frontier* by Rachel Marie Lee – Song. Sung to the tune of “Yankee Doodle Dandy”

Interdisciplinary Connections: Social Studies and Music

Integration of Technology: Digital player

Equipment needed: Audio Equipment

http://www.pearsonlongman.com/ae/download/shiningstar/graphic_organizers_6_10.pdf

WIDA Performance Indicators

Listening & Speaking: After listening to the song, *Life on the Frontier* by Rachel Marie Lee, answer questions about the text using a word wall and partner. **WIDA ELD 1 and 5; CCCS SL.4.1**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or some complex sentences with few grammatical errors and some content-based vocabulary.

Reading: Use guided reading to read and summarize the text. **WIDA ELD 2; CCSS RL.4.1, RL.4.2, RL.4.3**

Writing: Complete the main idea and details chart **WIDA ELD 2 and 5; CCSS W.4.2**

ELP 1-2: Use L1, drawings and single words to complete main idea and details chart.

ELP 3-4: Use simple or some complex sentences when answering questions.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary for ALL: frontier, pioneer, dwell, dawn, chores, jig, aware, reject, lyrics, poetry L. 4.6</p> <p>Additional vocabulary for ELP 1-2: memories, poetry, treasures, objects</p> <p>Additional vocabulary for ELP 3-4: pride, valuable, roam</p> <p>Key language forms and conventions: Figurative language, poetic forms – ballad, stanza, haiku, free verse L. 4.1</p>	
<p>Speaking/Listening SWBAT participate in class discussion about the photographs of frontier life and the people who were important from the past. SL. 4.1, SL. 4.2</p> <p>Writing SWBAT participate in the completion of a 5W Chart to help them summarize the event in past. W. 4.2a, W. 4.2b, W. 4.2e</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • L1 support orally when necessary • Sentence frames, Word wall • Work with a Partner of higher ELP • Drawings and/or diagrams vs. words • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use complete or complex sentences when answering 5W Chart. • Use detail and descriptive words in their responses. <p>Preparing the Learner: Activate Prior Knowledge: Think about an important event in your life. Complete a 5 W Chart to help them summarize the event in their past (Who? What? Where? When? Why?).</p> <p>Build Background: Show photographs that demonstrate the variety of themes in frontier life and the people who were important from the past. Most songs and stories about the past document an</p>	<p>What was life like in the past? Why should we learn about it? What object do you treasure the most? What memories are important to you? Where do you keep your most valuable treasures?</p>

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important event that affected the people's lives.	
<p>Speaking/Listening SWBAT listen to and chorally read vocabulary for the pronunciation of each key vocabulary word. SL. 4.1 SWBAT participate in "conversations" about the picture collages. SL. 4.1, SL. 4.2</p> <p>Writing <i>Students will work in mixed ELP groups/partners</i> SWBAT create sentences using key vocabulary with partners. W. 4.2a SWBAT create a Collage from pictures cut out of magazines W. 4.2a SWBAT complete a vocabulary word web. W. 4.2a, W. 4.2b, W. 4.2e</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Read the key vocabulary words and sentences aloud. • Have students work with partners to make a key word collage from pictures cut out of magazines. Display the collages in class. Use them to review the key words. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Work in groups to discuss connections between the photos and the key words. Then have them write a caption for each photo using at least one key word in each. • Have students write their own context sentences using the words. <p>Interacting with Text Key Vocabulary: Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the student's chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Define the word for the students, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures or cut pictures out of magazines (collages) for each word and should work in pairs or small groups. Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner to complete the empty web by providing synonyms, antonyms, definition, and picture and sample sentence with each word.</p>	<p>Review the key words by having students discuss short answers to the following questions: What object do you treasure the most? What memories are important to you? Where do you keep your most valuable treasures?</p>
<p>Speaking/Listening SWBAT listen to read aloud and sing the song aloud. SL. 4.1</p>	

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<p>SWBAT participate in “conversations” about the text. Poetic Forms: ballad, stanza, haiku, free verse. SL. 4.2</p> <p>Reading SWBAT chorally read the key vocabulary and key parts of the texts RL. 4.1, RL. 4.2, RL. 4.3</p> <p>Writing SWBAT complete a main idea and details chart to record their ideas and summarize the key points. W. 4.2a, W. 4.2b, W. 4.2e</p> <p><u>Song: <i>Life on the Frontier</i> by Rachel Marie Lee (Read Aloud)</u> <u>Reading Strategy – Summarizing</u></p> <ul style="list-style-type: none"> • Text type: Song/Ballad Literary Elements: Story • Read and then sing, <i>Life on the Frontier</i> by Rachel Marie Lee. • Students will use a main idea and details chart to record their observations as they read the words of the song. • Summarize the key points, including the most important ideas and details. <ul style="list-style-type: none"> ▪ What is this song about? ▪ In your words, summarize the song. 	
<p>Speaking/Listening SWBAT discuss the text with others including key points, main Ideas and supporting details. SL. 4.1, SL. 4.2</p> <p>Writing SWBAT respond to discussion questions. W. 4.2a, W. 4.2b, W. 4.2e, W.4.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language. • Use graphic organizer or template. • Refer to models. • Highlighted/bold-faced words within text. • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p>	

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<ul style="list-style-type: none"> • Use the graphic organizer. • Work with a partner. <p>Extending Understanding</p> <ul style="list-style-type: none"> • Class Discussion: Songs and poetry tell a story. Review the key points that students picked up in the song. Explain the meaning of ballad and how it is a narrative poem, often of folk origin and intended to be sung, consisting of simple stanzas and usually having a refrain. <ul style="list-style-type: none"> ○ Why do people write songs and stories about the past? ○ What key point comes up again and again in the song? ○ Have students discuss the purpose of the title <i>Life on the Frontier</i>. Then have them recommend an alternative title. 	<ul style="list-style-type: none"> • What is the author’s purpose for writing this song? • What information does the narrator give you that helps you understand how he or she feels?
<p>Formative Assessment RL. 4.1, RL. 4.2, RL. 4.3, RL. 4.5, RL. 4.7, W. 4.2a, W. 4.2b, W. 4.2e, W.4.4, W.4.9</p> <ul style="list-style-type: none"> • Read the ballad “Cowboy Blues”. It describes the trials of life on the range as a cowboy. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 60%;"> <p style="text-align: center;">Cowboy Blues</p> <p>Don’t you think for a moment That I don’t get lonely, But I have to pay the rent. I have to drive the cattle steadily. Don’t you think it at all, That my feelings don’t get low. I want so bad to call My mom, my sis, my favorite dog, Bo. Don’t you think it, don’t say it. A cowboy’s life is tough I want to talk, laugh, and sit! Driving these cattle is everything rough. Not the open land, not the horses, not the sky, Not the cook’s famous chili, not fresh air, not the trees Stop the occasional tear from falling out my eye, And traveling down to my knees.</p> </div>	

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Because a ballad tells a story, it welcomes literary elements like characterization, setting, and plot. While these elements are not as well developed as they might be in a short story, they are clearer than in other forms of poetry, such as the haiku.

- What might the setting for “Cowboy Blues” be? Explain.
- What are some characteristics of the cowboy in this poem?

Summarize in a paragraph the poem. Describe in your own words how the speaker feels.

ELP 1-2: Use L1, bilingual dictionary and/or single words in graphic organizer and/or pictures or gestures working with guidance from the teacher or a peer.

ELP 3-4: Explain in simple sentences with emerging complexity using a word wall and sentence starters.

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Lesson Plan #2

Lesson Overview: Social Studies –Informational Video. Rediscovering America: The Real American Cowboy Video by Discovery Channel
Learn how the real American cowboy led a tough and lonely life on the American plains.

Lesson Title: Cowboys

Timeframe: 1 week , 45 minutes per session

Guiding Question: How was the life of an American Cowboy?

Lesson Components

Central texts: Rediscovering America: The Real American Cowboy Video &Text of the song “Whoopie Ti-Yi-Yo”

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, Audio Equipment

Equipment needed: Rediscovering America: The Real American Cowboy Video by Discovery Channel. Learn how the real American cowboy led a tough and lonely life on the American plains. Computer

WIDA Performance Indicators

Listening & Speaking: After watching the video on the real American cowboy, answer questions about the text using a word wall and partner.
WIDA ELD 1, 2 and 5; CCSS SL.4.1

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or some complex sentences with various content-based vocabulary.

Reading: Decode and comprehend the song “Whoopie Ti-Yi-Yo” by answering discussion questions orally. **WIDA ELD 2; CCSS RI.4.1, RI.4.2**

ELP 1-2: Identify key vocabulary words and answer choice questions (yes/no; either/or; multiple choice).

ELP 3-4: Answer questions in simple sentences with emerging complexity using word wall and sentence starters.

Writing: Describe a time when they told a story to others. **WIDA ELD 1, 2 and 5; CCSS W.4.2b**

ELP 1-2: Use L1, drawings and single words. May use sentence starters.

ELP 3-4: Use simple or complex sentences with content vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: ranchers, drover, lariat, legend, livestock, occupation, rawhide, stampedes, stirrups, roping L. 4.6</p> <p>Additional vocabulary for ELP 1-2: drives rodeo, climate</p> <p>Additional vocabulary for ELP 3-4: mythic, ruffian, buckaroo, etiquette</p> <p>Key language forms and conventions</p> <p>Present Participles, irregular verbs, subject verb agreement, transitional phrases for: cause/effect, sequence/chronological Order L.4.1</p>	
<p>Speaking/Listening</p> <p>SWBAT participate in a brainstorming activity about events where they have entertained one another or others with poems, stories or songs. SL.4.1</p> <p>Preparing the Learner: Activate Prior Knowledge</p> <p>After a hard day on the range, cowboys of the Old West would sit around the campfire at night and entertain one another with poems, tall tales known as “windies,” or just plain good old stories.</p> <p><u>Brainstorm:</u> Elicit from students any situations in which they themselves have sat around, usually in the outdoors, with friends or relatives and entertained one another with poems, songs, and stories.</p> <p>Build Background:</p> <p>Oral literature tends to be poetry and lyrics because those forms are easier to memorize than prose. The original American cowboys, like other inventors of oral literature, couldn’t carry heavy books with them; furthermore, some early cowboys, like other creators of oral literature, might have been illiterate—and forced to memorize songs and poems rather than write them down.</p>	
<p>Speaking/Listening</p> <p>SWBAT listen to a read aloud on the song while following the text and answer questions posed at key points in the text. SL.4.2</p> <p>SWBAT discuss a text with others. (Poetic Forms-ballad, stanza, haiku, free verse) SL.4.1</p> <p>Reading</p> <p>SWBAT chorally read the key vocabulary and key parts of the song/ballad. RL.4.1, RL.4.2, RL.4.3, RL.4.4</p> <p>Speaking/Listening</p>	<p>Ask students what they might deduce about cowboys from this one song.</p>

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<p>SWBAT discuss the key points and cause and effect found in the text with others. SL.4.1 SWBAT respond to discussion questions. SL.4.4</p> <p>Share the words to the following song with students. (<i>Cowpuncher</i> is just another name for “cowboy”; <i>dogie</i> means “a motherless calf on the range” and is pronounced with the long <i>o</i> sound; <i>cholla</i>, pronounced “choya,” is Spanish for “cactus.”)</p> <p>Read aloud the text and listen to the Song “Whoopee Ti-Yi-Yo” SEE END OF LESSON FOR SONG</p>	<p>Why was the cook so important to the cowboy’s work? What are the historical roots of the American cowboy? Discuss the significance of calling the cowboy a myth. How was your idea of the cowboy’s work different from that described in the song “Whoopee Ti-Yi-Yo”?</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat the vocabulary for the pronunciation of each key vocabulary word. SL.4.1, SL.4.4</p> <p>Writing SWBAT create sentences using key vocabulary with partners. W.4.2b, W.4.2e</p> <p>Differentiate for ELP 1 & 2: Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures, if needed.</p> <p>Differentiate for ELP 3 & 4: Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence.</p> <p>Interacting with Text (Video) : <u>Key Vocabulary</u>(Before Viewing Video) Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Define the word for the students, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and should work in pairs or small groups.</p>	
<p>Speaking/Listening SWBAT view video and discuss with others: main Ideas and supporting details, chronological order, cause and effect, and presenting both sides of a conflict. SL.4.2 SWBAT complete Story Map including literary elements of a story. SL.4.4</p>	

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<p>Writing</p> <p>SWBAT summarize the video using topics and vocabulary discussed in class. W.4.2.b</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Note-Taking: with use of sentence frames. • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use of graphic organizer • Note-Taking <p><u>View Full Video:</u></p> <p><i>The Real American Cowboy</i> Discovery Education, 1997. Full Video. http://app.discoveryeducation.com/player/view/assetGuid/516E7874-C9A2-4735-A2B9-524CA9B084B4</p> <ul style="list-style-type: none"> • Complete of Story Map <p><u>Strategy – Summarizing</u></p> <p>In small groups, give students time to discuss characteristics of cowboys that they uncover from viewing the video—old or new. Have them comment on what the song and video suggest about the following: home, independence, education, talent, skills, attitude toward others.</p>	<p>Who were the main characters in the video? Explain their traits and characteristics.</p> <p>What scene best describes the life of a cowboy? What does the video suggest about the following: home, independence, education, talent, skills, attitude toward others?</p>
<p>Writing:</p> <p>SWBAT compose a narrative story about a time when they had an opportunity to share a story with someone else or entertain a group of people. W.4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Use sentence frames. • Refer to models. • Work with a partner. • Use a word wall and cognates 	<ul style="list-style-type: none"> • Who are the characters? • Where? When? • Plot?

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<p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use the graphic organizer. • Work with a partner. <p>Extending Understanding</p> <ul style="list-style-type: none"> • Story map of video 	<ul style="list-style-type: none"> • Conflict? • Climax? • Theme? • Resolution? <p>Find the sentences that support your answer</p>
<p>Formative Assessment</p> <p>Cowboy poetry/songs are as old as cowboys themselves! For lack of better things to do after a hard day on the range, cowboys of the Old West would sit around the camp fire at night and entertain one another with poems, tall tales known as “windies,” or just plain good old stories.</p> <p><u>Writing:</u> W.4.2a-b, W.4.5, W.4.9</p> <p>Elicit from students any situations in which they themselves have sat around, usually in the outdoors, with friends or relatives and entertained one another with poems, songs, and stories. (Sharing of oral literature is often a part of camping out and long car trips.) Write a story of a time when they themselves have had an opportunity to share a story with someone else or entertain a group of people.</p> <p>Revise and edit.</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Complete a cloze paragraph using a word bank. <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Bilingual dictionary whenever necessary. • Write a paragraph using a word bank and sentence frames. • Consult a list of transitional words/phrases. 	
<p>SONG</p> <p><i>As I was a-walkin’ one mornin’ for pleasure, I spied a cowpuncher a-lopin’ along. His hat was throwed back and his spurs was a-jinglin’ And as he approached he was singin’ this song:</i></p> <p>Chorus</p> <p><i>Whoopee ti-yi-yo, git along little dogies,</i></p>	

*For you know that Wyoming'll be your new home.
Whoopee ti-yi-yo, git along little dogies,
For you know that Wyoming'll be your new home.*

*It's early in spring that we round up the dogies.
We mark them and brand them and bob off their tails.
We round up the horses, load up the chuckwagon,
And then throw the dogies up on the long trail.*

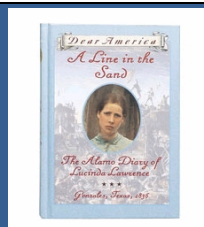
Chorus

*Your mother was raised away down in Texas,
Where the jimson weed and sandburs grow.
Now we'll fill you up on prickly pear and cholla,
Till you are all ready for the trail to Idaho.*

Chorus

*Oh, you'll be soup for Uncle Sam's Injuns,
"It's beef, heap beef!" I hear them cry.
Git along, git along, git along little dogies;
You'll be beef steers by and by.*

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Lesson Plan #3

Lesson Overview: Historical Fiction- *A Line in the Sand* by Sherri Garland is a fictional diary of a thirteen year old girl, Lucinda Lawrence. She lived with her mother, father, and older brother, Willis, in Gonzales, Texas, in 1835. Lucinda is not a real person, but her journal entries contain factual information about Texas in 1835.

Lesson Title: *A Line in the Sand* by Sherri Garland

Timeframe: 1 week , 45 minutes per session

Guided Question: What was it like to grow up on the frontier at this time in history?

Lesson Components

Central Texts: *A Line in the Sand* by Sherri Garland – Historical Fiction (Diary entries)

Interdisciplinary Connections: Social Studies

Integration of Technology: Audio CD, Pictures from Internet

Equipment needed: Audio Equipment, Internet, Computer

WIDA Performance Indicators

Listening & Speaking: After listening to the read aloud with pictures and illustrations, answer questions about the text using a word wall and partner. **WIDA ELD 1, 2 and 5; CCSS SL.4.1, SL.4.2, SL.4.4**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or complete sentences with some content based vocabulary.

Reading: Use guided reading to read the text. **WIDA ELD 2; CCSS RI.4.1, RI.4.2, RI.4.3**

Writing: Expository **WIDA ELD 2 and 5; CCSS W.4.2a, W.4.2b, W.4.2e, W.4.3, W.4.5**

Topic: Think about your life today and life in the 1800s. Do you think life today is easier than life on the frontier long ago? Cite evidence from the text.

ELP 1-2: Use L1, drawings and single words to answer questions. May use sentence starters.

ELP 3-4: Use simple sentences with emerging complexity and some content based vocabulary to answer questions.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: hub, gallery, urge, democratic, constitution, agitators, <i>turn my back, all fired up</i>, twenty nigh, fertile, looms, prairie L. 4.6</p> <p>Additional vocabulary for ELP 1-2: party, twenty, fool, majority</p> <p>Additional vocabulary for ELP 3-4., enforce, patriotism, political, republic, siege, slick</p> <p>Key language forms and conventions: Transitional phrases for cause/effect, sequence, making Inferences, idiomatic expressions; comparative and superlative adjectives L. 4.1</p>	
<p>Reading</p> <ul style="list-style-type: none"> Students will read and keep a journal about the early 1800s and the Pony Express. R. 4.1, R. 4.2, R.4.3, R. 4.4 <p>Writing Work with a partner.</p> <ul style="list-style-type: none"> Students will complete a KWL chart about the “Pony Express”. W. 4.2a Students will create a Class Timeline that shows important events in the history of the Pony Express. W. 4.2b <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> Use native language graphic organizer or template. Use Drawings, Pictures and/or diagrams vs. words Note-Taking: with use of sentence frames Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> Use of graphic organizer (Timeline) Note-Taking Use complete or complex sentences when answering <p>Preparing the Learner: Activate Prior Knowledge. Discuss how we send messages today (mail, email, text). Elicit from students the speed of sending messages today.</p> <p>Introduce the KWL Chart: “Pony Express.” In the early 1800s, it was a luxury to receive a letter on the frontier. It took about twenty-five days for a Pony Express rider to take a letter from Missouri to</p>	<p>How do we send messages today? How quickly do people receive these messages? How do you think people used to send messages in the days before computers? What do you know about the Pony Express? (The facts)</p> <p>What do you want to know about the Pony Express? (The questions)</p> <p>After they finish reading and doing research on the Pony Express (Internet,</p>

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<p>California. Based on notes provided by the teacher and previous instruction on the historical time and working in small groups, have students complete what they Know about the Pony Express? (The facts) What they want to know about the Pony Express? (The questions) After they finish reading and doing research on the Pony Express (Internet, Library, Resources) they will complete with their group what they learned in the third column of the chart.</p> <p>Build Background: Working as a whole class, create a timeline that shows important events in the history of the Pony Express.</p>	<p>Library, Resources) they will answer: What did you learn about the Pony Express?</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word.</p> <p>SL.4.2 Differentiate for ELP 1 & 2:</p> <ul style="list-style-type: none"> Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures if needed. <p>Differentiate for ELP 3 & 4:</p> <ul style="list-style-type: none"> Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. Use a prompt so students use the word in context. <p>Writing SWBAT create sentences using key vocabulary with partners. W.4.2a SWBAT complete a vocabulary word web. W.4.2a , W.4.2b, W.4.9</p> <p>Interacting with Text: <u>Key Vocabulary:</u> Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Provide a student-friendly definition for the word, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and use the prompt to use the word in context in pairs or small groups.</p> <p>Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner</p>	

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<p>to complete the empty web by providing synonyms, antonyms, definition, picture and sample sentence with each word.</p>	
<p>Speaking/Listening SWBAT listen to read aloud and answer discussion questions posed at key points in the text about characters, setting, cause and effect, and conflict. SL.4.1 SWBAT participate in “conversations” about the text type (Diary) and refer to pictures in text for discussion. SL.4.1 , SL.4.4</p> <p>Writing SWBAT complete Cornell Note-Taking including important facts, dates and events in the text. W.4.2a, W.4.b, W.4.2e Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • The teacher will list the headings on the board for the students to use in their work. • Use pictures in the story to help look for clues to figure out the setting of the story. • List their ideas under the appropriate categories on the board. • Have students take turns reading the clues and describing the setting with a partner and L1, if needed. • Use of Graphic Organizers <p>Differentiate for ELP 3-4</p> <ul style="list-style-type: none"> • Use of Graphic Organizers • Think-Pair-Share or Turn and Talk <p>Interacting with Text <u>Text: <i>A Line in the Sand</i> by Sherri Garland (Read Aloud by teacher)</u> <u>Reading Strategy – Taking Notes</u> Model taking notes: Arrange students in groups to take notes on the characters. Model the process on the board by making a two-column chart. In the left column list the characters mentioned on a page of the diary. In the right column, across from each character’s name, list three to six phrases to record how that character feels. <u>Text Analysis/Close Read</u> Cornell Note-taking: As they read, <i>A Line in the Sand</i> by Sherri Garland, they will take notes about the important facts in the text. Note the important dates and events in their notebook. They will also</p>	<p>How does the story’s setting have an effect on how the characters act and feel?</p> <p>How might the war in Texas affect them?</p>

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<p>annotate words or phrases that they still do not understand.</p>	
<p>Speaking/Listening SWBAT participate in class discussion about the photographs from the story. SL.4.1</p> <p>Reading SWBAT read and answer text dependent questions posed at key points in the text about character, setting, chronological order, cause and effect, conflict, and author’s purpose. RI.4.1, RI.4.2, RI.4.3, RI.4.4</p> <p>Writing Students will keep a journal responding to key points in the text. W.4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Have students respond orally or in writing using L1 or single words or phrases from word wall. • Have students look at the pictures in the story. Ask students to identify and discuss details in the pictures to reveal when the story took place. • Work in pairs <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use word wall and bilingual or English glossary • Use related simple sentences with emerging complexity • Work in pairs <p>Journal Writing</p> <ul style="list-style-type: none"> • Journal Writing – (Closure Activity) Respond to TDQs. Cite evidence from the text to support answers. 	<p>Who does Lucinda live with? Does Uncle Henry want Texas to stay a part of Mexico or declare its independence? Cite the evidence in the text that supports your answer.</p> <p>According to Mama, what group did Papa join “twenty nigh” years ago? What does Lucinda’s family grow on their farm, cotton or wheat? What will be added to Lucinda’s town in the spring, a store or a schoolhouse? Why? Cite the evidence from the text that explains why.</p> <p>How do Willis and Papa feel about war? Why? Do you agree with Willis or Papa? Explain.</p> <p>Why did Lucinda’s family move to Texas? How does she feel about the future? Do you think Lucinda’s family could live with Uncle Henry’s family? Why or why not?</p> <p>What does Papa mean when he says that defeating the Mexican Army would be “costly”?</p>
<p>Reading SWBAT read and research important facts, dates and events about the author – Sherry Garland <i>Writing</i> RI.4.1, RI.4.3, RI.4.7</p> <p>Writing</p>	

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SWBAT create a subtopic web and compose a paragraph using the different stages of writing **W.4.2a, W.4.2b, W.4.2e**

Differentiate for ELP 1-2:

- Use native language graphic organizer
- Work with a partner.
- Use a word wall and cognates
- Use sentence frames.
- Refer to models.

Differentiate for ELP 3-4:

- Use the graphic organizer.
- Work with a partner.

Extending Understanding

Research Report: About the Author – Sherry Garland

Review Steps involved in taking notes for a biography report:

1. Choose a topic to research (Sherry Garland).
2. List a few important questions they want to answer about a topic.
3. Read about the topic in a variety of sources.
4. Take careful notes to organize and remember the information they find

Writing Strategy: Subtopic Web

1. Brainstorm
2. Make a subtopic web (3-4 subtopics about the author)
3. Write a paragraph– Pre Write, Draft, revise/edit, publish (scaffold based on ELP levels)

Scoring-Refer to WIDA Writing Rubric

Formative Assessment: SL.4.2, SL.4.4, W.4.4, W.4.5

Listening: Jesse’s Journal: Students will listen to the passage. Use details from the passage to help write the writing task.

“Jesse’s Journal”

October 7, 1867

Rusty, our cook, had everyone up at sunrise. After we ate, a thunderstorm started. The loud noise scared the cattle, and they began to stampede. We rushed after the running cattle on our horses. We raced in front of the herd, waving our hats and shooting our guns in the air. This new noise startled the cattle and made them stop. It took a few hours to get the herd back together and

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moving in right direction.

At sunset, we made camp. Rusty cooked the usual supper – beans, bacon, and biscuits. Now, I'll put my bedroll on the ground next to my horse Lucky and get some sleep.

It will take another month to drive the cattle to Abilene, Kansas. Then, trains will carry the cattle east, and my boss will sell them for good money. I won't get paid much, but I'll have enough to buy a haircut, a bath, a good meal, and a soft bed.

Writing: Expository: Think about your life today and life in the 1800s. Do you think life today is easier than life on the frontier long ago?

Write one or two paragraphs about your life today. Tell whether you think life today is easier or harder than life on the frontier long ago. Give reasons for your opinions. Cite the text in your writing.

Differentiate for ELP 1-2:

- Work with a partner
- Use native language graphic organizer or template.
- Use drawings, pictures and/or diagrams vs. words
- Note-Taking: with use of sentence frames
- Use a word wall and cognates

Differentiate for ELP 3-4:

- Use of graphic organizer (web)
- Work with a partner
- Note-Taking
- Use complete or complex sentences when answering

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Lesson Plan #4

Lesson Overview: Informational Text- *Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie* is an informational article from NPR which describes why ranchers burn prairie grass every year.

Lesson Title: Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie	Timeframe: 1 week , 45 minutes per session
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Guided Question: Why would ranchers deliberately set a fire on the prairie grasslands?

Lesson Components

Central Texts: *Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie* by Dan Charles
<http://www.npr.org/blogs/thesalt/2014/04/28/306227655/fire-setting-ranchers-have-burning-desire-to-save-tallgrass-prairie>

Interdisciplinary Connections: Science

Integration of Technology: Audio, Pictures from Internet

Equipment needed: Audio Equipment, Internet, Computer

WIDA Performance Indicators

Listening & Speaking: After listening to selected sections which were read aloud with pictures and illustrations, answer questions about the text using a word wall and partner. **WIDA ELD 1, 2 and 4; CCSS SL.4.1, SL.4.2, SL.4.4; NGSS 4-ESS3-2**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or complete sentences with some content based vocabulary.

Reading: Read selections from text with scaffolded questions and partners. **WIDA ELD 2; CCSS RI.4.1, RI.4.2, RI.4.3; NGSS 4-ESS3-2**

Writing: Write a summary about sections of the text using a [GIST strategy](#) and a word wall. **WIDA ELD 2 and 4; CCSS W.4.2a, W.4.2b, W.4.2e, W.4.3, W.4.5; NGSS 4-ESS3-2**

ELP 1-2: Use L1, drawings and single words and sentence frames to write a summary.

ELP 3-4: Use simple sentences with emerging complexity and some content based vocabulary when writing summary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: economic, pillar, steer, violate, plume, graze, pollution, ozone, environmentalist L. 4.6</p> <p>Additional vocabulary for ELP 1-2: smoke, cattle, production, chain, horizon</p> <p>Additional vocabulary for ELP 3-4: barbaric, phenomenal, bison, char</p> <p>Key language forms and conventions: Transitional phrases for summarizing, idiomatic expressions - “runs cattle” L. 4.1</p>	
<p>Listening/Speaking</p> <ul style="list-style-type: none"> Students will identify where the prairie is located in the United States. Students will discuss what cattle eat. <p>Reading</p> <ul style="list-style-type: none"> Students will read text and answer questions. R. 4.1, R. 4.2, R.4.3, R. 4.4 <p>Writing</p> <ul style="list-style-type: none"> Students will complete a KWL chart about cows and ranchers. W. 4.2a Differentiate for ELP 1-2: <ul style="list-style-type: none"> Use native language. Use Drawings, Pictures and/or diagrams vs. words Use sentence frames Use a word wall and cognates Differentiate for ELP 3-4: <ul style="list-style-type: none"> Use complete or complex sentences when answering <p>Preparing the Learner: Activate Prior Knowledge. Ask questions connecting to prior lessons.</p> <p>Building Background: Introduce the KWL Chart: “Ranchers and Cattle (cows).” Show a map of the US and show where the prairie is and the state of Kansas. In pairs have students read the following text:</p> <p>Ranchers, Cattle and Prairie Grass The prairie (tall grass) is in the central part of the United States. Cows (cattle) eat the prairie grass.</p>	<p>Who remembers what cattle means?</p> <p>What do cattle eat?</p> <p>What did cowboys do?</p> <p>Who knows another word for a cowboy? (rancher)</p> <p>What do you know about cattle and ranchers?</p>

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The best, most nutritious prairie grass is new growth or new grass. New grass grows quickly. So ranchers burn the prairie grass every year so that new grass grows. In this way, the cattle will have new grass to eat.

What do you want to know?

After they finish reading with their group, they will complete what they learned in the third column of the KWL chart.

What did you learn about cattle, ranchers and the prairie grass?

Speaking/Listening

SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word (see beginning of lesson). **SL.4.2**

Differentiate for ELP 1 & 2:

- Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures if needed.

Differentiate for ELP 3 & 4:

- Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. Use a prompt so students use the word in context.

Writing

SWBAT create sentences using key vocabulary with partners. **W.4.2a**

SWBAT complete a vocabulary word web. **W.4.2a** , **W.4.2b**, **W.4.9**

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<p>Interacting with Text:</p> <p><u>Key Vocabulary:</u></p> <p>Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Provide a student-friendly definition for the word, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and use the prompt to use the word in context in pairs or small groups.</p> <p>Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner to complete the empty web by providing synonyms, antonyms, definition, picture and sample sentence with each word.</p>	
<p>Speaking/Listening</p> <p>SWBAT listen to read aloud and answer discussion questions posed at key points in the text about the article. SL.4.1</p> <p>SWBAT participate in “conversations” about the text and refer to pictures in the text for discussion. SL.4.1 , SL.4.4</p> <p>Writing</p> <p>SWBAT complete summary sentence about the text. W.4.2a, W.4.b, W.4.2e</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • The teacher will identify key words in the text. • Use pictures in the story to help look for clues. • Use L1, word walls and sentence frames <p>Differentiate for ELP 3-4</p> <ul style="list-style-type: none"> • Use sentence starters • Think-Pair-Share or Turn and Talk <p>Interacting with Text</p> <p><u>Text:</u> Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie by Dan Charles (Read Aloud by teacher)</p>	<p>Where is the prairie? What are “pillars of smoke?” How long has the prairie been burning? How far has the smoke traveled? How can we summarize this paragraph? <i>The <u>prairie</u> has been burning for <u>one month</u> and sometimes the <u>clouds of smoke</u> travel to <u>far away</u> cities.</i></p> <p>What does “run cattle” mean? What does plowed mean? Since the</p>

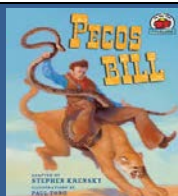
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<p><u>Reading Strategy – Summarizing</u></p> <p>Model how to summarize by using GIST strategy: Model how to choose key words, and then use those words to write a sentence in groups to take notes on the characters. Model the process on the board by making a two-column chart. In the left column list the characters mentioned on a page of the diary. In the right column, across from each character’s name, list three to six phrases to record how that character feels.</p> <p><u>Text Analysis/Close Read</u></p> <p>Teacher reads the text aloud and after each paragraph scaffolds the key vocabulary, main idea and key details needed to summarize the text.</p> <p>Students then re-read in pairs and answer the text dependent questions.</p> <p>Teachers read the text aloud a second time and focus on word usage and the author’s point of view. Students re-read in pairs and answer a second set of text dependent questions.</p>	<p>prairie has never been “plowed,” what happened? Why can’t they plow the prairie?</p> <p>Does it rain a lot on the prairie?</p> <p>What happens because of the rain?</p> <p>What does “steer” mean?</p> <p>Why do the steers graze on the prairie?</p> <p>Why do the ranchers set fires on the land before the steers arrive?</p> <p>What is the best, most nutritious part of the plant?</p> <p>How does the author obtain information for the article?</p> <p>What is the “chain of beef production?”</p> <p>Why do environmentalists or scientists “celebrate the fires?”</p> <p>How does burning the prairie grass impact natural Earth processes?</p>
<p>Writing</p> <p>SWBAT write a summary paragraph about the article using the summary sentences they wrote for each section.</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language for clarification, when or if needed. • Work in small group. • Use a word wall and cognates • Use sentence frames. • Refer to models. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use sentence starters • Work in a small group. 	<p>How long has the prairie been burning?</p> <p>What happened since the land has never been plowed?</p> <p>What do cattle eat?</p> <p>Where do the cattle go to eat and gain weight?</p> <p>Why do the environmentalists and scientists think that burning the grass is a good idea?</p> <p>How do the prairie grasses contribute to the “chain of beef production?”</p>
<p>Formative Assessment: Reading: SWBAT read and answer PARCC-like questions about the main idea, key details and author’s craft. RI.4.1, RI.4.2, RI.4.3, RI.4.4</p>	

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| <p>1. A. What was the main idea of this article:</p> <ul style="list-style-type: none">a) Prairie fires help the grass to grow.b) Prairie fires are an important part in the chain of beef production.c) Prairie fires can be seen for miles. <p>1. B. Which sentence supports your answer?</p> <ul style="list-style-type: none">a) Rancher set fires on their land because you get new growth almost immediately.b) The more grass the cows eat, the bigger they get and the better meat they produce.c) You could look toward the horizon in any direction and see pillars of smoke. <p>2. A. How did the author gather information for this article?</p> <ul style="list-style-type: none">a) He read about it in a book.b) He saw a movie.c) He visited and interviewed some ranchers. <p>2. B. Which sentence supports your answer?</p> <ul style="list-style-type: none">a) Once upon a time, this tallgrass prairie stretched from Illinois to Nebraska.b) But then, about 40 years ago, scientists took a closer look at prairie fires and changed their tune.c) I found Sproul sitting on a chair in his front yard, looking out over rolling hills covered with brown, dried grass. | |
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Lesson Plan #5

Lesson Overview: Tall Tale – *Pecos Bill: The Greatest Cowboy of All Time* is a tall tale about Pecos Bill. It describes how he came to be raised by a pack of wild coyotes on the Texas frontier and relates some of his experiences.

Lesson Title: *Pecos Bill: The Greatest Cowboy of All Time* | **Timeframe:** 1 week , 45 minutes per session

Guided Question: What are some exaggerations found in this Tall Tale about the American Frontier?

Lesson Components

Central texts: *Pecos Bill: The Greatest Cowboy of All Time* by James Cloyd Bowman – Tall Tale

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: Audio CD, Internet Pictures

Equipment needed: Computer, Audio Equipment

WIDA Performance Indicators

Listening & Speaking: After listening to the read aloud *Pecos Bill: The Greatest Cowboy of All Time* by Stephen Kellogg, answer questions about the text using a word wall and partner. **WIDA ELD 1, 2 and 5; CCSS SL.4.1, SL.4.2, SL.4.4**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or complete sentences with few grammatical errors and some content-based vocabulary.

Reading: Closely read excerpts from the story with guidance from the teacher. **WIDA ELD 2; CCSS RI.4.1, RI.4.2, RI.4.3**

Writing: Summarize and respond to tall tales. **WIDA ELD 2 and 5; CCSS W.4.3, W.4.4; NJCCCS 6.1**

ELP 1-2: Use L1, drawings and single words to answer questions about tall tales. May use sentence frames.

ELP 3-4: Use simple or complete sentences with few grammatical errors and some content-based vocabulary to answer questions about tall tales.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: den, pack, yelped, scent, abruptly, signal, loyalty, rigid, took pains, wicked, nastiest L. 4.6</p> <p>Additional vocabulary for ELP 1-2: curious, promise</p> <p>Additional vocabulary for ELP 3-4: haunches, burrowed, adenoids, hydrophobia, shunned, leper, towering, defiance</p> <p>Key language forms and conventions: Hyperbole, synonyms, blends, possessive adjectives and pronouns, digraphs: wh, ng, ch, tch, wr, kn, L. 4.1</p>	
<p>Reading SWBAT read familiar fairy tale, <i>The Three Little Pigs</i> and summarize key parts of the texts. RL. 4.1, RL. 4.2, RL. 4.3 SWBAT identify literary elements in the text including hyperbole. RL. 4.3, RL. 4.5</p> <p>Speaking/Listening SWBAT participate in a brainstorming activity comparing and contrasting examples of exaggeration in the story, <i>The Three Little Pigs</i> and <i>Pecos Bill: The Greatest Cowboy of All Time</i>. SL. 4.1</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures, if needed. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> Have students challenge each other to find the context clues in sentences on their own. <p>Preparing the Learner: Activate Prior Knowledge</p> <ul style="list-style-type: none"> <i>Pecos Bill: The Greatest Cowboy of All Time</i> is a tall tale. A tall tale is a humorous fictional story. Tall tales usually have characters with abilities and qualities that are exaggerated or enlarged beyond the truth. Read and briefly summarize a familiar fairy tale, such as <i>The Three Little Pigs</i>. As a class, list or brainstorm examples of exaggeration in the story of the pigs. <p>Build Background</p> <ul style="list-style-type: none"> Many tall tales exaggerate things that happened on the American frontier. In <i>Pecos Bill: The Greatest Cowboy of All Time</i>, the main character is a young boy who gets lost on the Texas frontier. 	

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<p>He meets a coyote, a wild animal that looks like a dog. He later meets some other wild animals. Work in small groups. List wild animals that they have seen or read about. Then, discuss the appearance and habits of the coyote and other wild animals that they think might live on the Texas frontier. As students compare lists, have them discuss why they think each animal could survive there.</p>	<p>If a person lived with the animals, how might they act?</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word. SL. 4.2</p> <p>Writing SWBAT create sentences using key vocabulary with partners. W. 4.2a, W. 4.4</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures if needed. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> Have students challenge each other to find the context clues in sentences on their own. <p>Interacting with Text : <u>Key Vocabulary</u> Read each key vocabulary word aloud and have students repeat it. Give students a list of sentences with key vocabulary. Then read the sentences and have students raise their hands when they hear the key vocabulary words in each sentence. Model for students how to find the context clues in sentences. Have students work with partners to complete the activity and discuss their findings as a class. Students should draw pictures for each word and should work in pairs or small groups.</p> <p><u>Reading Strategy – Summarizing</u></p> <ul style="list-style-type: none"> Explain that Summarizing means restating the main ideas of a text in shorter form. It helps to identify and remember the most important points. It also helps to focus on your purpose for reading the text. Use these steps to summarize a text. <ol style="list-style-type: none"> Reread each paragraph or selection. Highlight the most important words. Then close your book and write the main ideas in one or two sentences using the 	

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<p>highlighted words.</p> <p>4. Read all your sentences. These sentences summarize the text.</p>	
<p>Speaking/Listening SWBAT listen to a read aloud while following the text and answer questions posed at key points in the text. SL. 4.1 SWBAT participate in class discussion on summarizing by retelling events in chronological order, identifying main ideas and supporting details. SL. 4.2, SL. 4.4</p> <p>Reading SWBAT read text with partner RL.4.1</p> <p>Writing SWBAT summarize and respond to questions using the topics and vocabulary learned by describing the lives of cowboys who lived on the frontier. W. 4.3</p> <p>Students will keep a journal responding to key points in the text and assigned task.</p> <p>Differentiate for ELP Levels 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Sentence frames • Work with a Partner. • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Levels 3-4:</p> <ul style="list-style-type: none"> • Use simple and some complex sentences when answering the text dependent questions • Use detail and descriptive words in their responses. • Word wall • Dictionaries (bilingual, English) <p><u>Text:</u> <i>Pecos Bill: The Greatest Cowboy of All Time</i> by Stephen Kellogg (Read Aloud) Read aloud the first page of the story to the students. Model for the students by summarizing the first</p>	<ul style="list-style-type: none"> • What happened to Pecos Bill when he is four years old? • Which group of words from the passage is an example of hyperbole? • How can you tell that the passage is a tall tale? • Why did the author write <i>Pecos Bill: The Greatest Cowboy of All Time</i>? • Which event in the story did you

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<p>page orally and answer key points from the text.</p> <p><u>Text Analysis</u></p> <p>During Read-aloud, model using the tone of your voice to reflect the exaggeration in the text. Pause periodically and ask: “Could this happen in real life? Why or why not?” Discuss how the exaggerated events create humor in the story.</p> <p>Students will summarize the reading by using the topics and vocabulary learned by describing the lives of cowboys who lived on the frontier to a partner. They will also compare and contrast the story to their own lives.</p> <ul style="list-style-type: none"> • Have students work in mixed proficiency small groups assigned with a different paragraph from the text (jigsaw). • Respond orally or in writing to the TDQs in small groups. • Have the students in small groups begin writing one or two sentences summarizing the main idea on each paragraph that was assigned to them. • Share each response with the class and create a class summary of the story. <p>Journal Writing – Have you ever been lost? If so, describe the experience. Who found you? If you have never been lost, imagine what would happen?</p>	<p>find the most exaggerated? Why?</p> <ul style="list-style-type: none"> • In your opinion, what would be the best part of being raised by coyotes? What would be the worst part? • Do you think Bill is lucky to have been found by Grandy? Why or why not? • Which skill might you like Grandy to teach you? Why? <p>Bill’s family continues on their trip when they can’t find him. What would a family do in real life today if this happened?</p> <p>Have you ever been lost? If so, describe the experience. Who found you?</p>
<p>Reading</p> <p>SWBAT read another tall tale, Paul Bunyan and summarize key parts of the texts. RL. 4.2</p> <p>SWBAT identify literary elements such as hyperbole. RL. 4.2, RL. 4.3</p> <p>Speaking/Listening:</p> <p>SWBAT retell events in chronological order. SL. 4.2</p> <p>SWBAT discuss the text with others by recalling facts and opinions about <i>Pecos Bill: The Greatest Cowboy of All Time</i>. SL. 4.4</p> <p>Writing</p> <p>SWBAT summarize and compare and contrast the main characters in both tall tales. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language two-column chart or template 	

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<ul style="list-style-type: none"> • Have students substitute the key vocabulary words for words, pictures, or synonyms they understand or in L1. • Use sentence frames. • Refer to models. • Work with a partner. • Use a word wall. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use the graphic organizer. • Work with a partner. • Have students challenge each other to find the context clues in sentences on their own. <p>Extending Understanding</p> <p>Writing Summary and Response to a tall tale</p> <ul style="list-style-type: none"> • Create a two-column chart on the board with the headings What I Liked About the Story and What I Did Not Like About the Story. Then, ask them to recall facts and opinions about <i>Pecos Bill: The Greatest Cowboy of All Time</i>. Record their responses on the board and use them to write a class response to the story. • Read aloud another tall tale, <i>Paul Bunyan</i>. <p>Work in mixed proficiency levels in small groups to complete the summary of the tall tale and then write a response to the story.</p>	<p>Which word or phrases best describes the main characters in both Tall Tales?</p> <p>Would you like to travel with a large family like Bill's? Why or Why not?</p>
<p>Formative Assessment W. 4.2a, W. 4.2b, W. 4.2e, W. 4.3, W. 4.4, W. 4.5</p> <p>Using what the students have read in <i>Pecos Bill: The Greatest Cowboy of All Time</i> and in <i>Paul Bunyan</i> define hyperbole and identify one from the text; for example, in <i>Pecos Bill: The Greatest Cowboy of All Time</i>, Grandy teaches Cropear "to twirl his body so fast that the eye could not follow his movements."</p> <p>Constructed Response Question – How are the authors' description in the two tall tales an exaggeration? How do these exaggerations make the story a tall tale? Cite examples from texts.</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Graphic Organizer • Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures if needed. • Native language support orally whenever necessary 	

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- Drawings and/or diagrams vs. words
- Sentence frames
- Word wall
- Think-Pair-Share or Turn and Talk

Differentiate for ELP 3-4:

- Word walls
- Dictionaries (bilingual and English)

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Lesson Plan #6

Lesson Overview: Social Studies – Nonfiction Informational

Lesson Title: The Cowboy Era	Timeframe: 1 week , 45 minutes per session
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Guided Question: What was a cowboy's life like during the cowboy era?

Lesson Components

Central texts: Article Passages: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, Computers

Equipment needed: Computer

WIDA Performance Indicator

Listening & Speaking: Ask and answer questions about their assigned topic. **WIDA ELD 1 and 5; CCSS SL.4.1, SL.4.2, SL.4.4**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.	ELP 3-4: Use simple sentences with emerging complexity to orally answer questions based on assigned topic
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Reading: Jigsaw Cooperative Activity – Research and summarize the topic assigned to them: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era. Use nonfiction informational text to research **WIDA 2 and 5; CCSS RI.4.1, RI.4.2, RI.4.3, RI.4.7**

Writing: Write a research report based on their assigned topic **WIDA 2 and 5; CCSS W.4.2a, W.4.2b, W.4.2e, W.4.5, W.4.9**

ELP 1-2: Use L1, drawings and word wall to answer subtopic web. Use sentence frames, a template and work with a partner.	ELP 3-4: Use simple sentences with emerging complexity with some content-based vocabulary to produce a research paragraph.
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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: herded, ranchers, stampedes, protected, stirrups, roping, barbed wire L. 4.6</p> <p>Additional Vocabulary for ELP 1-2: cattle, a head, fencing</p> <p>Additional vocabulary for ELP 3-4. branded, stray, roundups, lassoed, economy, sharecroppers,</p> <p>Key language forms and conventions: Transitional words and phrases that demonstrate cause/effect, sequence/chronological order, and summarizing; possessive adjectives and possessive pronouns L. 4.1</p>	
<p>Reading Students will read, keep a journal, and summarize the assigned informational topics: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era RI.4.1, RI.4.3, RI.4.6, RI.4.7</p> <p>Writing Students will complete a KWL chart about the “The Cowboy Era”. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.9 Students will summarize important facts, dates and events in the Informational text using Cornell notes. W. 4.2a, W. 4.2b, W. 4.2e Students will keep a journal responding to key points in the text W. 4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Use drawings, pictures and/or diagrams vs. words. • Note-Taking: with use of sentence frames • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use of graphic organizer. • Note-Taking • Work with a partner. • Use simple and some complex sentences. <p>Preparing the Learner: Activate Prior Knowledge : KWL Chart: “The Cowboy Era”</p>	

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<p>Working in small groups, have students complete what they know about “The Cowboy Era”? (K) What they want to know about “The Cowboy Era”? (W) After they finish reading they will complete with their group what they learned in the third column of the chart. (L)</p> <p>Build Background</p> <ul style="list-style-type: none"> • Cornell Note-taking: As they read, they will take notes about the important facts in the text. Note the important dates and events in their notebook. • Have students look at pictures of each topic to better understand the time period. • Point out that cowboys do most of their work outside, and ask students to suggest jobs that a cowboy might do today. • Journal Writing –Talk about the hours each person works, what he or she wears on the job, and job-safety issues. Ask students to choose what they like and dislike about each occupation. 	<p>Have students compare the job of a cowboy with the job of someone they know.</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word. SL. 4.1, SL. 4.2 Differentiate for ELP 1 & 2:</p> <ul style="list-style-type: none"> • Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures, if needed. Use online dictionary or native language translation <p>Differentiate for ELP 3 & 4:</p> <ul style="list-style-type: none"> • Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. <p>Writing SWBAT create sentences using key vocabulary with partners. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.4</p> <p>Interacting with Text (Article will be read aloud) <u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Define the word for the students, expand the definition by using it in a 	

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<p>sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and should work in pairs or small groups.</p>	
<p>Reading SWBAT read and research important facts, dates and events about the topic assigned to them: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era by participating in a Jigsaw activity. RI.4.1, RI.4.3, RI.4.6, RI.4.7</p> <p>Speaking/Listening SWBAT retell events in chronological order and discuss texts with others, supporting ideas with examples from the text. SL. 4.1, SL. 4.2, SL. 4.4</p> <p><u>Reading Strategy – Summarizing</u> Cooperative Jigsaw activity: divide class into groups of 5 students. Establish a “home” group. Students should be heterogeneously grouped. Lower level ELLs work cooperatively with a native language peer through this activity and be assigned to a shorter, highlighted segment. Then, assign students to a heading number to establish “expert” groups. Some headings can be combined if the text is short.</p> <p>Keep a triple-entry journal for the article’s headings: <u>Heading</u> <u>Question</u> <u>Answer</u> For each heading, write a question that the author attempts to answer.</p> <ul style="list-style-type: none"> Cooperative Jigsaw Activity –The topic assigned to them: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era. Then, have students respond orally to the following questions based on assigned topic: <ul style="list-style-type: none"> What two products were important to the Texas economy? How many longhorn cattle were in southern Texas at the time, four thousand or four million? When did the cattle drive start and end? How did a cowboy’s clothing and boots help him? What were the days and nights like out on the trail? What would have been the worst part about being a cowboy? 	<ul style="list-style-type: none"> Why were cattle worth more money in the northern and eastern United States? Cite evidence from the text. Why did cowboys on cattle drives sometimes cover their noses and mouths with bandannas? Why did cattle drives end? Which sentence in the story supports your answer? What do you think is the best part about being a cowboy? What modern inventions might help protect a cowboy on a cattle drive?
<p>Writing Students will keep a diary with entries responding to key points from the assigned task. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.3</p>	

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<p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Word bank. • Work directly with a native speaking partner. • Use sentence frames/ or complete a cloze paragraph. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use sentence starters to write a paragraph. • Word bank of phrases. • Use of bilingual dictionary whenever necessary. <p>Diary Writing – Write a dairy entry about the day on the job as a cowboy. Students can include one of the dangers mentioned in the text or research about a cowboy’s experiences. Have students share their dairy entry with the class.</p>	
<p>Reading SWBAT read and keep research notes about cowboys worldwide to be used in the research report. RI.4.1, RI.4.3, RI.4.6, RI.4.7</p> <p>Writing SWBAT develop questions about cowboys, based on key points from their research. W. 4.2a, W. 4.2b, W. 4.2e</p> <p>SWBAT create a Subtopic Web and compose a 2-3 paragraph research paper using the different stages of writing. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Note-Taking: with use of sentence frames • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use of graphic organizer. • Note-Taking • Work with a partner. <p>Speaking/Listening:</p>	

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<p>SWBAT present their research on Cowboys. SL. 4.1, SL. 4.2</p> <p>SWBAT discuss their findings with others including key points such as fact, opinion, main idea. SL. 4.1, SL. 4.2, SL. 4.4</p> <p>Extending Understanding</p> <p>Explain that cowboys can be found in many places around the world. Have students find more information about cowboys worldwide by typing in key words such as: gaucho, vaquero, paniolo, etc. on an Internet search engine. Have students develop questions about cowboys, based on their research.</p> <p>Research Report: W. 4.2a, W. 4.2b, W. 4.2e, W. 4.9</p> <ul style="list-style-type: none"> ➤ Review Steps involved in taking notes for a research report: <ul style="list-style-type: none"> • Choose a topic to research. • List a few important questions they want to answer about a topic. • Read about the topic in a variety of sources. • Take careful notes to organize and remember the information they find ➤ Writing Strategy: Subtopic Web <ul style="list-style-type: none"> • Brainstorm • Make a subtopic web (3-4 subtopics) ➤ Write a 2-3 paragraph research paper – Pre Write, Draft, Revise/Edit and Publish (Scaffold based on levels) <p>Have ELP Level 1-2 students work together with teacher support. Scoring-Refer to WIDA Writing Rubric</p>	
<p>Formative Assessment: Speaking: SWBAT present class-created Tall Tales to the class. RI.4.7, SL.4.2, SL.4.4, L.4.6</p> <p>Writing: SWBAT visually organize information presented in texts. W.4.2a</p> <p>SWBAT compare and contrast the content and presentation of ideas and concepts in two texts. W.4.2a</p> <p>Writing a Tall Tale: Pecos Bill and cowboys who herded cattle both lived on the frontier. Take the information they have learned to complete the KWL Chart. Next, write a tall tale about Pecos Bill as an adult cowboy working on a cattle drive.</p> <ul style="list-style-type: none"> • Complete a Story Map Graphic Organizer. • Presentation of Tall Tales 	
<p>Differentiation for ELP 1 and 2:</p> <p>Finish a partially completed Graphic Organizer using a phrase bank.</p>	<p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Complete graphic organizer using a word bank.

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Listen to group presentations prior to speaking.
Rehearse in small group prior to presentation.
Use memorized sentences, to participate in presentation.

- Listen to group presentations prior to speaking.
- Rehearse in small group prior to presentation.

GRADE FOUR UNIT 2 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
<p>Recognize hyperbole in “Tall Tales”</p> <p>Vocabulary: pride, objects, valuable, memories, treasures, roam, aware, reject, trade, frontiersman, explorers, log cabin, compass, constitution, enforce, republic, siege, cowboy</p>	<p>Cite specific textual evidence to support answers to texts about cowboys.</p> <p>Demonstrate understanding of the historical period of the “Westward Movement.”</p>	<p>Demonstrate understanding of idiomatic expressions</p> <p>Summarize text.</p> <p>Determine the meaning of words and phrases as they are used in a text.</p>	<p>Complete vocabulary template with synonyms, antonyms, examples, pictures</p> <p>Use a bilingual dictionary/glossary</p> <p>Use context</p> <p>Visuals, videos, illustrations</p> <p>Read aloud/think aloud</p>	<p>Recognize and define hyperbole</p> <p>Recognize digraphs</p> <p>Compare and contrast characters.</p> <p>Identify main idea and supporting details.</p> <p>Research a topic and write a 2-3 paragraph summary.</p>	<p>Write informative texts to examine a topic and convey ideas, concepts, and information.</p> <p>Write a summary of text.</p>	<p>Engage effectively in a range of collaborative discussions</p> <p>Make oral presentations</p>	<p>Possessive adjectives and pronouns</p> <p>Transitional phrases for cause/effect and sequence</p> <p>Comparative and superlative adjectives</p>	<p>Cornell-note-taking</p> <p>Use graphic organizer</p> <p>Summarizing</p> <p>Using a rubric</p>

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Grade Level 5 Unit 3 Overview

Content Area: English Language Arts/English as a Second Language

Unit Title: Unit 3- **Nature, Nurture and Nobility**

Unit Overview:

Through the use of various authentic pieces of literature, students will be exposed to rich informational and fictional texts. This exposure will take place via read alouds conducted by the teacher, small group readings and individual reading. Students will engage in a variety of speaking and listening activities giving them the opportunity to develop language and build conceptual knowledge about the four seasons, how they affect people and the changes that occur in life- both now and in the past, particularly the Pre-Columbian Era. Students will relate all life events that occur to characters throughout the novel to their lives, to other texts and to the world. In order to enhance the use of academic vocabulary and provide opportunities to communicate ideas and information on this topic with their peers, students will explore higher order thinking tasks and be supported at their individual language development level, via incorporated scaffolding. This interdisciplinary unit uses literature, informational text, drama, and technology in order for the students to ask and answer questions and confirm their understanding of key ideas in shared oral and written language activities with peers. Important “conversations” within texts are specified in each lesson, as recommended by Lily Wong Fillmore.

Throughout the Unit, questions posed following read alouds might be phrased as follows:

Topic/Main Idea: Summarize what we have read to give the main idea.

Key Ideas/Details: What are the important ideas in this section of the book? Cite the evidence to support this.

Key Vocabulary: What words are important when talking about _____? (Native Americans, various seasons, nature, life)

Connections: Does the text we just read remind you of anything else?

Guiding Questions and Enduring Understandings

Guiding Questions

- What language do students need in order to demonstrate comprehension and engage in the topics of changes, the four seasons, nature and life during the pre-Columbian era into the time when the early settlers came?
- Listening, speaking, reading, and writing about the four seasons, nature and the pre Columbian era require specific academic language.
- What reading skills are necessary to analyze and evaluate informational and narrative text?
- What reading and writing skills are necessary to summarize informational text?
- What impact did the European settlers have on the Native American Tribes of the United States?

Enduring Understandings

- Listening, speaking, reading, and writing about the four seasons, nature and changes in the pre-Columbian era requires specific academic language.

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- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.

Key Vocabulary (aligned to final assessment): Dream, rap (v), wrap, huddle, brilliant, magical, snowstorm, appear, spring (v), dawn, glint, hum, circle (v)

Key Language Forms and Conventions: past, present, future tenses, multiple meaning words, homophones, compound words, transitional phrases, conjunctions, adjectives and adverbs, words patterns (as_ as_, like), conjunctions, recognizing definitions of words in the sentences or phrases

Performance Task: (Ongoing Project-based Learning Task) Students will conduct collaborative research on Native Americans (choose one particular tribe). Research must include details about the tribe's way of life, food, crafts, games, clothing, religious ceremonies, shelter, money, trade, tools, weapons, etc. Using this information they will write a research paper on Native American Tribes of the United States and also include answers to the following focus question: What impact did the European settlers have on the Native Americans? *<To be introduced at the very first lesson so that students have enough time to choose a tribe and conduct research>*

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CCSS Assessed in this unit
Reading Literature
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.4 Determine the meaning of words or phrases as they are used in a text, including figurative language such as metaphors and similes
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading Informational
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Reading Foundational
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4.a Read grade-level text with purpose and understanding
RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing
W.5.1.c Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically)
W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely
W.5.3.e Provide a conclusion that follows from the narrated experiences or events.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9.a Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day

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or two) for a range of discipline-specific tasks, purposes, and audiences.
Language
L.5.1.b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions
L.5.1.d Recognize and correct inappropriate shifts in verb tense.
L.5.1.e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
L.5.3.a Use knowledge of language and its conventions when writing, speaking, reading and writing. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Speaking and Listening
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
WIDA ELD Standards
Standard 1: ELLs communicate for Social and Instructional purposes within the school setting
Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
Standard 3: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
Standard 4: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science
Standard 5: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
Interdisciplinary Connections
Science: 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.
Social Studies: 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups; 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere; 6.1.8.B.1b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes; 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period; 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups; 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation; 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
Math: 5.MD.A.1 Convert like measurement units within a given measurement system; 5.NF.B.6 Solve real word problems involving multiplication of fractions and mixed numbers.
Music: 1.1.5.B.1 Identify elements in music in response to aural prompts and printed music notational systems.
Technology: 8.1.8.A.1 Create professional documents using advanced features of a word processing program; 8.1.8.A.5 Select and use

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appropriate tools and digital resources to accomplish a variety of tasks and to solve problems; 8.1.8.A.3 Create a multimedia presentation including sounds and images.

Central Texts	Lexile Levels	Rationale
<i>The Birchbark House</i> , by Louise Erdrich	970	Some lexile levels will be higher due to the content, which is typically taught in grade 5 social studies. Multiple viewings and readings of texts are necessary. Challenging text should be read with the teacher, and excerpts re-read for close reading examination and understanding.
<i>This Big Sky</i> , by Pat Mora (940)	940	
<i>Heron and the Hummingbird</i> , A Native American Myth (Hitchiti Tribe) retold by S. E. Schlosser	480	
<i>Walking in a Winter Wonderland</i> , song written by Felix Bernard and Richard B. Smith	NA	
Online articles, http://www.learner.org/interactives/weather/iceandsnow.html http://www.northernexpress.com/michigan/article-5543-the-indians-in-winter.html	1090	

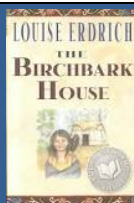
Lessons	Title	Overview	Assessment
Lesson 1	"Neebin" (Summer)	The first lesson of the Unit is based on an excerpt from <i>The Birchbark House</i> that depicts a summer in the village where Omakayas lived. Students will make connections between the story, themselves and nature in the summertime.	Respond to a prompt in writing (Narrative)
Lesson 2	Such Seasonal Splendor	The second lesson incorporate a poem called, <i>This Big Sky</i> by Pat Mora. The Autumn season is described in this poem. Students will relate it to the core novel, <i>The Birchbark House</i> .	Narrative Writing Piece presented as a speech
Lesson 3	Life's Lessons in Nature	The third lesson is about Fairy Tales and Myths and incorporates two stories of this genre; an excerpt from Ch. 9 of <i>The Birchbark House</i> and <i>Heron and the Hummingbird</i> , a Native American Myth. Students will discuss similarities and difference between the two stories and discuss the lesson learned from the story.	Narrative Writing Piece
Lesson 4	Walking in a Winter Wonderland	The fourth lesson is based on a song entitled, " <i>Winter Wonderland</i> ". The students will be exposed to the attributes of winter and relate them to what winter was like for the people who lived in the Pre Columbian era.	Write an article (Narrative)
Lesson 5	New Beginnings	New beginnings both emotionally and in the physical world are prominent throughout this unit. In <i>The Birchbark House</i> , nature comes full circle when spring arrives. Students will participate in a Socratic Seminar that	Socratic seminar

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		will allow them to discuss the impact European settlers had on Native American Culture.	
Lesson 6	Nobility	Students will be able to make connections and explore how life can change in an instance. Connections between non-fiction texts read and experiences via the realistic fictional novel, <i>The Birchbark House</i> will become clearer as students have the opportunity to summarize conclusions, tying it all together in a research paper.	Research Paper
<p>General Differentiation for ELLs: The following scaffolding may be used within any lesson: Direct instruction about the contrasting letter-sound correspondences, syllabication patterns and morphology between English and their native language, native language (L1) text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text. (Native language should be used for completion of final writing product where a bilingual teacher is available for purposes of acquiring/mastering the skill of writing).</p> <p>Curriculum Development Resources Common Core Standards www.corestandards.org, WIDA Proficiency Standards and Can Do Descriptors, www.wida.us NJCCCS Standards www.13.state.nj.us/standards, www.13.state.nj.us/NJCCCS/Technologytoolbox, Understanding Language, Understanding Language www.ell.stanford.edu EngageNY www.engageny.org</p>			

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Lesson Plan #1

Lesson Overview: The first lesson of the Unit is based on an excerpt from *The Birchbark House* that depicts a summer in the village where Omakayas lived. Students will make connections between the story, themselves and nature in the summertime.

Lesson Title: “Neebin” (Summer)

Timeframe: 4-5 days; 90 minutes per period

Lesson Components

Central texts: The Birchbark House Ch. 1-4 Video: <http://video.nationalgeographic.com/video/kids/history-kids/native-americans-kids/>.

Interdisciplinary Connections: Social Studies

Integration of Technology: Electronic images for concepts or vocabulary, Smartboard or projector

Equipment needed: Computer/iPads with internet access

WIDA PERFORMANCE INDICATORS

Listening and Speaking- After listening to the read-aloud with visual support and using Cornell note-taking, answer questions orally about the text, using a word wall, sentence starters and working with a partner. **WIDA ELD 2 and 5; CCSS RF5.4.a, SL5.1c; NJCCCS 6.1.8.D.1.a**

ELP 1-2: Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. May refer to Cornell notes taken.

ELP 3: Use simple sentences but include content related vocabulary and work with a partner. May refer to a Cornell notes taken.

ELP 4-5: Use complete, complex sentences and content related vocabulary. May refer to Cornell notes taken.

Reading- Reread a portion of the chapter with a partner and find the main idea. **WIDA ELD 2 and 5; CCSS RF5.4.a, RL5.10, SL5.1c; NJCCCS 6.1.8.D.1.a**

ELP 1-2: Use L1 and a graphic organizer to organize thoughts, highlight important parts within the text, work with a partner.

ELP 3: Use a graphic organizer to organize thoughts, highlight important parts of the text.

ELP 4-5: Highlight important parts of the text.

Writing- Respond in writing to the open-ended question about what will happen next in the story. **WIDA ELD 2 and 5; W5.3, W5.4, W5.9a; NJCCCS 6.1.8.D.1.a**

ELP 1-2: Use L1, drawings, single words and sentence frames to answer the question. May refer to a model and/or word wall.

ELP 3: Use simple sentences and content-vocabulary to answer the question. May refer to a model and/or word wall.

ELP 4-5: Use complex sentences and content-vocabulary to answer the question. May refer to a word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: slumber, abrupt, whirlwind, venison, dusk, solemn L.5.6</p> <p>Additional vocabulary for levels 1-2: beg, thunder, heap, lightning, reservation, ripe</p> <p>Additional vocabulary for levels 3-4: mutter, snuggle, nuzzle, haunch, gurgle</p> <p>Key language forms and conventions: Present and past tenses, transition words/phrases, conjunctions, context clues, compound words L5.1.e, L5.2.b, L5.3a</p>	
<p>Speaking/Listening SWBAT discuss important content with teacher and peers SL.5.1</p> <p>Reading/Writing SWBAT demonstrate understanding of new words L.5.5 SWBAT describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text. RL.5.7, W.5.9</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Draw pictures instead of writing/speaking about summer scenes. • Match drawings with new vocabulary that might correspond. • Work in pairs <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Write simple sentences instead of complex sentences that demand content vocabulary about summer scenes. • Match simple sentences with new vocabulary that might apply to edit sentences. • Work in pairs <p>Preparing the Learner: Activate Prior Knowledge: Answer questions such as: How do you say summer in your language? Describe what summer was like for you in the country of your birth?</p> <p>Building Background: Show students visuals of the various summer scenes that might come from the story (The Birchbark House) and discuss clothing, food, culture, etc. Watch video. Introduce vocabulary and have students complete the Frayer Model graphic organizer before each chapter. Act out vocabulary words to exemplify meaning and always discuss cognates where applicable for all levels.</p>	<p>What is different or the same about your culture and what you see in the pictures?</p> <p>How might you use the vocabulary words to describe or discuss the summer scenes we just saw?</p>

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Reading SWBAT demonstrate understanding of new words L5.5</p> <p>Listening/Speaking SWBAT orally explain the purpose of reading text to demonstrate understanding RF5.4 SWBAT discuss important content with teacher and peers SL5.1</p> <p>Reading/Writing SWBAT determine the main idea RL5.10, RF5.4 Work in small groups of mixed ELP levels Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Have students provide examples/explanations of main idea in native language or by drawing a picture of the message being provided by the author. • Text in L1 if available or adapted/abridged English version <p>Differentiation for ELP 3-4</p> <ul style="list-style-type: none"> • Text in adapted/abridged English version • Have students provide examples/explanations of main idea in simple sentences. Revisit afterwards to attempt embedding content vocabulary. <p>Interacting with Text Read the Chapters aloud to students. During the read-aloud, students use a graphic organizer (Cornell notes) to record questions they have about the read aloud (on the left) and take notes (on the right) while following along with the reading. Discuss main idea and author’s purpose within each chapter as well as revisiting the text and discussing misunderstandings or questions they have about the reading in small groups. Main idea- “Keep it or Junk it”- Students use this strategy to identify key words or concepts in the text. https://www.teachingchannel.org/videos/help-students-analyze-text</p>	<p>What have you learned about the Anishinabe people after reading?</p> <p>Are there any difficult or important words to revisit in depth?</p> <p>What is the author telling the reader in this chapter?</p>

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<p>Listening/Speaking SWBAT discuss important content with teacher and peers. SL5.1</p> <p>Reading SWBAT decode unfamiliar words by using letter-sound correspondences and patterns RF5.3, RF5.4 SWBAT retell events that took place in the story and discuss settings and characters introduced RL5.2, RI5.6, SL5.1</p> <p>Writing SWBAT use reading strategies to answer questions related to the text in writing RL5.10, W5.3 Work in pairs or groups of mixed ELP levels</p> <p>Differentiate ELP 1-2:</p> <ul style="list-style-type: none"> • Use a graphic organizer that includes sentence starters and cloze activities (modeled structure specific to indicated chapters). Ensure there are visuals included on the document as well. • Write/speak using L1 and/or drawings <p>Differentiate ELP 3-4:</p> <ul style="list-style-type: none"> • Write/speak using simple sentences with some content vocabulary <p>Extending Understanding Class Discussion: Using Reading Strategies- Retell what happened in the story and include sequence of events from the story thus far. Summarize each chapter read. Discuss setting and characters introduced. Discuss situations in the story and pose prompts for students to produce a narrative essay indicating what they think might happen next. Response to text (constructed response): Reread DeyDey's Ghost Story (excerpt from The Birchbark House) and analyze the children's response to the story. Write about their response and why they might have reacted this way. Make sure to include an example of dialogue and supporting, sensory details. Cite the text to support your answer. You may use RASC (Restate, Answer, Support, and Connect) to organize your thoughts. Mini-lesson on selecting the most important information from the best resources and create a list of works to reference at the end of the Project-Based Learning research paper.</p>	<p>Who is telling the story in this novel?</p> <p>Is there a message that the author is trying to relay? Which sentence in the text supports your answer?</p> <p>How does the author play with language (literary elements and literary devices) to add to meaning?</p> <p>"The clouds hung thick and heavy as a priest's black, wool robe."- What is DeyDey trying to say by this when he is telling the children his story? How does this section fit into the text as a whole?</p>
<p>Formative Assessment: Narrative Writing: In the novel, The Birchbark House, Omakayas receives a gift from her father. She was so excited to be receiving a gift, but then she found that it was a hide scraper. How did she feel about this gift? What do you think will happen next in the story with Omakayas and her</p>	

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gift? Respond in writing and use a graphic organizer to organize your thoughts before writing the essay. **WIDA ELD 2 and 5; W5.3, W5.4, W5.9a; NJCCCS 6.1.8.D.1.a**

ELP 1-2: Use L1, cloze sentences and/or sentence frames with a word wall, bilingual dictionary and teacher support

ELP 3-4: Use content-based vocabulary in simple and/or some complex sentences using a word wall, paragraph template and word wall.

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Lesson Plan #2

Lesson Overview: The second lesson incorporates a poem called, *This Big Sky* by Pat Mora. The Autumn Season is described in this poem. Students will relate it to the core novel, *The Birchbark House*.

Lesson Title: Such Seasonal Splendor

Timeframe: 4-5 days; 90 minutes per period

Lesson Components

Central texts: *The Birchbark House* Ch. 5-7; *This Big Sky* by Pat Mora

Interdisciplinary Connections: Social Studies

Integration of Technology: Electronic images for concepts or vocabulary, Smartboard or projector

Equipment needed: Computer/iPads with internet access

WIDA PERFORMANCE INDICATORS

Listening and Speaking- After listening and watching a video orally discuss questions about the video using a word wall, sentence starters and working in small groups. **WIDA ELD 2 and 5; CCSS SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. May watch the video more than once.

ELP 3: Use simple sentences but include content related vocabulary and work in a small group. May watch the video more than once.

ELP 4-5: Use complete, complex sentences and content related vocabulary. May watch the video more than once.

Reading- Jigsaw read the chapters in the book in small groups or pairs. **WIDA ELD 2 and 5; CCSS RF5.4.a, RL5.10; NJCCCS 6.1.8.D.1.a, b,**

ELP 1-2: Use L1 and a graphic organizer to organize thoughts, highlight important parts within the text, work with a partner.

ELP 3: Use a graphic organizer to organize thoughts, highlight important parts of the text.

ELP 4-5: Highlight important parts of the text.

Writing- Write a narrative piece about the Native American experience referenced **WIDA ELD 2 and 5; W5.3; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, drawings, refer to a model and sentence frames (cloze structure) to answer the prompt. May watch the video again and use word wall.

ELP 3: Use simple sentences and content-vocabulary and refer to a model to answer the prompt. May watch the video again and use word wall.

ELP 4-5: Use complex sentences and content-vocabulary to answer the prompt. May watch the video again.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: infinite, voyage, bark (as a noun and a verb), fearful(ly), (un)willing, makazins (moccasins), copper, ravens, haul, greedy, dusk L5.6</p> <p>Additional vocabulary for levels 1-2: whispers, pines, memories</p> <p>Additional vocabulary for levels 3-4: shimmering, venison, ebony</p> <p>Key language forms and conventions: Poetry, word patterns, descriptive words, correlative conjunctions, verb tenses L.5.1.e, L5.1.b</p>	
<p>Reading SWBAT demonstrate understanding of new words L5.5</p> <p>Listening SWBAT read or listen to texts at grade 4-5 level RF5.3, RF5.4</p> <p>Speaking Work in mixed ELP pairs SWBAT produce orally or write sentences by combining, expanding, and reducing sentences for meaning W5.4, W5.5, L5.3</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall) that might correspond. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Write simple sentences instead of complex sentences that demand content vocabulary about seasonal changes. • Match simple sentences with new vocabulary that might apply to edit sentences. <p>Preparing the Learner Activate Prior Knowledge Think about and discuss the way seasons change in New Jersey. In recent weeks, we discussed what summer is like in the country you were born. Discuss the changes in seasons there as well.</p> <p>Build Background Use the Adjective Word Wall* to indicate words that describe a season of your choice and how you feel during that season. Quick write: Write about it using these words.</p>	<p>What is different or the same about the changing seasons where you are from?</p> <p>Which is your favorite season in either place? How might you use the adjectives to describe or discuss what you feel during that season?</p>

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<p>Reading SWBAT determine the theme of a poem from the details in the text RF5.3, RL5.4, RF5.4.b SWBAT demonstrate understanding of new words L5.5</p> <p>Differentiating for ELP 1-2:</p> <ul style="list-style-type: none"> • Use L1 support • Reread the poem in pairs or small groups after completing the vocabulary task. <p>Differentiating for ELP 3-4</p> <ul style="list-style-type: none"> • Reread the poem independently after completing the vocabulary task. <p>Interacting with Text Listen to the poem, <i>This Big Sky</i> by Pat Mora. Discuss vocabulary and descriptive words used. Discuss the elements of poetry. Students use context clues to find meaning of new vocabulary words. Copies can be made for the purpose of highlighting text. New words should be added to a personal dictionary (Four Corners/word web) while reading the chapter. Always discuss cognates where applicable for all levels.</p>	<p>What's the author's purpose in using these words? (Visualization)</p> <p>What ideas are conveyed in this poem about Fall?</p>
<p>Reading SWBAT compare and contrast two or more characters in a story RL5.3, RF5.4 <i>Work in mixed ELP small groups</i></p> <p>Differentiation for ELP Levels 1-2:</p> <ul style="list-style-type: none"> • Use L1 support • Use Venn diagram and sentence frames <p>Differentiating for ELP Levels 3-4</p> <ul style="list-style-type: none"> • Use simple sentences and some with emerging complexity. Use transitional phrases from language function phrase wall <p>Discuss character traits and complete a chart describing each of the characters in the novel. Compare and contrast two of the characters. Teacher model how to compare and contrast using transitional phrases from the "language function" phrase wall. Complete a second comparison with students. Then have them work in a small group to complete the comparison of the characters using the chart. Jigsaw Reading Activity- Chapters 5- 7 of the novel are read in small groups so that students have the opportunity to become experts on a chapter and share with the groups who read other chapters. Each student is responsible for the information gathered in each chapter. Some sections must be re-read.</p>	<p>Who is speaking in the passage? Who seems to be the main audience? Which sentence(s) support your inference?</p> <p>Describe each character. Which phrases from the text best supports your answer? Are there any hard or important words to note and discuss in more depth from this chapter?</p> <p>What seems important in this chapter and why? Cite evidence from the text.</p>

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<p>Reading/Writing SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary RF5.3, RF5.4 SWBAT sequence events from a story RI 5.6, W5.3c</p> <p>Extending Understanding Sort or Sequence: Students sort or sequence events in The Birchbark House into a timeline. Students should work in small groups to complete a timeline depicting a sequence of events (Chapters 1-7)</p> <p>Reading/Writing SWBAT compare and contrast two settings, or events in the texts drawing on specific details RL5.3</p> <p>Differentiation for ELP 1-2</p> <ul style="list-style-type: none"> • In addition to the scaffolds under Levels 3-4 (below), use L1 to produce writing and/or draw pictures and label them with words or short phrases/sentences to express their thoughts. • Use cloze activities and model writing to follow in creating original piece of writing. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use a graphic organizer to compare and contrast. • Refer to a word wall that is organized by the <i>parts of speech</i> or <i>writing</i>. This will enable students to use word walls during writing activities. For example (parts of speech), a student may use the word pretty (adjective); on the WW behind/under/in a pocket labeled “pretty” would be words such as gorgeous, adorable, pleasant, beautiful, or delightful. <p>Make connections between, The Big Sky and The Birchbark House. Use the scenes depicted in the poem, <i>This Big Sky</i> to begin a discussion about the areas in which the Native Americans lived.</p>	<p>After completing a sequence of events in the novel thus far, answer the following questions:</p> <p>Which phrase from the passage best reinforces how <i>visualization</i> is being used?</p> <p>Which best describes the organization of the novel? (Provide students with choices such as, an analysis, a discussion, a portrait, a warning). Cite evidence to support your answer.</p> <p>Are these two texts connected? If so, how? Compare and contrast them and cite evidence from each.</p>
<p>Listening/Speaking/Writing SWBAT discuss elements of and write narrative piece, linking what they viewed and are reading about with what they would have done in that situation. W5.3</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Use a timeline graphic organizer and L1 version or adapted/abridged English version of the novel <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use adapted/abridged English version of the novel <p>Refer back to the video watched last week- http://video.nationalgeographic.com/video/kids/history-</p>	<p>How might you connect with the</p>

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<p>kids/native-americans-kids/. Discuss narrative writing and have students express what they gathered from the video and about what happened to the Native Americans and how they were forced to move and stay in restricted areas.</p> <p>Mini-lesson on organizing research, taking important notes and differentiating between valuable resources and resources not to be used.</p>	<p>situation the native Americans were in during that time?</p>
<p>Formative Assessment: Narrative Writing Piece: As seen in the video clip viewed last week, the Europeans told the Native Americans that they must move to sections of the land called reservations. Do you think this is fair? Describe the situation and what the Native Americans went through. <i>Directions for Writing:</i> In a narrative essay, explain what happened in the video. How did the Native Americans feel? What did they do? Why did they listen to the Europeans? WIDA ELD 2 and 5; W5.3; NJCCCS 6.1.8.D.1.a, b, c</p>	
<p>ELP 1-2: Discuss in small groups with L1 support. Write in English and/or L1 with the support of a word wall, bilingual dictionary, visuals, and a template.</p>	<p>ELP 3-4: Discuss in mixed ELP levels in small groups. Write using key vocabulary from word wall in simple sentences with some emerging complexity with the support of a dictionary and an outline.</p>

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Lesson Plan #3

Lesson Overview: The third lesson is about Fairy Tales and Myths and incorporates two stories of this genre; an excerpt from Ch. 9 of *The Birchbark House* and *Heron and the Hummingbird*, a Native American Myth. Students will discuss similarities and difference between the two stories and discuss the lesson learned from the story.

Lesson Title: Life's Lessons in Nature

Timeframe: 4-5 days; 90 minutes per period

Lesson Components

Central Texts: *The Birchbark House* Ch. 8-9, *Heron and the Hummingbird*- a Native American Myth

Interdisciplinary Connections: Social Studies

Integration of Technology: Electronic images for concepts or vocabulary, Smartboard or projector

Equipment needed: Computer/iPads with internet access

WIDA PERFORMANCE INDICATORS

Listening and Speaking- Discuss fiction vs. non-fiction using examples of stories students are familiar with. **WIDA ELD 2 and 5; CCSS RL5.3, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, visual support, patterned responses or single words and work with a partner to complete a KWL chart.

ELP 3: Use simple sentences but include content related vocabulary and work with a partner to complete a KWL chart.

ELP 4-5: Use complete, complex sentences and content related vocabulary to complete a KWL chart.

Reading- Read the myth and explore the message the author is trying to relay **WIDA ELD 2 and 5; CCSS RL5.9, RF5.4; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1 and refer to supporting visuals, highlight important parts within the text, work with a partner to read and discuss meaning.

ELP 3: Highlight important parts of the text, work with a partner to read and discuss meaning.

ELP 4-5: Highlight important parts of the text.

Writing- Compose a narrative piece of writing about what will happen in the upcoming chapter, "The Visitor"? **WIDA ELD 2 and 5; W5.3, W5.4 W5.9a; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, drawings, refer to a model and sentence frames (cloze structure) to answer the prompt. May refer to word wall.

ELP 3: Use simple sentences and content-vocabulary and refer to a model to answer the prompt. May refer to word wall.

ELP 4-5: Use complex sentences and content-vocabulary to answer the prompt. May refer to word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent questions
<p>Key Vocabulary: Gleam, intricate, ice chisel, whine, hammock, , zip (v), frustration L5.6</p> <p>Additional vocabulary for levels 1-2: curious, brilliant, careful(ly), chop, snowball,</p> <p>Additional vocabulary for levels 3-4: invigorating, flitting</p> <p>Key language forms and conventions: Foreshadowing, inference, fiction vs. non-fiction, myths, fables, folktales, fairytales, personification, comparative phrases, recognizing definitions of words in the sentences or phrases L5.1e</p>	
<p>Listening/Speaking SWBAT compare and contrast stories in the same genre (Myths, fables, etc) in writing or orally RL5.9 SWBAT read/ listen to texts at grade 4-5 level RF5.3, RF5.4 SWBAT discuss important content with teacher and peers SL5.1 Discuss questions in mixed ELP leveled small groups or pairs and allow the use of L1, then discuss in whole group in English (think, pair, share)</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Use L1 version or adapted/abridged English version of the novel <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use adapted/abridged English version of the novel <p>Preparing the Learner Activate Prior Knowledge: Have your grandparents, parents or any other member of your family told you stories? Discuss fiction vs. non-fiction. Introduce myths, folktales, fables and fairytales. Ask students to share some of these they might already be familiar with. Complete a K-W-L Chart about myths, folktales, fables and fairytale Build Background: Preview the two stories and identify cognates (in one color) and other vocabulary (in another color) before reading it together. Highlight and annotate copies of the reading.</p>	<p>Refer to the vocabulary words in context and ask yourself, as it is used in line/paragraph _____, the word _____ most nearly means_____. Which phrase from the text best supports your answer?</p>
<p>Reading/Writing SWBAT demonstrate understanding of new words L5.5 SWBAT read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes RL5.4, L5.5 SWBAT decode unfamiliar words using letter-sound correspondences, and patterns RF5.3, RF5.4</p>	

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<p>Differentiate for ELP 1-2</p> <ul style="list-style-type: none"> • Use L1 and draw pictures • Work in pairs <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Write simple sentences • Work in pairs <p>Interacting with Text Have students complete the Frayer Model (word web) graphic organizer for key vocabulary before reading each chapter. For vocabulary words that are verbs, they should be acted out to exemplify meaning.</p>	
<p>Listening/Speaking/Writing SWBAT orally compare and contrast the overall structure of concepts/information in the two texts, (folktale, fairytale, fable, etc) drawing on specific details in the samples read RL5.3 Work in pairs or mixed ELP level groups</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> • Use a Compare/Contrast T-chart graphic organizer that includes sentence starters and cloze activities (modeled structure specific to indicated chapters). • Ensure there are visuals included on the document as well. • Write/speak using L1 and/or drawings <p>Differentiate for ELP 3 and 4</p> <ul style="list-style-type: none"> • Use a Compare/Contrast T-chart graphic organizer • Write/speak using simple sentences with some content vocabulary • Work in pairs or mixed ELP level groups <p>Read the two myths: Use Compare/Contrast Graphic organizer to discuss similarities and differences between the tale told by Omakayas' grandmother, Nokomis and the Native American Myth entitled, <i>Heron and the Hummingbird</i>.</p>	<p>Are these two texts connected? If so, how? Compare and contrast them and cite evidence from each. What is the lesson learned in each of these tales? Select a phrase or two that provide support for your conclusion.</p>
<p>Writing/Listening/Speaking SWBAT discuss questions in order to develop, organize and produce coherent writing that answers the questions SL5.1 W5.4 SWBAT discuss the myths and explore the message the authors are delivering through this writing.</p>	<p>What is the author trying to say in this myth? How do the lessons learned in the stories relate to you? How might they relate to another text</p>

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<p>Brainstorm ideas on how to explain these stories to another person SL5.1 W5.4</p> <p>SWBAT discuss the elements of narrative writing. Have students respond through discussions as well as in writing using scaffolding techniques. SL5.1 W5.3</p> <p>Discuss the myths and explore the message the authors are delivering through this writing. Brainstorm ideas on how to explain these stories to another person.</p>	<p>read?</p> <p>What does the author show the reader about the setting of the story in these chapters? (the season is changing)</p> <p>How do you know this? Cite evidence from the text.</p> <p>Think about the way Old Tallow looked at Omakayas. What does this mean?</p> <p>What message is the author trying to relay?</p> <p>What exact words lead the reader to this meaning?</p> <p>Why do you think Omakayas felt that Old Tallow would protect her?</p> <p>Is there something missing from this passage that the reader might expect to find?</p> <p>Why might the author have left this out?</p>
<p>Listening/Speaking</p> <p>SWBAT discuss questions in order to develop, organize and produce coherent writing that answers the questions SL5.1 W5.4</p> <p>Writing</p> <p>SWBAT develop, organize and produce a myth, folktale or fairytale W5.4</p> <p>Discuss questions in mixed ELP leveled small groups or pairs and allow the use of L1, then discuss in whole group in English (think, pair, share)</p> <p>Differentiation for ELP Levels 1-2</p> <ul style="list-style-type: none"> • In addition to the scaffolds under Levels 3-4 (below), use L1 to produce writing and/or draw pictures and short phrases/sentences. • Use cloze activities and model writing to follow in creating original piece of writing. <p>Differentiation for ELP Levels 3-4</p> <ul style="list-style-type: none"> • Use a graphic organizer and work with a partner during the prewriting process. • Refer to the Venn Diagram, KWL Chart and features discussed found the sample myths read 	

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<p>Extending Understanding</p> <p>Think, Pair, Share: Angeline’s friend’s husband Fishtail was visiting the school in the village to learn a new language.</p> <p>In whole group, complete a Venn diagram depicting the similarities and differences between a myth, a folktale, a fairytale, and a fable. Refer back to stories you may have told by the adults in your family or some of the ones we’ve seen in the past few lessons. Classify the story into one of these categories. Use this to fill in the Learned (L section) of the K-W-L chart from the start of this section</p> <p>Students will write their own sample of a myth, folktale, fairytale, or fable. They may use ideas from other samples of this genre. When sharing final products, discuss why it is a myth, folktale, fairytale or fable.</p>	<p>Refer to Think, Pair, Share (in the column to the left). Why is this significant?</p> <p>How are the chimookomanug (white people/new settlers) affecting the (Anishanabe) native Americans in this book?</p> <p>Have you found any similar instances with other tribes you’ve read about?</p>
<p>Formative Assessment: Narrative writing: The next chapter (Ch. 10) is called, The Visitor. Who might the visitor be? What do you think will happen when the “the visitor” comes to see Omakayas and her family? Write an essay describing what will happen next. Use evidence from the previous chapter to support your prediction. WIDA ELD 2 and 5; W5.3, W5.4, W5.9a; NJCCCS 6.1.8.D.1.a, b, c</p>	
<p>ELP 1-2: Discuss predictions in small groups with support in L1. Write prediction in English and/or L1 using a word wall, bilingual dictionary, visuals and a sentence frame. Teacher will provide several sentence strips from the story. Students will choose the sentences that best support their prediction.</p>	<p>ELP 3-4: Discuss predictions in mixed ELP levels (3, 4, and native speakers). Write prediction using key vocabulary in simple and some complex sentences with the support of a word wall, dictionary, and sentence starters. Select sentences from the text that support the prediction.</p>

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Lesson Plan #4

Lesson Overview: The fourth lesson is based on a song entitled, “Winter Wonderland”. The students will be exposed to the attributes of winter through the lyrics and relate them to what winter was like for the people who lived in the Pre Columbian era.

Lesson Title: Walking in a Winter Wonderland

Timeframe: 4-5 days; 90 minutes per period

Lesson Components

Central Texts: The Birchbark House Ch. 10-11, Lyrics- Winter Wonderland

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Electronic images for concepts or vocabulary, Smartboard or projector

Equipment needed: Computer/iPads with internet access

WIDA PERFORMANCE INDICATORS

Listening- Listen to the song Winter Wonderland and categorize words into parts of speech and identify words that relate to winter. **WIDA ELD 2; CCSS L5.5; NJCCCS 1.1.5.B.1**

ELP 1-2: While following along with a copy of the lyrics, use highlighters to identify words and use a graphic organizer to categorize words.

ELP 3: While following along with a copy of the lyrics, use highlighters to identify and categorize words.

ELP 4-5: While following along with a copy of the lyrics identify and categorize words.

Speaking and Reading- Students read peer responses to questions from a piece of paper then discuss by elaborating, and seeking clarification (Snowball activity). **WIDA ELD 2 and 5; CCSS RL5.3, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner/team.

ELP 3: Use simple sentences but include content related vocabulary and work with a partner/team.

ELP 4-5: Use complete, complex sentences and content related vocabulary and work with the team.

Writing- Write an article about a famous Native American using notes, vocabulary and discussions from previous lessons. **WIDA ELD 2 and 5; CCSS W5.3; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, drawings, single words and sentence frames to produce the final draft. May refer to a model and/or word wall.

ELP 3: Use simple sentences and content-vocabulary to produce the final draft. May refer to a model and/or word wall.

ELP 4-5: Use complex sentences and content-vocabulary to produce the final draft. May refer to a word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text dependent questions
<p>Key Vocabulary: vengeance, hunger, drag, surround, glimmer, conspire, glisten, intense L5.6 Additional vocabulary for levels 1-2: fear, content, generous, hollow, strain Additional vocabulary for levels 3-4: brandish, cached, bannock, crave, scrounge</p> <p>Key language forms and conventions Present and past tenses, transition words/phrases, words patterns (as_ as_, like), conjunctions, rhyme, comparative phrases, recognizing definitions of words in the sentences or phrase L5.1d, L5.1e, L5.3a</p>	
<p>Reading/Speaking SWBAT compare and contrast settings/events in the story and in real life, drawing on specific details RL5.3</p> <p>Listening/Reading/Writing SWBAT form and use the perfect verb tenses when writing and speaking L5.1 Differentiate all ELP Levels</p> <ul style="list-style-type: none"> Working in small, mixed ELP level groups, refer back to excerpts of the novel where weather is described and highlighted important vocabulary. <p>Preparing the Learner Activate Prior Knowledge: Watch the video, <i>Weather 101</i> at http://video.nationalgeographic.com/video/kids/forces-of-nature-kids/weather-101-kids/ Discuss the connection between weather, the change of the seasons and the Ojibwa (Abishinabe) people's way of life. Connect to what students may have learned in science class about the weather. Compare that to what we see here in New Jersey as far as weather and how it affects our daily life. (Text to self)</p> <p>Building Background Listen to the song Winter Wonderland with a copy of the lyrics in front of students. Use highlighters to categorize words as a grammar lesson- (i.e. identify verbs in one color and nouns in another). Sing along with the song (chorally) as it plays a second time. Extend lesson by discussing verb tenses and changing the verbs identified to various tenses in a chart.</p>	<p>Are there any connections between the video and what we have read in the novel thus far? If so, how? Compare and contrast them and cite evidence from each.</p>
<p>Reading SWBAT decode unfamiliar multisyllabic words in and out of context, using letter-sound correspondences and patterns RF5.3a</p>	

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SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary **RF5.4**

Writing

SWBAT ask and answer specific questions in writing and by making comments that contribute to a discussion and elaborate on the remarks of others **SL5.1a W5.3**

Differentiate for ELP Levels 1-2

- Draw pictures of vocabulary. Match drawings with new vocabulary that might correspond.
- Work in pairs

Differentiate for ELP Levels 3-4

- Write simple sentences instead of complex sentences that demand content vocabulary about summer scenes. Match simple sentences with new vocabulary that might apply to edit sentences.
- Work in pairs

Reading/ Speaking

SWBAT answer specific questions in writing about the text **SL5.1c**

Differentiate for ELP Levels 1-2

- In addition to the scaffolds under Levels 3-4 (below), use L1 to produce writing and/or draw pictures and label them with words or short phrases/sentences to express their thoughts.
- Use cloze activities and model original piece of writing.

Differentiate with ELP Levels 3-4

- Refer to a *Writing* word wall that is organized by *topic/theme* or *useful phrases*. This will enable students to use word walls during writing activities. For example, a student could refer to a phrase wall or reference sheet that includes transitional phrases, or other sentence frames, etc.

Interacting with Text

Pre-Reading: Predict what will happen to the family during the winter months. Illustrate or write about a possible scene in the upcoming chapters.

Students complete graphic organizer (Four corners) for vocabulary words. Review vocabulary cards (or visual word wall). Teacher must model think-aloud during read-aloud or guided reading sessions.

During reading use a graphic organizer (Cornell notes) to propose questions and take notes as students

Is the author trying to convince readers of something? What? How do I know?

Is there something missing from this passage that I expected to find? Why might the author have left this out? Is there anything that could have been explained more thoroughly for greater clarity?

Are there any difficult or important words to revisit in more depth? What is the author telling the reader in this chapter? Which phrase from the novel best reinforces how vocabulary word, _____

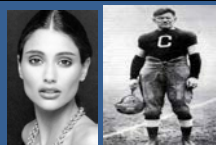
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<p>read or follow along during read-alouds. Discuss literary elements within each chapter. Have students provide an example of this in native language.</p> <p>Snowball Activity to answer discussion questions and summaries of each chapter students have read (or listened to).</p> <p><i>*Snowball Activity:</i> Students write a response to a question on a piece of paper then crumple into ball shape. Ask students to say A then B to create teams. Team A should convene into one line and Team B in another line across from the opposing team. Team A throws their “snowball” across to Team B. Team B picks it up, finds the originator, reads the paper back to them, then describes in his or her own words what he or she thinks the originator (from Team A) meant. The students on team A either agree or clarify. Then repeat the process where Team B throws and Team A catches, reads, elaborates, and seeks clarification.</p>	<p>is being used?</p> <p>What would you have done if you were Omakayas after “the visitor” arrived? Why?</p> <p>Discuss the various “moods” the author portrays in these chapters.</p> <p>Which phrase best illustrates the author’s purpose in these chapters?</p>
<p>Listening/Speaking SWBAT Discuss important content with peers SL5.1</p> <p>Reading/Writing SWBAT demonstrate understanding of new words in written form L5.5 SWBAT compare and contrast concepts, events and settings in the two texts RL5.3 SWBAT create writing pieces routinely over extended (time for research, reflection, and revision) W5.10 Discuss questions in mixed ELP leveled small groups or pairs and allow the use of L1. Then discuss in whole group in English (think, pair, share)</p> <p>Differentiate for ELP 1-2</p> <ul style="list-style-type: none"> • Use L1 version or adapted/abridged English version of the novel • Have students provide an examples/explanations of main idea in native language or by drawing a picture of the message being provided by the author. • Text in L1 if available or adapted/abridged English version <p>Differentiate for ELP 3-4</p> <ul style="list-style-type: none"> • Use adapted/abridged English version of the novel • Text in adapted/abridged English version • Have students provide examples/explanations of main idea in simple sentences. Revisit afterwards to attempt embedding content vocabulary. <p>Extending Understanding Think, Pair, Share: Aside from the difficulty of having had “the visitor” come to their village, discuss the</p>	<p>How does the author play with <i>language</i> (tone, voice, word choice, imagery) to add to meaning?</p>

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<p>hardships the Ojibwa (Anishinabe) people faced due to the weather.</p> <p>Students will continue to research native American tribes and make text-to-text connections with the novel. Students may use the sites below.</p> <p>http://www.learner.org/interactives/weather/iceandsnow.html</p> <p>http://www.northernexpress.com/michigan/article-5543-the-indians-in-winter.html</p> <p>Share One, Get One: After the research students have conducted in the past few weeks for the PBL, ask students to find a partner to share one idea and get a new idea. Students should move around the classroom and also view each other as sources of knowledge and record their findings for use in their final products. This activity can be repeated a few times.</p>	<p>Select a few sentences (paragraph and page number) that provide answers to this question.</p> <p>What impact did the European settlers have on the Native American people of the United States? Cite evidence from various sources.</p> <p>What impact did the European settlers have on the Native American people of the United States? Cite evidence from various sources.</p>
<p>Formative Assessment: Write an article about a famous Native American. Be sure to include what tribe, location, facts, contributions to society, other important information or life events. WIDA ELD 2 and 5; CCSS W5.3; NJCCCS 6.1.8.D.1.a, b, c</p>	
<p>ELP 1-2: Discuss in small groups with L1 support. Using several resource books complete the template/outline about a famous Native American. Students may copy information from the text and illustrate their responses. Post on class website</p>	<p>ELP 3-4: Pair with a partner and discuss a famous Native American. Research the needed information to write an article answering the Wh-questions about their famous person. Post it on class website.</p>

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Lesson Plan #5

Lesson Overview: New beginnings both emotionally and in the physical world are prominent throughout this unit. In *The Birchbark House*, nature comes full circle when spring arrives. Students will participate in a Socratic Seminar that will allow them to discuss the impact European settlers had on Native American Culture.

Lesson Title: New Beginnings

Timeframe: 4-5 days; 90 minutes per period

Lesson Components

Central Texts: The Birchbark House Ch. 12-13

Interdisciplinary Connections: Social studies

Integration of Technology: Electronic images for concepts or vocabulary, Smartboard or projector

Equipment needed: Computer/iPads with internet access

WIDA Performance Indicators

Listening and Speaking- Participate in a Socratic Seminar discussion about the impact European settlers had on the Native Americans. **WIDA ELD 2 and 5; CCSS SL5.1c (to prepare for W5.3, W5.4 and W5.10), W5.10; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, visuals, sentence starters (patterned responses) or single words and work with a partner. May refer to notes.

ELP 3: Use simple sentences but include content related vocabulary and work with a partner. May refer to notes taken.

ELP 4-5: Use complete, complex sentences and content related vocabulary. May refer to notes taken.

Reading- Read questions posed and figure out which of the four basic types of question and answer relationships (QAR) the questions represent. **WIDA ELD 2 and 5; CCSS RL5.3, RF5.4, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1 and visual chart of QAR list, a graphic organizer, and highlight important parts within the text. Work with a partner.

ELP 3: Use visual representation of QAR list and highlight important parts of the text. Work with a partner.

ELP 4-5: Use QAR list and highlight important parts of the text.

Writing- Respond in writing to the open-ended question posed about the impact of European Explorers on the native American culture. **WIDA ELD 2 and 5; CCSS W5.1, W5.5, W5.9; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, drawings, single words and sentence frames to answer the question. Use a RASC graphic organizer.

ELP 3: Use simple sentences and content-vocabulary to answer the question. May use a RASC graphic organizer.

ELP 4-5: Use complex sentences and content-vocabulary to answer the question. May use a RASC graphic organizer

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and Build background and Text Dependent questions
<p>Key Vocabulary: propose, stem, beam, piercing, disdain, snap, oxygen, pose, mar, maple L5.6</p> <p>Additional vocabulary for levels 1-2: familiar, protect, sugar, hollow, seed, wondering</p> <p>Additional vocabulary for levels 3-4: absorb, crackle, zing, pollination, raggedy</p> <p>Key language forms and conventions: Multiple meaning words, question formation, use of inflection, intonation, transitional phrases to link opinions and reasons, recognizing definitions of words in the sentences or phrases, verb tenses, personal pronouns, conjunctions L5.1d, L5.1e, L5.3a, L5.6</p>	
<p>Listening/Speaking/Reading</p> <p>SWBAT Read or listen to texts at grade 4-5 levels RF5.4</p> <p>SWBAT use correlative conjunctions when writing and speaking L5.1e</p> <p>SWBAT ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others SL5.1c</p> <p>Differentiate for ELP levels 1, 2, 3, 4</p> <ul style="list-style-type: none"> Read in pairs (High-Low ELP levels). Discuss in L1. In whole group, as the teacher gives the statements aloud, demonstrate visual support. Use thumbs up, thumbs down method for agree or disagree. <p>Preparing the Learner</p> <p>Activate Prior Knowledge:</p> <p>Anticipation Guide- Before continuing to read the novel, have students listen to several statements about key concepts presented in the text; present them as a series of statements with which the students can choose to agree or disagree.</p> <p>Building Background:</p> <p>Skimming and Scanning- Before reading have students skim and scan the chapters to be read. Direct students to refer to the list of things they should be reviewing (post or write on board): titles, illustrations or pictures, captions, headings, subheadings, and text.</p> <p>Then complete a graphic organizer with labels such as, “Initial Thoughts, Fast Facts, Vocabulary, and Final Thoughts.” Gather information from students and use it to create a class reference of important</p>	<p>What does the author want the reader to understand?</p> <p>Are there any difficult or important words?</p> <p>What is the first thing that jumps out at the reader? Why?</p>

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<p>“look fors” or “questions” to consider during their reading.</p>	
<p>Reading SWBAT decode unfamiliar words by using letter-sound correspondences, and patterns RF5.3a SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary RF5.4c SWBAT develop, organize and produce coherent writing in response to an open ended question W5.4</p> <p>Levels 1-2</p> <ul style="list-style-type: none"> • Draw and label with words or simple sentences (cloze format) while working with a partner • Use a graphic organizer that is prepared by the teacher ahead of time which enables students to categorize the questions first (T provide a sample to follow that is already categorized and completed) <p>Level 3-4</p> <ul style="list-style-type: none"> • Write words, phrases and simple sentences while working with a partner • Refer back to the kinds of questions answered in the past. Create more questions like these to share and categorize with peers. <p>Interacting with Text QAR- Question/Answer relationships. Students will review questions posed and figure out which basic types of question and answer relationships the questions represent. Use the information below to analyze then answer questions posed about the novel. Use a visual representation of QAR when explaining it.</p> <ul style="list-style-type: none"> • Right There -- In this type of QAR, the answer is found in the text. Also, the words in the question and the words in the answer are usually in the same sentence. The reader can point to the answer. • Think and Search -- In this type of QAR, the answer is found in the text. However, the words in the question and the words in the answer are not found in the same sentence. The reader must put together different parts of the text to get the answer. • Author and Me (or Author and You) -- The answer is not found in the text. The reader has to put together the information the author provides with information the reader already knows to come up with the answer. <p>Students may use RASC (Restate, Answer, Support, and Connect) to organize thoughts in answering constructed response questions.</p>	<p>Using various vocabulary words answer the following: What does the author mean by _____? What exact words (page, paragraph, line) lead the reader to this meaning?</p> <p>How does the author play with <i>language</i> (tone, voice, word choice, imagery) to add to meaning? Select a few sentences (paragraph and page number) that provide answers to this question.</p> <p>Explain how the character’s feelings about the family members changed. Make sure to include an example of dialogue and supporting, sensory details. Cite the text to support your answer.</p> <p>Prompt: Omakayas dislikes her brother Pinch but adores her brother Neewo. Put yourself in the shoes of Omakayas and explain her feelings toward each brother. Look back in the novel.</p>

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<p>Writing SWBAT Create writing pieces routinely over extended (time for research, reflection, and revision) W5.10</p> <p>Listening/Speaking SWBAT Discuss important content with peers SL5.1 SWBAT ask and answer specific questions in writing and by making comments that contribute to a discussion and elaborate on the remarks of others SL5.1c</p> <p>Writing SWBAT write sentences that link opinions and rationale W5.1c Work in mixed ELP level teams during the snowball activity</p> <p>Differentiate for ELP Levels 1-2</p> <ul style="list-style-type: none"> • Use L1 within peer discussions • Embed additional grammar lessons where appropriate using thematic materials (in context). • Use text in L1 if available or adapted/abridged English version • Work in small, mixed ELP level groups <p>Differentiate for ELP Levels 3-4</p> <ul style="list-style-type: none"> • Use text in adapted/abridged English version • Work in small, mixed ELP level groups <p>Extending Understanding Discuss why Spring is the season of new beginnings. Share One, Get One: After the research students have conducted in the past few weeks for the PBL, ask students to find a partner to share one idea and get a new idea. Students should move around the classroom and also view each other as sources of knowledge and record their findings for use in their final products. This activity can be repeated a few times.</p> <p>Socratic Seminar: Students will participate in a Socratic Seminar that will allow them to discuss the impact European settlers had on Native American Culture. Preparing for this class discussion will assist students in completing their projects. Students will use chosen texts to read and prepare to discuss the question: What impact did European Explorers have on the native American culture?</p>	<p>What impact did the European settlers have on the Native American people of the United States? Cite evidence from various sources.</p> <p>What is the tone of these final chapters? How does the author use word choice, imagery, etc. to demonstrate this? Discuss the novel and compare to the current Native Americans in the United States. Cite evidence from various sources to support your discussion.</p>
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Formative Assessment: Socratic Seminar- In your research of the Native American Tribes of the United States, what impact did the European settlers have on them? Provide students with guidance on how to pose questions and make discussion techniques, requirements and etiquette. In order to better prepare students to write about a topic, a Socratic seminar enables them to talk through their thoughts and discuss important content. Students should be provided the opportunity to pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others. Socratic Seminar is a perfect way for students to explore linking their opinions and the opinions of others to reasons and expressing them throughout conversation, which later evolves to writing.

WIDA ELD 2 and 5; CCSS SL5.1c (to prepare for W5.1, W5.3, W5.4 and W5.10), W5.10; NJCCCS 6.1.8.D.1.a, b, c

ELP 1-2: Prepare for the discussion with the support of L1. Use note cards, bilingual dictionary, visuals and an L1 buddy. Provide transitional phrases to build on others' ideas (I agree with ____ because ____). Rehearse comments and answers.

ELP 3-4: Prepare for discussion with small groups. Write down ideas and discuss. Use word wall and sentence starters as support. Discuss in complete sentences with emerging complexity.

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Lesson Plan #6

Lesson Overview: Students will be able to make connections and explore how life can change in an instance. Connections between non-fiction texts read and experiences via the realistic fictional novel, *The Birchbark House* will become clearer as students have the opportunity to summarize conclusions, tying it all together in a research paper.

Lesson Title: Nobility

Timeframe: 4-5 days; 90 minutes per period

Lesson Components

Central Texts: The Birchbark House Ch. 14

Interdisciplinary Connections: Social studies, Math

Integration of Technology: Electronic images for concepts or vocabulary, Smartboard or projector

Equipment needed: Computer/iPads with internet access

WIDA PERFORMANCE INDICATORS

Listening and Speaking- After the research students have conducted in the past few weeks for the PBL, ask students to talk with peers to share one idea and get a new idea. **WIDA ELD 2 and 5; CCSS L.5.1, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

ELP 1-2: Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. Refer to notes taken.

ELP 3: Use simple sentences but include content related vocabulary and work with a partner. Refer to notes taken.

ELP 4-5: Use complete, complex sentences and content related vocabulary. Refer to notes taken.

Reading- Read chorally with peers in a small group to perform a chapter as a skit (Reader's Theatre). **WIDA ELD 2 and 5; CCSS RF5.4, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

Writing- Write a research paper on Native Americans. **WIDA ELD 2 and 5; CCSS RL5.3, RF5.3, W5.3, W5.9a, W5.10; NJCCCS 6.1.8.D.1.a, b, c, 8.1.8.A.1**

ELP 1-2: Use L1, drawings, single words and sentence frames (cloze structure) to produce the final draft. Must refer to a model and word wall.

ELP 3: Use simple sentences and content-vocabulary to produce the final draft. May refer to a model and word wall.

ELP 4-5: Use complex sentences and content-vocabulary to produce the final draft. May refer to a model.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent questions
<p>Key Vocabulary: gathering pretend haunt tumble reservation exaggerate L5.6</p> <p>Additional vocabulary for ELP Levels 1-2: happiness complete declare provision</p> <p>Additional vocabulary for ELP Levels 3-4: tuck mirthless unwillingness</p> <p>Key language forms and conventions</p> <p>Personal pronouns, conjunctions, describing a point of view, correlative conjunctions, transitional phrases to link opinions and reasons, recognizing definitions of words in the sentences or phrases, verb tenses, paragraph formation, punctuation L5.1d, L5.1e, L5.3a</p>	
<p>Reading/Writing SWBAT demonstrate understanding of new words L5.5</p> <p>Listening/Speaking SWBAT use correlative conjunctions when writing and speaking L5.1e</p> <p>Writing SWBAT develop, organize and produce coherent writing in outline form W5.4</p> <p>Differentiation for ELP Levels 1-2</p> <ul style="list-style-type: none"> • Use vocabulary words in simple sentences (cloze format, sentence frames) while working with a partner • Use a graphic organizer in outline format (T provide a sample to follow; a part of the outline that is already completed) <p>Differentiation for Level 3-4</p> <ul style="list-style-type: none"> • Write words, phrases and simple sentences while working with a partner • Use a graphic organizer in outline format <p>Preparing the Learner</p> <p><i>Activate Prior Knowledge:</i> 3-2-1 Admit Slips- Students are asked to jot down 3 things they have questions about with regard to the completion of their research papers, 2 things they were surprised to find after having completed the research and 1 they are excited or confident about. Discuss in whole group. This serves as an introductory piece for the actual steps toward finalizing the paper.</p> <p>Building Background</p> <p>Mini-Lesson on Prewriting- Refer back to the notes that have been collected and review all of the</p>	<p>What impact did the European settlers have on the Native American people of the US?</p> <p>Discuss the novel and the real-life Native American people of the United States. Cite evidence from various</p>

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<p>information collected that supports the tribe chosen. Teacher models how to complete (a portion of) an outline. Students create an outline of the information to be used in the final research paper. Peer to peer edit outlines created.</p>	<p>sources to support your discussion/content in your outline.</p>
<p>Reading/listening SWBAT decode (listen to others decode) unfamiliar words using letter-sound correspondences, and patterns RF5.3a SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary RF5.4c SWBAT read (listen to others read) to analyze multiple accounts of the same event or topic RI5.6</p> <p>Writing SWBAT write to use commas that separate an introductory element from the rest of the sentence L5.2b SWBAT create writing pieces routinely over extended (time for research, reflection, and revision) W5.10 Work in mixed ELP level small groups</p> <p>Differentiate for ELP Levels 1-2</p> <ul style="list-style-type: none"> • Embed additional grammar lessons where appropriate using thematic materials (in context). • Have students provide an examples/explanations of main idea in native language or by drawing a picture of the message being provided by the author. • Text in L1 if available or adapted/abridged English version <p>Differentiate for ELP Levels 3-4</p> <ul style="list-style-type: none"> • Text in adapted/abridged English version • Have students provide an examples/explanations of main idea in simple sentences. Revisit afterwards to attempt embedding content vocabulary. <p>Interacting with Text Read the Chapters aloud to students. During the read-aloud, students use a graphic organizer (Cornell notes) to record questions they have about the read aloud (on the left) and take notes (on the right) while following along with the reading. Reader's Theatre- Teacher provides students with the last Chapter of the book in a skit format. Students perform the closing of the novel and discuss questions afterwards.</p> <p>Research Paper Rough Draft- create the first draft of the report, organizing ideas and recording them Research Paper Revise and Edit- First, organize information better if needed, then check and edit</p>	<p>Are there any difficult or important words to revisit in depth?</p> <p>What is the author telling the reader in this chapter?</p> <p>What is the author trying to tell the reader? How is this relayed in the text?</p> <p>Is there a message or main idea? What in the text leads the reader to this conclusion?</p> <p>Old Tallow said, "Now the circle that began when I found you is complete." How does this sentence/passage fit into the text as a whole?</p>

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<p>spelling, grammar, punctuation (including use of quotation marks), capitalization, and subject/verb agreement.</p> <p>Research Paper Review- peer review, self assessment, and teacher conferencing using rubric as a reference</p> <p>Research Paper Publishing- Students share out what they have produced and celebrate their hard work. Students may include illustrations or electronic visuals of the tribe they researched.</p>	
<p>Reading</p> <p>SWBAT read to analyze multiple accounts of the same event or topic RI5.6</p> <p>Work in mixed ELP level during discussion</p> <p>Differentiate for ELP Levels 1-2</p> <ul style="list-style-type: none"> • Use a completed sample of the cloze activity to follow as a model. Work in pairs. • Use the cloze activity and gallery walk to assist in answering discussion questions. <p>Differentiate for ELP Levels 3-4</p> <ul style="list-style-type: none"> • Use the cloze activity and gallery walk to assist in answering discussion questions. <p>Extending Understanding</p> <p>Refer to a map to see where Omakayas and her family lived. Where did the tribe you researched live? Take a look at the scale on the map to figure out how far they were from each other. Use proportions to figure out the distance in both systems of measurement (Metric System- Kilometers and US Customary System- miles)</p> <p>Display the students' work from the entire unit and conduct a gallery walk. Have students complete the following cloze activity about their peers' work.</p> <p>I learned from ____ that ____.</p> <p>I found out from ____ that ____.</p> <p>____ said (mentioned) that ____.</p> <p>My partner, ____ told me (said that) ____.</p>	<p>Do you think the Omakayas would interact with the tribe you researched?</p> <p>What do you know from the text that makes you think that?"</p> <p>What have you learned about the Native Americans during this unit?</p> <p>What seems important about the texts we've read? Why?</p>
<p>Formative Assessment:</p> <p>Research Paper- In your research of the Native American Tribes of the United States, what impact did the European settlers have on them? The research paper task serves the purpose of exposing students to the attributes of collecting information and summarizing it into a conclusion found from the research (gr. 5 standard); Scaffolds MUST be implemented for various ELP levels; final products may look very different depending on the level of the student. WIDA ELD 2 and 5; CCSS RL5.3, RF5.3, W5.3, W5.9a, W5.10; NJCCCS 6.1.8.D.1.a, b, c, 8.1.8.A.1</p> <p>Students will accompany the final draft of the research paper with one of the following:</p>	

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PowerPoint presentation that includes visuals of the tribe chosen to research.	Televised news report about the tribe being given in the present time	A timeline that depicts the events that took place during the tribe's existence	Dress up as a member of the tribe researched and give an oral presentation about the tribe and its people
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GRADE FIVE UNIT 3 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
<p>Build knowledge about how seasons affect people and the changes that occur in life-both now and in the past.</p> <p>Vocabulary: Dream, rap (v), wrap, huddle, brilliant, magical, snowstorm, appear, spring (v), dawn, glint, hum, circle (v)</p>	<p>Cite specific textual evidence to support predictions, comparisons, and analysis.</p> <p>Make inferences.</p>	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>How does the author play with <i>language</i> (tone, voice, word choice, imagery) to add to meaning?</p>	<p>Frayer template</p> <p>Act it out</p> <p>Work with a partner</p> <p>Word wall</p> <p>Support in L1</p> <p>Reader's Theater</p>	<p>Compare and contrast characters, settings, story elements and genres.</p>	<p>Write a narrative.</p> <p>Complete a research paper</p>	<p>Engage effectively in a range of collaborative discussions</p> <p>Make oral presentations</p>	<p>Present, future tenses, multiple meaning words, homophones, compound words, transitional phrases, conjunctions, adjectives and adverbs, words patterns (as_ as_, like)</p>	<p>"Keep it or junk it"</p> <p>Using graphic organizer</p> <p>Cognates</p> <p>Cornell notes</p> <p>RASC</p>

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GRADE LEVEL 6 UNIT 1 OVERVIEW

Content Area: English Language Arts /English as a Second Language

Unit Title: Unit 1- Transformations in people's lives and the world around us

Unit Overview:

Students will be able to explain the idea of transformation, from the physical or literal view, to the more abstract transformation in social change and in self. Students will observe and record the various conditions that affect the metamorphosis of a butterfly and explain the effect that the environmental conditions have on the transformation. Students will use the experiment later on as a metaphor for describing social transformation as well as to explain and analyze self-transformation. Essential questions, such as why is transformation in nature, what conditions impact transformation and when can transformation be beneficial or detrimental, will draw and guide students into discussion of core novel, The Metamorphosis by Frank Kafka. Adolescence is a time of transformation – both physical and psychological; bringing with it a host of changes that can be exciting, confusing, and sometimes downright scary. It is no wonder that adolescents usually popularize books and films of mythical creatures, animal avatars, and those with superhuman powers – those expressions of protest against social convention, against ordinary notions of what human beings should be and ought to be. Kafka's The Metamorphosis taps into this universal experience of adolescent awkwardness and goes beyond to address the issues from indifference to alienation and cruelty towards those who are considered less in our society. By looking at the different types of transformations we experience in nature, in society, and within ourselves, the unit will provide rich opportunities to develop and strengthen English speaking, reading, writing, and listening skills.

In addition, this unit includes fiction and nonfiction selections that explore transformation in people's lives and the world around us. It discusses what happens to people, plants, and animals as they grow and change. Students will read about growing up in three ancient cultures and will learn interesting facts about plant and animal growth. They will read a novel excerpt about conflicts within families and lessons family members teach one another. Students learn reading strategies such as previewing and visualizing. Students will demonstrate their understanding of the readings by completing listening, speaking, reading and writing activities related to the theme of this unit. As a project to practice listening and speaking skills, students will choose a topic about change in people's lives and give a team presentation describing that topic. Furthermore, students will practice narrative and descriptive writing. Students will conclude the unit by creating a superhero for solving a current 21st century global issue and producing a movie trailer or comic strip on the adventures of the superhero.

NOTE: All students should be grouped by language proficiency levels ELP 1-2 and ELP 3-4 during the activities within this unit. Sample differentiation strategies are included in each lesson.

Guiding Questions and Enduring Understandings

Theme Questions: Does transformation/change affect people's lives? How? Does transformation/change affect the world around us? How? Do we become how others see us? Is change always good? What conditions affect transformations?

Guiding Questions

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- What language do students need in order to demonstrate comprehension and engage in the topic of Transformation in people's lives and the world around us?
- What reading skills are necessary to analyze and evaluate informational and narrative text?
- What reading and writing skills are necessary to summarize an informational text?

Enduring Understandings

- Listening, speaking, reading, and writing about the Transformation in people's lives and the world around us require specific academic language.
- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.

Key Vocabulary:

transformation, anxiety, perception, betrayal, admonish, abdomen, antennae, caterpillar, chrysalis, metamorphosis, pupa, tentacles, thorax, ancient, ceremony, citizen, rights, rituals, conversion, height, length, rate, weight, feature, philosophy, assist, process, affect, effect, perspective, designer, device, elements, invention, patent, boundaries, sacrifice, achieved, attitudes, discrimination, illegal, created, significant, focus

Key Language Forms and Connections:

Language of irony; transitional phrases used in cause and effect, summarizing, symbolism, point of view, compare and contrast, prediction, and sequence; descriptive words and purpose for writing; simple past tense using regular and irregular verbs.

Performance Task- After reading various texts on the theme of Transformation in people's lives and the world around us, students can see that change is not always good and it often affects those around us. Do we become how others see us?

By some unimaginable event, you have been transformed into a SUPER HERO and now you have been called to save Planet Earth from destruction. How will you save Earth? What qualities and powers do you possess that will allow you to complete your mission?

How to create a Superhero tutorial: <http://www.youtube.com/watch?v=7yL8DGB7YC0>

STEPS:

- Discuss and choose an environmental problem you and your group feels is a big concern.
- Research what is causing the problem and possible solutions. What kinds of heroic efforts are needed to transform the Earth back to its original condition?
- Discuss who your super hero should be. Where does he/she/it live? How did he/she/it become a super hero? Is there a villain? Who is it? What is the villain's motivation?

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- Discuss and agree on what the super hero should look like. Give your super hero a name and write a brief biography about him/her/it. Draw your super hero. You can use the iPad or paper and markers.
- Create a comic strip or iMovie trailer about your SUPER HERO. You can use pictures you draw yourself or pictures from the internet. If you need to download a video, the teacher will be able to help you.

Sample Movie trailer: <http://www.youtube.com/watch?v=zAqCbTKbmYI>

Sample Comic Book maker : http://www.youtube.com/watch?v=fvw6FmV0e_A

CCSS Assessed in this unit
Reading Literature
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding

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of a topic or issue.
RI.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Speaking and Listening
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
WIDA English Language Development (ELD) Standards
<i>Standard 1:</i> English language learners communicate for Social and Instructional purposes within the school setting.
<i>Standard 2:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .

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<i>Standard 3:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Math .
<i>Standard 4:</i> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
<i>Standard 5:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .
Next Generation Science Standards
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
CCSS MATHEMATICS
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.
NJCCCS SOCIAL STUDIES
6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Central Texts	Lexile	Lexile levels
<i>The Metamorphosis</i> by Frank Kafka Rationale: Theme of transformation that affects people' lives; necessary vocabulary introduced.	970	<i>Some Lexile levels will be higher due to the content, which is typically taught in a 6th grade science class. Multiple viewings and readings of texts are necessary. Challenging text should be read aloud first by the teacher, and excerpts re-read for close reading examination and understanding.</i>
"Ancient Kids" – informational text https://sites.google.com/site/1ancientcivilizationsforkids/ Rationale: Theme of change; growing up among the ancient Greeks, Romans and Maya; necessary vocabulary introduced.	920	
<i>From Becoming Naomi Leon</i> by Pam Rationale: Theme of change, how does an experience change people? Necessary vocabulary introduced. Munoz Ryan – fiction	830	
"Amazing Growth Facts" – informational text Rationale: Theme of transformation, how do all living things change as they grow? Necessary vocabulary introduced.	690	

Lessons	Title	Overview	Assessment
Lesson 1	Science Transformation - Caterpillars to Butterflies: Do environmental factor impact the transformation?	Students will observe the developmental change from caterpillar to chrysalises in two different environments based on temperature. Students observe the changes taking place as caterpillars begin to pupate and learn that the pupa represents the next stage of the life cycle of the butterfly.	Butterfly journal observations; label the parts of the butterfly and compare and contrast the life cycle and transformation process in both environments.

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Lesson 2	"Amazing Growth Facts" – informational text	This science article tells about growing up	Students will research and create a growth chart of plant and animals. They will present their findings in a short report to the class.
Lesson 3	"Ancient Kids" – informational text	This social studies article tells about children in three ancient cultures.	Completion of graphic organizers. Compare and contrast growing up in ancient cultures to growing up today. Constructed Response.
Lesson 4	Becoming Naomi Leon by Pam Munoz Ryan – fiction	This novel excerpt tells about a girl who is reunited with the father after many years.	Descriptive Paragraph of Superhero
Lesson 5	The Metamorphosis by Frank Kafka	This adapted version of The Metamorphosis (Comic Strip) discusses the transformation of a human to an insect.	Student Journal on The Metamorphosis and Class Discussion on Transformation. "So we become how others see us?"

Curriculum Development Resources

Common Core Standards www.corestandards.org

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standardswww.13.state.nj.us/NJCCCS/Technologytoolbox

Understanding Language www.ell.stanford.edu

Engage NY www.engageny.org

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Lesson Plan #1

Lesson Overview: Students observe the changes taking place under two different environments (temperature) as caterpillars begin to pupate. Students compare the data from each environment and explain how the conditions impact the metamorphosis.

Lesson Title: Science Transformation - Caterpillars to Butterflies

Timeframe Daily observation for 15-20 days; 20 minutes. This lesson will be part of lesson 2 as well.

Guiding Question: Does temperature impact the transformation of caterpillars to butterflies?

Lesson Components

Central Texts: Handouts on What's Happening to Our Caterpillars

http://www.utdanacenter.org/sciencetoolkit/downloads/activities/4_whats_happening_caterpillars.pdf; http://www.sciencebuddies.org/science-fair-projects/project_ideas/Zoo_p022.shtml#background

Interdisciplinary Connections: Science

Integration of Technology: You tube video <http://www.youtube.com/watch?v=7AUeM8Mbalk>

Equipment needed: Computer, iPad or iPod, poster of butterfly's life cycle, butterfly kit including chrysalis and butterfly habitats, milkweed plants and leaves, hand lenses

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After watching the video on butterfly transformation, orally answer questions about the video using a word wall and partner. **WIDA ELD 1 and 4; CCSS SL.6.1; NGSS: MS-LS1-5**

ELP 1-2: Use L1, pictures, gestures, a partner. Answer choice questions with single words and patterned responses.

ELP 3-4: Answer questions using content-based vocabulary in simple and some complex sentences.

Reading: Summarize or integrate visually supported information from multimedia. **WIDA ELD 1 and 2; CCSS RI.6.1; NGSS: MS-LS1-45**

ELP 1-2: Match sentence citations to visuals, use L1, word wall and pictures.

ELP 3-4: Summarize the text using highlighters and [GIST](#) strategy.

Writing: Answer questions with short constructed responses about the life cycle of a butterfly. **WIDA ELD 2 and 4 CCSS W.6.2; NGSS MS-LS1-5**

ELP 1-2: Use L1, drawings and single words with sentence frames and peer or teacher support.

ELP 3-4: Use simple sentences with emerging complexity and some content-based vocabulary with peer support.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: abdomen, antennae, chrysalis, pupa, tentacles, metamorphosis, thorax SL.6.6</p> <p>Additional vocabulary for ELP 1-2 caterpillar, head, legs</p> <p>Additional vocabulary for ELP 3-4: molt, proboscis, spiracles, chrysalises</p> <p>Key language forms and conventions: Simple past; Direct quotations: statements and questions; adjectives, sequence words, comparatives, superlatives, and diminutives; Compare and Contrast L.6.1</p>	
<p>Reading/Writing Students will complete a KWL chart of the life cycle of a butterfly. W.6.2 Students will read and keep a journal as they observe the developmental change from caterpillar to chrysalises. RI.6.2</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames; word wall/bank • Turn and Talk, Think/Pair/Share and Small group activities to build vocabulary <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Review the key words by having students use them to explain the life cycle of a butterfly to the class. • Lead the class in a discussion about what has happened to the caterpillar and how it has now become a chrysalis. <p>Preparing the Learner: Activate Prior Knowledge: Students will complete a KWL chart on the life cycle of a butterfly. Pre-teach the key vocabulary words using the <u>Kinsella</u> protocol.</p> <p>Building Background: Introduce the Butterfly Kit Project. Watch video on butterfly transformation http://www.youtube.com/watch?v=7AUeM8Mbalk. Explain to students that they will witness an amazing <i>transformation</i> as caterpillars turn into beautiful painted lady butterflies in 3 weeks. The butterfly painted kit includes everything needed to raise and care for caterpillars and adult butterflies.</p>	<p>What do you know about butterflies?</p> <p>How do caterpillars become butterflies?</p> <p>Explain the cycle of the transformation or change a butterfly encounters.</p>

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<p>Students will be involved in hands-on activities as they learn about the butterfly's life cycle, behavior, and biology. All insects start out life as eggs (although some hatch within the body of the mother, and the young are born alive). As young insects grow and develop, their bodies change in a process called <i>metamorphosis</i>. In a few species, only size changes. In other species, there is a simple metamorphosis; the juvenile stages are called <i>nymphs</i>. In other insect species, there is a complete metamorphosis from a grub- or caterpillar-like larva to the adult body form (beetles and butterflies, for example) (Borror and White, 1970; Illinois DNR, 2003). Nymphs and larvae pass through multiple stages of growth. Because insects must shed their exoskeleton in order to grow, each growth stage is separated by a <i>molt</i>. In complete metamorphosis, the last stage before adulthood is the <i>pupa</i>. Pupae are usually inactive, and do not feed. The pupa may have a protective coating, either a <i>cocoon</i> or <i>chrysalis</i> made by the larva, which is made of exoskeletal material (Borror and White, 1970). Butterflies are an example of insects that undergo complete metamorphosis. http://www.sciencebuddies.org/science-fair-projects/project_ideas/Zoo_p022.shtml#background</p>	<p>Does temperature impact the transformation? What if it is cold? Hot? This experiment will examine the conditions of the metamorphosis and compare the results.</p>
<p>Listening/Speaking Students will observe and discuss the changes in the caterpillar. SL.6.1.</p> <p>Reading/Writing Students will closely read the text from the YouTube video and answer questions. RI.6.1 Students will determine meaning of unknown words L.6.4 Students will read and keep a journal as they observe the developmental change from caterpillars to chrysalises using transitional sequence phrases. RI.6.7; W.6.4 Students will recognize use of the possessive pronoun – <i>its</i>. L.6.2</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames; word wall/bank • Think-Pair-Share or Turn and Talk • Peer or teacher support <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Glossary/dictionary • Word wall • Partner 	

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Interacting with Text

Explain to students the procedures in conjunction with using visuals:

1. Follow the directions that come with your caterpillars for feeding and housing them. Monitor them regularly, making sure they have sufficient food and water and that their surroundings are clean.
2. Record any observations you make in your lab notebook. For example, note the number of caterpillars that have molted (by counting the shed exoskeletons).
3. Be sure to note when the caterpillars start to pupate. Label each chrysalis with a number (attach a small paper label with a dab of white glue).
4. Carefully remove each chrysalis, placing it in one of the two hatching containers (alternate between the warm and cool containers).
5. Make a table in your lab notebook to keep track of the chrysalides by number. Record the date each chrysalis was made and daily observations. For each chrysalis, record the date when the adult butterfly emerges.
6. You should also track the temperature of each hatching container at regular intervals each day.
7. Figure out the pupation time for each chrysalis by counting the number of days from pupation to hatching.
8. Once the adults emerge, they will need liquid food. Here's how to feed them (Darmo, date unknown):
 - a. Cut a sponge into small pieces of about 4 cm square.
 - b. Saturate the sponge with sugar water solution (one teaspoon sugar or honey in one half cup water).
 - c. Place the sponge in a shallow dish (lid from a jar or plastic food container).
 - d. Every day, rinse the sponge in fresh water, squeeze out the excess, and resaturate with sugar water (doing this prevents mold from growing on the sponge).
9. Calculate the average of the pupation time for each group of chrysalides.
10. How much of a difference does temperature make?
11. Count the number of pupae that survive to adulthood in each group. What is the survival rate? Is there a difference between the two groups?
12. Do you notice any other differences between the two groups of butterflies?

What has happened to the caterpillar?
 How did it become a chrysalis?

What would happen if another insect or animal damaged the chrysalis?

Describe the chrysalis.

Do the caterpillars eat the discarded exoskeletons?

What represents the next stage of the life cycle as the caterpillar begins to pupate?

How does the temperature impact the transformation?

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<p>13. When your experiment is over, you can release the adults if this is legal where you live.</p> <p>In partners, re-read the text for the YouTube video (see appendix). Teacher model the transitional phrases, then have students highlight the rest of the transitional phrases.</p> <p><i>Like all butterflies, the Monarch’s life cycle consists of a series of changes called metamorphosis. Life begins as a tiny egg about the size of a sesame seed. The female Monarch lays hundreds of such eggs, usually on the underside of leaves. Within a few days, the baby caterpillar begins squirming. It’s ready to hatch. First, it chews a hole in the side of the shell. For several minutes, it gradually widens the hole. Finally, the infant monarch emerges into the world.</i></p> <p>Deconstruct and discuss the use of the transitional phrase and how they connect the sentences. Bring in a sesame seed so they realize how tiny the eggs are.</p> <p>Discuss the possessive pronouns – <i>its</i>. Circle the word <i>its</i> in the text and write the noun it refers to. Differentiate it’s vs its.</p>	
<p>Writing</p> <p>SWBAT describe the transformation that the butterfly experienced. W.6.7</p> <p>SWBAT use sequence words in their explanatory essays. L.6.1</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames • Word wall and pictures • Think-Pair-Share or Turn and Talk • Sequence word wall <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Word wall • Dictionary/glossary • Sentence starters • Sequence word wall <p>Extending Understanding</p>	

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<p>Language structure mini-lesson on transitional sequence and cause-effect words (first, initially; as a result, consequently) using the life cycle of a butterfly. Create a language function sequence word wall. Review transitions used in mentor text. Students will then describe the process in writing using sequence words, cause and effect terms and key vocabulary.</p>	
<p>Formative Assessment :</p> <p>Writing</p> <p>SWBAT create an explanatory text by writing words to label a picture using key vocabulary to express a concept from the text. W.6.2</p> <p>SWBAT write an explanatory paragraph answering the question, Does temperature impact the life cycle of a butterfly? Explain its transformation. W.6.2, W.6.4, W.6.5, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3</p> <p>Provide large printed images of a butterfly and its life cycle to mixed proficiency groups. Have groups recall and identify the parts of a butterfly by labeling the diagram using related vocabulary. Individuals will write an explanatory text using sequence words to explain the different stages of the life cycle of the butterfly.</p>	
<p>Differentiation for ELP 1 - 2:</p> <p>Complete a cloze explanatory paragraph using a word bank. Illustrate your work.</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Word wall for diagram • Explore meanings with illustrated concept definition maps. • Complete a cloze paragraph using short phrases. 	<p>Differentiation for ELP 3-4</p> <p>Write a paragraph using a word wall and sentence starters.</p> <ul style="list-style-type: none"> • Use of bilingual dictionary whenever necessary. • Word wall for content/academic vocabulary. • Develop word meanings and nuances through Frayer vocabulary boxes. • Use sentence starters to write a paragraph. • Consult a list of transitional words/phrases.

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Lesson Plan #2

Lesson Overview: Everything changes as it grows. By reading Amazing Growth Facts, students will read about some specific ways that plants and animals grow.

Lesson Title: Amazing Growth Facts – Keystone Book A Unit 1

Timeframe: 2-3 days, 45 minutes per session

Guiding Question: How do living things change as they grow?

Lesson Components

Central Texts : Amazing Growth Facts

Interdisciplinary Connections: Science, Math

Integration of Technology: Computer Research; <http://www.slideshare.net/paulbradigan/mini-lesson-on-past-tense-simple>

Equipment needed: Computer with Internet Access, Visuals, calculator

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After listening to the read aloud with pictures and illustrations, complete an information gap activity with a partner.
WIDA 1, 2 & 4; CCSS SL.6.1, SL.6.6; NGSS: MS-LS1-4

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple and/or complex sentences with some content-based vocabulary.

Reading: After listening to the article read aloud, students will work in pairs to re-read the excerpts and answer text dependent questions using highlighted key sentences and multiple resources. **WIDA 2 & 4; CCSS RI 6.2, RI.6.3, RI 6.6.4, RI.6.5; NGSS: MS-LS1-4**

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in English and/or native language

ELP 3-4: Use simple and some complex sentences with content-related vocabulary when responding to text dependent questions

Writing: Compile a growth chart of the different ways animals and plants grow and record findings in a short report. **WIDA 2, 3 & 4; CCSS W.6.2, W.6.3, W.6.4, W.6.5, W.6.7; NGSS: MS-LS1-4; CCSS-Math: 5.MD.A.1**

ELP 1-2: Use L1, drawings and single words to answer choice questions about “Amazing Growth Facts”. May use sentence frame, cloze sentences, word wall.

ELP 3-4: Use simple and/or complex sentences with some content-based vocabulary to write a report about “Amazing Growth Facts”.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Active and build background and Text Dependent Questions
<p>Key Vocabulary: average, conversion, rate, benefit, category, enormous, percent, bound, hind L.6.4</p> <p>Additional vocabulary for ELP 1-2: height, length, weight, pound the ground</p> <p>Additional vocabulary for ELP 3-4: Wonders of nature, bits, hut, legs would not carry him</p> <p>Key language forms and conventions: Descriptive words, past tense of regular and irregular verbs L.6.1</p>	
<p>Reading Students will chorally read the key vocabulary and key parts of the texts. RI.6.1, RI.6.2</p> <p>Writing Students will participate in the completion of the KWL chart. W.6.2, W.6.8</p> <p>Differentiate for ELP Level 1 and 2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Graphic organizer with sentence starters • Refer to models and phrase wall <p>Preparing the Learner: Activate Prior Knowledge Some plants and animals are very small when they are fully grown. Others are very big. Have the students make a list of animals that are very small when they are fully grown. What are the largest animals that they could name? What are the tallest plants? Students will respond and a class discussion will be held. Use visuals of plants and animals.</p> <p>Building Background: Have students complete a KWL chart and ask the students to brainstorm some interesting animal facts they know. Have them place them in the K column. Have them fill in the W column with facts about animals they want to know. Discuss with students how and where they can go to check their facts. After reading the informational article, students can fill out the L column.</p> <p>Introduce key vocabulary using Kinsella model</p>	<p>How does plant and animal growth differ from human beings' growth?</p> <p>Name some interesting animal facts that you may know.</p>
<p>Listening/Speaking Students will listen to read aloud and answer questions posed at key points in the text. SL.6.1, SL.6.6,</p>	

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<p>L.6.1 Student will participate in “conversations” about the text.</p> <p>Differentiate for ELP Level 1 and 2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Labeled drawings and/or diagrams vs. words • sentence frames • word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Bilingual dictionary whenever necessary • Word Wall • Think-Pair-Share or Turn and Talk • List measurement words and categorize them: general, length, weight <p>Reading SWBAT identify main idea and key details in text. RI.6.1 SWBAT to refer to text explicitly to support answers. RI.6.1</p> <p>Interacting with Text In mixed level groups, Using Keystone Book A Unit 1 read the article about Amazing Growth Facts. Have the students read along as they listen to the recording of the text. Students should mark or annotate the text as they answer the questions. Circle words and parts that they still do not understand. Debrief as a whole group the words and sections that they do not understand. Everything transforms as it grows. As the students read the article, have them look for some specific ways that plants and animals change as they grow. After reading text, ask: What do you think your life would be like sixty-five years from now?</p> <p>For additional practice, go to http://zunal.com/process.php?w=188366 and follow the directions at the website. Answer the questions on the following worksheet. http://zunal.com/evaluation.php?w=188366</p>	<p>According to the article, how long does it take a clam to grow 8 millimeters?</p> <p>What category would you use to group bamboo and Pacific giant kelp together? Why? Remind students of the connection to the essential question “Does transformation/change affect the world around us? How? What conditions might impact the growth of animals?</p> <p>Name two ways that kangaroos and humans are the same/different. Cite the evidence from the text.</p>
<p>Writing SWBAT compile a growth chart of the different animals and plants and record findings in a short report. W.6.2, W.6.3, W.6.4, W.6.5, W.6.7</p>	

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Speaking

SWBAT present the research to the class. **SL.6.1, SL.6.6, L.6.1, L.6.2**

Differentiate for ELP Level 1 and 2 students:

- Native language support orally whenever necessary
- Labeled drawings and/or diagrams vs. words
- Sentence frames and word wall
- Think-Pair-Share or Turn and Talk

Differentiate for ELP Level 3-4 students:

- Graphic organizer with sentence starters
- Refer to models and phrase wall
- Outline, web and reference sheet of correct formatting

Extending Understanding - Class Discussion

Using the information from the text, create a chart comparing the different growth patterns. Students and teachers discuss the questions in small groups about how animals and plants change as they grow.

As a class deconstruct this sentence and complete a functional grammatical analysis; *In the average human life of 70 years, your heart pumps enough blood around the body to fill up the fuel tanks of 700 jumbo jets!*

	Sentence	In your own words
Who or what	Your heart	
Does what	pumps	
What	Enough blood	
Descriptor where Comparison - how much	Around the body To fill up the fuel tanks of 700 jets	
When does this happen?	In the average human life of 70 years	

How do plants change as they grow?

How do animals change?
Cite evidence by marking the text.
How do people change as they grow?
How are plants and animals different from people in their growth patterns?

Writing

SWBAT use the simple past to talk about actions that began and ended in the past **L.6.1, L.6.6**

SWBAT complete exercises using the regular and irregular verbs in the simple past tense. **W.6.1, L.6.1, L.6.6**

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Differentiation for ELP 1-2:

- L1 support orally when necessary
- Sentence frames, Word wall
- Work with a Partner of higher ELP
- Drawings and/or diagrams vs. words
- Think-Pair-Share or Turn and Talk

Differentiation for ELP 3-4:

- Use simple and/or complex sentences.
- Word Wall
- Use detail and descriptive words in their responses.
- Bilingual Dictionary whenever necessary

Extending Understanding

Language – Grammar Mini-lesson on Simple Past – Regular and Irregular Verbs

Students will watch the PowerPoint that explains simple past tense.

<http://www.slideshare.net/paulbradigan/mini-lesson-on-past-tense-simple>

Complete grammar exercise similar to one in appendix.

Formative Assessment :

Reading

SWBAT research information using various sources **RI.1.1, RI.6.3, RI.6.4**

Writing

SWBAT create a growth chart using the information they researched **W.6.2, W.6.8**

SWBAT compile a short report on their findings **W.6.2, W.6.4, W.6.8, L.6.1, L.6.6**

Listening/Speaking

SWBAT present their short reports to the class. **SL.6.1, SL.6.6, L.6.1, L.6.6**

- Have students research more about growth of other plants and animals by using encyclopedias, reference books and the Internet. Have them create a growth chart of these plants and animals. In addition, they will summarize their findings in a short report in which they must use as many of the key vocabulary words as possible. When finished, they will present and share their findings to the

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class.	
Differentiation for ELP 1-2: <ul style="list-style-type: none">• L1 support orally when necessary• Sentence frames and note cards• Work with a Partner of higher ELP; rehearse report• Labeled Drawings and/or diagrams• Think-Pair-Share or Turn and Talk,• Word wall with pictures	Differentiation for ELP 3-4: <ul style="list-style-type: none">• Use simple and some complex sentences.• Word Wall• Use detail and descriptive words in their responses.• Bilingual Dictionary whenever necessary

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Lesson #3

Lesson Overview: This informational article tells about the lives of children in three ancient cultures and how it has changes over time.

Lesson Title: “Ancient Kids” Keystone Book A

Timeframe: 3-4 days, 45 minutes per session

Guiding Question: How does growing up change us?

Lesson Components

Central texts: “Ancient Kids” – informational text <https://sites.google.com/site/1ancientcivilizationsforkids/>

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, audio cd

Equipment needed: Computer with Internet access, Audio equipment

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After listening to the read aloud “Ancient Kids”, students will orally answer questions about the story. **WIDA 2 & 5; CCSS SL.6.1; NJCCCS SS-6.2.8.A.3.a**

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use simple and some complex sentences with content-related vocabulary

Reading: After listening to the read aloud “Ancient Kids”, students will answer text dependent questions using highlighted key sentences and multiple resources. **WIDA 2 & 5; CCSS RI.6.1; NJCCCS SS-6.2.8.A.3.a**

ELP 1-2: Match one or two key sentences from the text to answer questions and/or paraphrase in native language

ELP 3-4: Use simple and some complex sentences with content-related vocabulary to respond to text dependent questions

Writing: After listening to the read aloud “Ancient Kids”, discussing it, and reading it in a small group, students will write an objective summary using sentence starters and a partner. **WIDA 2; CCSS W.6.2, W.6.4, W.6.5; NJCCCS SS-6.2.8.A.3.a**

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using content-related vocabulary in simple and some complex sentences.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: ancient, ceremony, citizen, rights, rituals, classical L.6.6</p> <p>Additional vocabulary for ELP 1-2: education, cultural</p> <p>Additional vocabulary for ELP 3-4. philosophy, loopholes, disasters, feature</p> <p>Key language forms and conventions: compare and contrast, recognize historical content, simple past: regular and irregular verbs. L.6.1</p>	
<p>Language SWBAT determine the meaning of words from context. L.6.4</p> <p>Listening/Speaking SWBAT tell a partner something about growing up among one of the ancient cultures: The Greeks, Romans, or Maya. SL.6.1</p> <p>Differentiate for ELP Level 1 & 2:</p> <ul style="list-style-type: none"> • Read the key vocabulary words and sentences aloud • Lead the students to clarify the meanings of the Key vocabulary words by using synonyms, antonyms, and examples. Provide pictures if needed. <p>Differentiate for ELP Level 3 & 4:</p> <ul style="list-style-type: none"> • Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. <p>Preparing the Learner Activate Prior Knowledge- Encourage students to share their experiences about growing up. Explain to them that by remembering what they already know and by sharing their experiences and knowledge, it will be easier to understand new words and concepts found in the reading.</p> <p>Building Background – Point out on a map where Ancient Greece, Ancient Rome, and the Maya civilization (in present day Mexico and Central America) were located. Explain that ancient Greece influenced the development of ancient Rome, but that the Mayans were not influenced by either culture. Ask the students to predict similarities between their lives and the ways children in each of these cultures lived.</p>	<p>Where are you from? What was your childhood like? What things did you do? How did you feel?</p> <p>Does anyone know where the Mayans lived? How long ago did they live? Do they know about ancient</p>

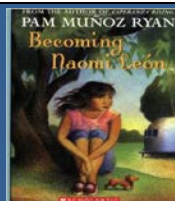
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<p>Text Analysis</p> <ul style="list-style-type: none"> • Introduce the text “Ancient Kids” to the students by reminding them of the essential question “Does change affect people’s lives? How?” • Remind the students that they are to compare and contrast the way children in ancient times lived with the way that they live today. • Students will use a Main Idea and Details graphic organizer to take notes. • Student will read along as they listen to the audio CD recording or teacher reading the text. Stop after each section and ask questions on what they have read. Have students retell what they have read. • Students will identify any words that they do not understand by keeping a vocabulary journal. • Summarize key points, including the most important ideas and details. Have the students be very descriptive in their summaries. 	<p>civilizations in Rome and Greece?</p> <p>What is the main idea in the passage you just read?</p> <p>Give an example of change in this passage.</p> <p>Does change effect people’s lives? How does change effect people’s lives?</p>
<p>Listening/ Speaking SWBAT present their research on the culture the selected. SL.6.4 SWBAT compare and contrast ancient cultures to their life experiences L.6.1</p> <p>Differentiation for Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams • Sentence frames, word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Summarize the information they have researched on a culture using simple sentences and/or complex sentences. • Graphic organizer • Sentence starters • Refer to models and phrase wall <p>Extending Understanding Compare and Contrast Language structured mini-lesson on compare and contrast. Explain that comparing and contrasting helps students to understand what you read more clearly. When you compare, you see how things are similar. When you contrast, you see how things are different</p>	<p>Of the three cultures we have studied, which one interests you the most? Why?</p>

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<ul style="list-style-type: none"> • Look for words in the text to show that things are similar, such as <i>alike, also, too, in the same way and likewise</i>. • Look for words in the text to show that things are different, such as one main difference, but however, yet, unlike and opposite • Have the students use a graphic organizer to list their comparisons and contrasts. <p>Using what the students have read in "Ancient Kids" about growing up long ago, have them choose any one of the three cultures studied. Model through a think-aloud about one of the cultures and a cultural feature. Have them think about the culture they would like to research. Have them select a cultural feature to research. They could use various sources to do the research such as encyclopedias, books, and the Internet to find information. Have the student present their finding orally to the class.</p>	
<p>Formative Assessment - Constructed Response Question W. 6.2,W. 6.3, W.6.4, W. 6.5</p> <p>Summarize the reading by using the topics and vocabulary learned by describing to a partner what it was like growing up among the Greeks, Romans and Mayans. They will also compare and contrast what they have read to their lives now.</p> <p>Have the students answer the following questions to assess their understanding:</p> <ul style="list-style-type: none"> • What are some examples of ceremonies in "Ancient Kids"? What ceremonies are important to family life today? Be descriptive. • Which ancient society would you have wanted to grow up in – the Greek, Roman or Mayan culture? Why? • In your opinion, why is education important to children? • What are some positive things about growing up? Does it change us? Compare and contrast what it is like growing up in ancient cultures to growing up today. What is different from kids today? What is similar? 	
<p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Graphic Organizer • Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures if needed. • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames • Word wall • Think-Pair-Share or Turn and Talk 	<p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Have students challenge each other to find the context clues in sentences on their own. • Word wall • Sentence starters • Notes from previous lessons

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Lesson #4

Lesson Overview: Naomi is reunited with her father after many years. How does the experience change her?

Lesson Title: *Becoming Naomi Leon* by Pam Munoz Ryan | **Timeframe:** 6-8 days, 45 minutes per session

Guiding Question: How does Naomi's experience of being reunited with her father after many years change her?

Lesson Components

Central texts: Excerpt from *Becoming Naomi Leon* by Pam Munoz Ryan – realistic fiction

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, audio cd

Equipment needed: Computer, Audio equipment

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After listening to the read aloud from *Becoming Naomi Leon*, answer questions about the text using a word wall and partner. **WIDA 1 & 2; CCSS SL 6.1**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use some content based vocabulary in simple or complex sentences.

Reading: Students will visualize the places and things described as the text is read aloud. **WIDA 1 & 2; CCSS RL.6.1, RL.6.3, RL.6.5, RL.6.7**

Writing: Summarize the narrative by writing a paragraph **WIDA 1 & 2; CCSS W.6.2, W.6.3**

ELP 1-2: Use L1, drawings and single words to answer questions about *Becoming Naomi Leon*. May use sentence starters and frames.

ELP 3-4: Use content based vocabulary in simple and complex sentences when answering questions about *Becoming Naomi Leon*.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: bond, process, jiggle L.6.4 Additional Vocabulary for ELP 1-2: conflict, assist Additional vocabulary for ELP 3-4: suspended, spectacle, destiny, transparent</p> <p>Key language forms and conventions: dialogue, suffixes: –ness, -tion, -ation L.6.1</p>	
<p>Listening/Speaking SWBAT listen and respond appropriately to peers' conversation. SL.6.1 SWBAT use academic and social language to communicate. Utilize precise vocabulary to contribute to a discussion. SL.6.6 SWBAT use transitional words/phrases to show relationships between ideas. L.6.1</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally • Allow students to observe pairs before speaking and discuss what they see and hear • Use memorized, prepared phrases and sentences. • Word wall <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Provide prepared statement cards to be used as talking points. • Consult transitional words chart. <p>Preparing the Learner: Activate Prior Knowledge – Ask: What kinds of families do children grow up in? Elicit answers from students. Explain that some students grow up in large families and others grow up in small families and that sometimes children are raised by their grandparents, aunts & uncles. Students will work with a partner and use their prior experiences to talk about the kinds of families you know and those in stories and on TV, Have them draw a picture of a family from a TV show or book. Students will label the members of the family using words such as, mother, father, grandfather, aunt, uncle, brother, sister, etc... Students will share their ideas about how our families influence who we become.</p> <p>Building Background Show video clips from That's A Family. Define realistic novel – a fictional narrative about events that</p>	<p>What kinds of families do children grow up in?</p> <p>Who do you live with? Who is in your family?</p>

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<p>could happen in everyday life. On a map, locate the state of California and the state of Oaxaca, Mexico. Explain to the students that the town of Lemon Tree, California is a fictional town, but Oaxaca is a real city in the state of Oaxaca, Mexico. A key element in the story that links Naomi to her father is the artistic carving of objects (display visuals). Artistic talents such as singing, painting, and music often run in families. Ask students what talents are common in their families.</p> <p>Preview vocabulary: use a vocabulary graphic organizer to draw meaning of the word. Discuss and write meaning with a partner. Check definition in text's glossary to compare meanings. Provide level 1 and 2 students additional time to match words to pictures and definitions in native language.</p>	<p>What is a fictional narrative? What is an artistic talent? What talents are common in your family?</p>
<p>Listening/Speaking SWBAT participate in a vocabulary game SL.6.1, SL.6.6, L.6.1, L.6.6 SWBAT listen to read aloud and answer questions posed at key points in the text. SL.6.1, SL.6.6 SWBAT chorally read the key vocabulary and key parts of the texts. RL.6.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language peer support. • Match images to vocabulary words. • Match quotation to choices of explanations. • Word wall. • Explore meanings with illustrated, <i>partially complete</i> Frayer vocabulary graphic organizers. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Bilingual dictionary as necessary. • Word Wall. • Think-Pair-Share or Turn and Talk. • Sentence starters for answering questions. • Read aloud with a partner and determine if the word is used correctly. <p>Vocabulary Game To deepen students' understanding of vocabulary, play a listening vocabulary game by having the students fold a paper in half then in half again and open to four separate sections. Have students label each section with one vocabulary word – assist, bond, conflict and process. Beneath each word, have the students write three personal examples of a time they took action or might take action specified by the definition. Example: "I need to assist my grandmother with her groceries." Have students read each sentence. Develop understanding of vocabulary through Frayer vocabulary graphic organizers.</p>	<p>Can you infer, or figure out, the meaning of the word by reading the sentence?</p>

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<p>Reading Strategy – Mini lesson on Visualization</p> <p>Have the students close their eyes and think of their favorite person. Can you see that person in your mind? What does the person look like? Where is the person in your mind? Can you describe the place? Read the first paragraph of the excerpt and discuss what it means to visualize. Ask the students, what interesting descriptions does the author use to help the reader visualize the setting? Explain setting and dialogue. Point out that writers help us visualize the setting, characters and events by using lots of descriptions. As they read, they should visualize the places and things described.</p>	<p>Can you see that person in your mind? What does the person look like? Where is the person in your mind? Can you describe the place?</p> <p>What interesting descriptions does the author use to help the reader visualize the setting?</p>
<p>Listening/Speaking</p> <p>SWBAT use transitional words/phrases to show relationships between ideas. L.6.1</p> <p>SWBAT participate in “conversations” about the text. SL.6.1, SL.6.6</p> <p>SWBAT work in pairs to act out the dialogue between Santiago and Naomi in their own words. SL.6.1, SL.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Sentence frames • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use a graphic organize • Word wall • Bilingual dictionary, if necessary • Work in pairs to create a specific setting and develop a dialogue that includes clues to the setting <p>Reading/Writing</p> <p>SWBAT identify the elements of a novel RL 6.3</p> <p>SWBAT take notes using Cornell note-taking template. RI.6.1</p> <p>SWBAT write a brief summary. W.6.2, W.6.4, W.6.5, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3</p> <p>SWBAT work in pairs to create a dialogue between Santiago and Naomi. W.6.2, W.6.3, W.6.4, W.6.5, L.6.1, L.6.2, L.6.3</p> <p>Differentiation for ELP 1-2:</p>	

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- Native language support orally whenever necessary.
- Use single words/phrases to finish a partially complete note-taking form.
- Text dependent questions translated into native language.
- Re-order statements to create a cohesive summary.

Differentiation for ELP 3-4:

- Think-Pair-Share or Turn and Talk.
- Bilingual dictionary whenever necessary
- Complete sentences to take notes using a phrase bank.

Interacting with Text

Define novel and its elements (plot, characters, setting and conflict) Explain to students that an excerpt is a short reading from the novel containing an episode or an event. This excerpt from *Becoming Naomi Leon* is about a girl learning about her family heritage.

Introduce the text *Becoming Naomi Leon* to the students by reminding them of the essential question "Does change effect people's lives? How?"

Student will read along as they listen to the audio CD recording or teacher reading the text. Stop after each section and ask questions on what they have read. Have students retell what they have read.

Invite students to take notes and mark the text while they are listening to the reading.

Extending Understanding

Students will work in pairs and recall information about the narrative by completing the comprehension, text analysis and connection questions. They will envision what a subsequent conversation might be and create a dialogue between Naomi and Santiago. They will rehearse and act out the dialogue with their partner.

What is a novel?
 What are the elements or parts of a novel?
 What is the main idea in Santiago and Naomi's dialogue?
 Give an example of how Naomi experienced change in this passage.
 How does change effect people's lives?
 What does Mrs. Maloney tell the mediator about the Leons?
 What wishes does Santiago express in his letter to the judge?
 What are several reasons why Naomi wants to stay in Oaxaca?
 Why would it be hard for Santiago to go to California?
 Will Naomi be allowed to stay with Gram? Predict what will happen.
 What sorts of feelings did Naomi have when she had to say good-bye to her father?
 Describe the conflict that she felt.

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		How do you think that kind of experience affects a person her age?
<p>Formative Assessment:</p> <p>Listening SWBAT listen to their peers' presentations of their Superhero Project. SL.6.2 SWBAT ask questions about their peer's superhero. SL .6.1, L.6.6</p> <p>Speaking SWBAT use academic and social language to present their project. SL.6.6, L.6.6</p> <p>Writing SWBAT write a description of the superhero they visualize. W.6.6.3, W.6.4, W.6.5, W.6.7, W.6.8</p> <p>Superhero Connection: If Naomi was a Superhero, who would she be? What would be her special powers?</p> <p>If Naomi was a Superhero.....</p> <ol style="list-style-type: none"> 1. List some super abilities that Naomi might find useful. 2. Think up a background story. How did she become super? 3. What motivates Naomi to be a superhero? 4. What is her mission? What type of evil or pain does she want to fight? 		
<p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Use cloze question frames to ask and write questions. • Use native language graphic organizer or template • Use sentence frames • Refer to models • Work with a partner • Use a word wall and cognates • Draw Naomi, the Superhero 		<p>Differentiation for ELP Levels 3-4:</p> <ul style="list-style-type: none"> • Use the graphic organizer • Describe Naomi, the superhero • Work with a partner • Use question stems to create questions. • Bilingual dictionary whenever necessary.

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Lesson Plan #5

Lesson Overview: This adapted version of The Metamorphosis (graphic novel) discusses the transformation of a human to an insect and its impact.

Lesson Title: The Metamorphosis by Frank Kafka <http://www.barnesandnoble.com/w/the-metamorphosis-peter-kuper/1104403040?ean=9681400046956>

Timeframe: 8-12 days, 45 minutes per session

Guiding Question: Do we become how others see us?

Lesson Components

Central Text : The Metamorphosis by Frank Kafka

Interdisciplinary Connections: Science

Integration of Technology: images of insects, images of superheroes

Equipment needed: computer with internet access, iPads, iPod

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After listening to the read aloud with pictures and illustrations, answer questions about the text using a word wall and partner. **WIDA 1 & 2; CCSS SL.6.1; SL.6.6**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple and/or some complex sentences with content based vocabulary.

Reading: Role play excerpts from the story. Use guided reading to read and summarize the text. **WIDA ELD 2; CCSS RL.6.1, RL.6.2, RL.6.3**

Writing: Write a narrative about how Gregor changes or transforms in the story. **WIDA ELD 2 and 5; CCSS W.6.1**

ELP 1-2: Use L1, drawings and single words to answer questions about transformation which will build into a narrative. May use sentence frames.

ELP 3-4: Use content based vocabulary in simple and/or complex sentences to tell how Gregor transformed in the story.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary : transformation, alienate, anxiety, perception L.6.4</p> <p>Additional vocabulary for ELP 1-2: insect, image</p> <p>Additional vocabulary for ELP 3-4: reality, burden, betrayal</p> <p>Key language forms and conventions : Language used to express: cause and effect, irony, prediction, symbolism, and inference L.6.1</p>	
<p>Reading/Listening/Speaking</p> <p>SWBAT read a passage and answer questions orally when posed at key points in the text. RL.6.1</p> <p>SWBAT listen and take notes from a guiding questions SL.6.2</p> <p>SWBAT participate and take notes from a group discussion. SL.6.1</p> <p>SWBAT use academic and social language to communicate SL.6.6, L.6.6</p> <p>SWBAT understand vocabulary from context L.6.4, L.6.5, L.6.6</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Discussion questions translated in native language. • Label by matching images to words. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk. • Bilingual dictionary whenever necessary. • Sentence starters for answering questions. <p>Preparing the Learner</p> <p>Activate Prior Knowledge: Teacher and students will discuss the previous lessons and complete a KWL chart about what they have learned about transformation.</p> <p>Building Background</p> <p>Have students read the following passage and discuss the questions.</p> <p>What If?</p> <p><i>Joe is ambitious. Although no one in his family has gone beyond 10th grade, he is determined to get a scholarship so he can go to college. Joe's stepfather has never believed in him. "That kid cannot do</i></p>	<p>What do you know about transformation?</p> <p>How did the butterfly change?</p> <p>How did the plants and animals transform?</p> <p>How did Naomi change?</p> <p>Do you think it is Joe's fault that he</p>

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<p><i>anything right. He's a total failure," is all Joe's stepfather can say. Nothing is ever good enough for his stepfather, and now Joe's mother is beginning to doubt him. Soon, Joe begins to have doubts of his own. "Maybe I am not smart enough to go to college." Joe's grades begin to fall. He even thinks about dropping out of school because he is getting in trouble all the time and cannot seem to do anything right anymore.</i></p> <p>Teacher asks the questions and students make notes about the effects of this situation.</p>	<p>started to fail?</p> <ul style="list-style-type: none"> • What advice would you give Joe? • If you were Joe, how would you feel about yourself?
<p>Reading/Writing SWBAT answer guiding questions after reading the passage. RL 6.1</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Discussion questions translated in native language. • Label by matching images to words. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk. • Bilingual dictionary whenever necessary. • Sentence starters for answering questions. <p>Background information: <u>The Metamorphosis</u> is a dark and strange novella, influenced by the author's own life. Franz Kafka felt small next to the dominating figure of his father. He had a close relationship with his sister, but she betrayed him. <u>The Metamorphosis</u> is about a man named Gregor Samsa who must work hard to support his family. Gregor feels unappreciated and overworked. One morning he wakes up to find that he has transformed into an insect. Everything changes for Gregor and his family because of this transformation. Gregor becomes a burden and his family alienates him.</p>	<p>What is a novella? How did Franz Kafka's personal life influence the plot of this book?</p>
<p>Reading SWBAT illustrate concepts presented in text RL.6.5 SWBAT compare two different texts on the concept of change RI.6.7 SWBAT identify the main idea and key details by referring to explicit passages in the text. RL.6.1, RL.6.2 SWBAT to identify the author's purpose for using certain words or phrases. RL.6.4</p>	

<p>Listening/ Speaking SWBAT listen to a read aloud while following the text and answer questions posed at key points in the text.</p> <p>Differentiate for ELP Level 1- 2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Dictation in native language • Drawings and/or diagrams vs. words • Sentence frames, word wall • Think-Pair-Share or Turn and Talk <p>Differentiation by ELP 3-4:</p> <ul style="list-style-type: none"> • Use of bilingual dictionary whenever necessary. • Write simple and compound sentences <p>Interacting with Text Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner to complete the empty web by providing synonyms, antonyms, definition, drawing/picture and sample sentence with each word.</p> <p>Text Analysis Read the introduction aloud with the class. After reading the Introduction, have the students work in pairs and answer the text dependent questions to check their understanding. Guided Reading will be used to read this book. The students follow the text as the teacher reads aloud. This book is divided into three parts. After each part students will complete their student journal which consists on guided questions that will help them gain understanding of what they have read.</p> <p>Part I- Sample guiding questions to guide comprehension</p> <ol style="list-style-type: none"> 1. Viewing How do the illustrations show how Gregor feels about his job? 2. Evidence and Conclusions What clues tell you that Gregor does not yet realize he is an insect? 3. Inference Look at the images of the father. Why is he so angry with Gregor? 4. Irony. What is ironic about Gregor thinking his job might be at risk? <p>Conclusions</p>	<p>What clues tell you that Gregor does not yet realize he is an insect?</p> <p>Why did the author transform Gregor into an insect?</p> <p>Look at the images of the father. Why is he so angry with Gregor?</p> <p>Gregor feels obligated to take care of his parents and sister. How do you know Gregor feels obligated? What sentence in the text tells you that?</p> <p>Why did the author transform Gregor into an insect? Did Gregor feel any positive outcomes?</p> <p>What part of the text supports your</p>
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<p>Explain to students that in Part I, we learned about Gregor's transformation. Have the students use a Venn Diagram to show what Gregor's life was like before the transformation and what happens to Gregor after he became a bug.</p>	<p>answer?</p>
<p>Reading/Writing SWBAT complete the sample guiding questions. RL.6.1, RL.6.2, RL.6.4, W.6.2, W.6.4 SWBAT make inferences from the text. RL.6.1, RL.6.2, RL.6.4, W.6.2, W.6.4</p> <p>Part II – Class Discussion Questions</p> <ol style="list-style-type: none"> 1. Gregor discovers that as an insect he likes to eat garbage. How else does his life change? 2. In Part I, Gregor still acts as if he is human. What happens in Part II that shows Gregor's reality has changed? Explain using evidence from the book and use the word reality in your response. 3. Look at some of the illustrations in Part II. Even though this story is about a tragic event, the book's illustrations are sometimes humorous. 	<p>Cause and Effect Gregor's favorite food makes him sick and the big room makes him nervous. Why? Inference: Gregor learns that his family has money saved. Why does this upset Gregor? Inference: Gregor's mother faints when she sees him on the wall. What was Gregor trying to do? What did Grete think he was trying to do? What is the author's purpose in bringing humor to a tragic story?</p>
<p>Reading/Writing SWBAT summarize the text. RL.6.2, RL.6.4, W.6.2, W.6.4 SWBAT infer from the text. RL.6.1, RL.6.2, RL.6.4, W.6.2, W.6.4</p> <p>Using a jigsaw strategy, have different expert groups (with similar reading levels) answer the related questions. Assign roles from the reciprocal teaching protocol (summarizer, visualizer, questioner, and clarifier). Students will take notes from their discussion and ensure that everyone has the summary of their section. Teacher will work with lowest group to guide process. Then jigsaw the "experts" into mixed leveled groups, and each student has to report his/her summary to the others...</p>	<p>How does the arrival of the cleaning woman affect Gregor? Use the word alienate in your response. What changes in Gregor when he hears his sister refer to him as "it" and say that they should get rid of him? Why has Gregor started to look so sick? Cite evidence from the text. After Gregor's death, the family seems sad and happy at the same time. Why did they feel that way? What is ironic about the father's statement about consideration for his feelings?</p>

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<p>Writing SWBAT complete a Venn Diagram to show what Gregor’s life was like before the transformation and what happens to Gregor after he became a bug. W.6.2, W.6.3, W.6.4, L.6.1, L.6.4, L.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Dictation in native language • Drawings and/or diagrams vs. words • Sentence frames, word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use key words in graphic organizer when necessary. • Use complex sentences when answering the text dependent questions. • Use detail and descriptive words in their responses. <p>Extending Understanding After Part I Venn Diagram Explain to students that in Part I, we learned about Gregor’s transformation. Have the students use a Venn Diagram to show what Gregor’s life was like before the transformation and what happens to Gregor after he became a bug. Discuss with class. Create a compare/contrast phrase wall.</p>	<p>What circumstances in Gregor’s life might have caused him to feel dehumanized even before he is transformed into an insect? Support your answer with the text.</p> <p>What was the same before and after? What was different?</p>
<p>Writing SWBAT complete a cause and effect chart on how Gregor had to adjust to life as an insect. W.6.2, W.6.3, W.6.4, L.6.1, L.6.4, L.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Cause/effect chart • Word wall with pictures • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use graphic organizer for writing assignment. • Use simple, related and some complex sentences • Use detail and descriptive words in their responses 	

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<p>After Part II</p> <p>Cause and Effect Chart Gregor has to adjust to life as an insect. Have students write what Gregor does and how he feels in the Cause column. Then write the effects of these actions and feelings in the Effect column. Discuss with class.</p> <p>Create a transitional cause/effect phrase wall.</p>	<p>What could Gregor’s family have done to make him not feel alienated and worthless?</p> <p>Support your answer with the text.</p>
<p>Writing</p> <p>SWBAT complete a sequence chart by listing what happens to Gregor. W.6.2, W.6.8, L.6.1, L.6.4, L.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Timeline • Sentence frames, word wall <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use key words in timeline when necessary. • Use detailed and descriptive words and phrases <p>After Part III</p> <p>Sequence Chart In Part III, Gregor’s condition worsens. Have students list what happens to Gregor in the timeline. Create a transitional sequential phrase wall.</p>	<p>Do you think the family is responsible for Gregor’s death? Explain. Support your answer with the text.</p>
<p>Writing</p> <p>SWBAT write a narrative about what happened to Gregor. W.6.1, W.6.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language. • Use previous completed graphic organizers. • Refer to models. • Work with teacher in small group. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use the completed graphic organizers. • Work with a partner. 	

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<p>Extending Understanding</p> <p>Using the above graphic organizers (Venn diagram, cause/effect and timeline) have students write a narrative about the story. Use transitional phrases, sentence frames and sentence starters. Illustrate the story.</p>	
<p>Formative Assessment: Class Discussion</p> <p>Listening/Speaking</p> <p>SWBAT compare and contrast <u>The Metamorphosis</u> to other people. SL.6.1, SL.6.2, L.6.1, L.6.2, L.6.4, L.6.6</p> <p>SWBAT select evidence from text to support findings RL.6.1</p> <p>SWBAT discuss the text with others including key points, main ideas and supporting details. SL. 6.1, SL.6.2</p> <p>Discussion Questions</p> <p>Have students participate in a Socratic Circle and discuss the following questions. Deliberately group students with mixed proficiencies and be partners.</p> <p>http://blog.colorincolorado.org/2014/09/29/socratic-circles-and-the-common-core-part-i/</p> <ol style="list-style-type: none"> 1. Think about what might happen if you changed your life because of other people’s opinions. Compare this to <u>The Metamorphosis</u>. What happens to Gregor because of his family’s opinion of him? Is this change good? 2. Discuss impressions you had of people when you first met them. How did they change as you got to know them? Why? 3. How did this book change the way you see something? What questions do you still have? How will you answer them? Relate this discussion to the characters in <u>The Metamorphosis</u>. 4. Gregor’s family has many conversations about him, but they do not know that Gregor can hear and understand them. How do these conversations affect Gregor’s opinion of himself and his outlook on life? 5. What is sad about Gregor’s transformation? What is humorous? How does the humor in the story add to the plot? Rewrite the ending so that it is funnier. 	
<p>End of Unit Performance Task-</p> <p>Writing</p> <p>SWBAT will create a Superhero. W.6.2, W.6.8, L.6.1, L.6.4, L.6.6</p> <p>SWBAT create a Comic Strip or Movie Trailer W.6.2, W.6.8, L.6.1, L.6.4, L.6.6</p> <p>After reading various texts, especially <u>The Metamorphosis</u> on the theme of Transformation in people’s lives and the world around us, students can see that change is not always good and it often affects those around us. Do we become how others see us?</p> <p>Superhero Connection: A person changed into an animal, or vice versa, is a common theme of superheroes or fairy tales. In what ways is The</p>	

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Metamorphosis similar to superhero stories or fairy tales you know? In what ways is it different?

By some unimaginable event, you have been transformed into a SUPER HERO and now you have been called to save Planet Earth from destruction. How will you save Earth? What qualities and powers do you possess that will allow to complete your mission?

How to create a Superhero tutorial: <http://www.youtube.com/watch?v=7yL8DGB7YC0>

STEPS:

- Discuss and choose an environmental problem you and your group feels is a big concern.
- Research what is causing the problem and possible solutions. What kinds of heroic efforts are needed to transform the Earth back to its original condition?
- Discuss who your super hero should be. Where does he/she/it live? How did he/she/it become a super hero? Is there a villain? Who is it? What is the villain's motivation?
- Discuss and agree on what the super hero should look like. Give your super hero a name and write a brief biography about him/her/it. Draw your super hero. You can use the iPad or paper and markers.
- Create a comic strip or iMovie trailer about your SUPER HERO. You can use pictures you draw yourself or pictures from the internet. If you need to download a video, the teacher will be able to help you.

Sample Movie trailer: <http://www.youtube.com/watch?v=zAqCbTKbmYI>

Sample Comic Book maker : http://www.youtube.com/watch?v=fvw6FmV0e_A

Differentiate for ELP Level 1-2 students:

- Native language support orally whenever necessary
- Illustrations and drawings
- Sentence frames, word wall
- Work with a partner

Differentiate for ELP Level 3-4 students:

- Use key vocabulary words from word walls.
- Use simple and some complex sentences.
- Use detailed and descriptive words from personal dictionaries
- Work with a partner.

APPENDIX

Text for **YouTube** video:

Like all butterflies, the Monarch's life cycle consists of a series of changes called metamorphosis. Life begins as a tiny egg about the size of a sesame seed. The female Monarch lays hundreds of such eggs, usually on the underside of leaves. Within a few days, the baby caterpillar begins squirming. It's ready to hatch. First, it chews a hole in the side of the shell. For several minutes, it gradually widens the hole. Finally, the infant monarch emerges into the world.

Just 2 milliliters long, it's small enough to fit on the head of a pin. The newborn returns to snack on the nutrient rich shell. But soon, it's off in search of its main diet, milkweed leaves. Young caterpillars are virtual eating machines. As they quickly grow, they shed their skins several times. Each shedding marks the start of a new life stage called an instar.

The caterpillar prepares to shed its skin on more time by searching the underside of a twig. Firmly attached to the twig, the monarch begins the pupation stage, shedding its caterpillar clothes for the last time. The pupa, as it is now called, takes several minutes to wiggle free. Its plant-like appearance may help protect it from predators during its final metamorphosis.

Motionless for about one and half weeks the pupa undergoes a wondrous transformation. Time lapse photographs reveal the exquisite colors of the Monarch slowly forming. Its final metamorphosis accomplished, the new butterfly emerges. At first, the Monarch's wings are quite small. But over the next half hour or so, fluids are pumped into the wings, expanding them to their full size.

Finally the Monarch is ready to take to the air for the first time. The adult Monarch will spend its life feeding on nectar from flowers and reproducing, beginning the life cycle over again.

SAMPLE GRAMMAR EXERCISES

Complete the sentences using the simple past (regular verbs)

1. As children grew, the sizes of their clothes (change).
2. Good nutrition (help) the dog grow strong.
3. We (walk) in the park and (notice) at how the plants grew.
4. When cooking vegetables, mom (wash) them thoroughly.
5. The class (watch) an interesting film about plants and animals.

Complete the sentences using the simple past (irregular verbs)

1. The class (see) the video about ancient civilizations last week.
2. We (have) to write a comparison between the civilizations.
3. My friends (speak) about the growth patterns of plants.
4. The plants (grow) at different rates.
5. The animals (sleep) or hibernated during the winter.

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GRADE SIX UNIT 1 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/ speaking	Grammar focus	Student learning strategies
Understand transformations across different genres. Vocabulary: transformation, abdomen, antennae, caterpillar, chrysalis, metamorphosis, pupa, thorax, ancient, ceremony, citizen, rights, rituals, conversion, height, length, rate, weight, assist, process, affect, effect, elements, sacrifice, attitudes, focus	Identify the concept of change in informational text and literature. To compare and contrast “change” across genres.	To recognize and use transitional phrases and language used for various functions: compare/ contrast, cause/effect, sequencing ideas, irony, predictions.	Kinsella protocol Use a bilingual dictionary/ glossary Use Frayer model Vocabulary webs Use context	Identify main idea and details. Cite evidence from the text. Identify elements of a novel	Write narrative texts to develop character, plot, setting. Create dialogue.	Engage effectively in a range of collaborative discussions Make oral reports	Transitional phrases for cause/ effect, sequence and compare/ contrast Past tense, regular and irregular Comparative terms –er, -est, more most, fewer/less, least	Clarification Summarizing Predicting Questioning Visualizing Cornell Note-taking