

English Language Learners

GRADES 2-3/ELL

BOARD APPROVAL DATE:

BOARD ADOPTION OF STATE STANDARDS:

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1 Weather	<p>WIDA ELP Standards</p> <p>ELP Standards 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standards 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standards 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>ELP Standards 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p><u>NJ Next Generation Science Standards</u></p> <p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions</p>	<p>Students will explore a variety of weather concepts including air movement, clouds, precipitation, and temperature using a range of culturally authentic learning materials such as websites, graphs, and literature both fiction and nonfiction. Students will reflect on how weather affects their daily lives and influences their daily activities. Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about weather.</p>	<p>*Identify different types of weather</p> <p>*Name different types of clouds</p> <p>*Identify different types of precipitation</p> <p>*Explain the water cycle</p> <p>*Analyze and compare/contrast the weather in order to create a weather report</p> <p>*Graph daily weather recordings</p>	4-6 weeks

expected during a particular season

**NJ Student Learning Standards
for English Language Arts**

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

SL.2.1. Participate in collaborative conversations, 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.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.2.2. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships			
Unit 2 Fairy Tales and Fables	<p>WIDA ELP Standards</p> <p>ELP Standards 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standards 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies</p> <p><u>NJ Student Learning Standards for English Language Arts</u> RL.2.1. Ask and answer such questions as <i>who, what, where,</i></p>	<p>Students will explore a variety of fairytales and fables using a range of culturally authentic learning materials . Students will be able to read fairytales and fables and be able to identify the morals, themes, and components of the stories.</p> <p>Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about fairytales and fables.</p>	<ul style="list-style-type: none"> ● <i>Identify the characters, setting, plot (story elements of a fairy tale</i> ● <i>Retell a story using picture cards</i> ● <i>Analyze characters</i> ● <i>Identify character traits</i> ● <i>Compare and contrast different versions of fairytales</i> 	4-6weeks

when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

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 conclusion.

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.

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.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RL.3.1. Ask and answer questions, and make relevant connections 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/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building

	<p>on others' ideas and expressing their own clearly.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SOC.6.1.4.D.CS3 - [<i>Content Statement</i>] - Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>SOC.6.1.4.D.CS5 - [<i>Content Statement</i>] - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>SOC.6.1.4.D.19 - [<i>Cumulative Progress Indicator</i>] - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives</p>			
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Unit 3 Animals & Habitats	<p>WIDA ELP Standards</p> <p>ELP Standards 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standards 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standards 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>ELP Standards 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <ul style="list-style-type: none"> • SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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 	<p>This unit will cover life cycles, animals and their babies, habitats, and the food chain. The students' focus will be on identifying animals, habitats, and detailed information about their lives' changes, and environments. The skills embedded in the unit will demonstrate the ability to understand cause and effect relationships, and a deeper understanding of the various animals and their needs, in order to survive in the world and in their environments.</p>	<ul style="list-style-type: none"> • <i>Exchange information about animal habits and routines.</i> • <i>Ask and answer questions about animals.</i> • <i>Compare and contrast animals.</i> • <i>Identify animals by name and their characteristics</i> • <i>Retell facts from text.</i> • <i>Describe the stages of a life cycle</i> • <i>Identify and describe the different biomes and their inhabitants</i> • <i>Explain the order of a food chain</i> 	4-6 weeks

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.
- **LA.RI.3.7** - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **LA.RI.3.3** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Next Generation Science Standards:

2-LS4-1 Biological Evolution: Unity and Diversity

Make observations of plants and animals to compare the diversity of life in different habitats.

	<u>3-LS3-2 Heredity: Inheritance and Variation of Traits</u> Use evidence to support the explanation that traits can be influenced by the environment.			
Unit 4				

This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 Weather Grades 2-3 ELL		
Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p>WIDA ELP Standards</p> <p>ELP Standards 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standards 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standards 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>ELP Standards 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<p><u>NJ Next Generation Science Standards</u></p> <p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season</p> <p><u>NJ Student Learning Standards for English Language Arts</u></p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • <i>Content based vocabulary</i> • <i>Different types of weather</i> • <i>Changes in weather</i> • <i>How clouds form</i> • <i>The three main types of clouds</i> • <i>The stages of the water cycle</i> • <i>Different types of precipitation</i> • <i>Components of a weather forecast</i>

	<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>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</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
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	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships</p>	
Unit 1 Weather Grades 2-3 /ELL		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>Students will explore a variety of weather concepts including clouds, precipitation, water cycle, and temperature using a range of culturally authentic learning materials such as websites, graphs, and literature both fiction and nonfiction. Students will reflect on how weather affects their daily lives and influences their daily activities. Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about weather.</p>	<p><i>Theme 1:</i> Introduces weather words using the book “Weather Words and What They Mean” (pages 2 – 16)</p> <ul style="list-style-type: none"> • http://www.k12science.org/curriculum/weatherpr oj2/en/activity1.shtml <p><i>Theme 2:</i></p> <ul style="list-style-type: none"> • “It Looks Like Spilt Milk” book • “Clouds” by Christina Rossetti • “Clouds” by Aileen Fisher • “Curb Your Cloud” by Richard Garcia • “Fog in a Bottle Experiment,” http://imnh.isu.edu/digitalatlas/teach/lsnpls/fogbotlp.htm <p><i>Theme 3 & 4:</i></p>	

	<ul style="list-style-type: none"> • Reading A-Z books • https://www.brainpop.com/science/weather/ • http://teacher.scholastic.com/researchtools/articlearchives/weather/index.htm •
UNDERSTANDINGS	
<p>Students will develop an awareness of the weather and the different components that cause weather patterns and how it impacts their daily lives.</p> <p>Essential Questions:</p> <p>How does the weather affect your day?</p>	
Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> • Content based vocabulary • Different types of weather • Changes in weather • How clouds form • The three main types of clouds • The stages of the water cycle • Different types of precipitation • Components of a weather forecast 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <p><i>Theme 1: What is weather?</i></p> <ul style="list-style-type: none"> • Identify different types of weather • Report and graph the weather in a daily journal • Identify changes in the weather • Make statements about weather from personal observation and visual images <p><i>Theme 2: Clouds</i></p> <ul style="list-style-type: none"> • Identify the three main types of clouds (cirrus, cumulus, and stratus) • Describe the three main types of clouds (cirrus, cumulus, stratus) • Compare and contrast differences in clouds using a graphic organizer <p><i>Theme 3: Precipitation</i></p> <ul style="list-style-type: none"> • Describe the stages of the water cycle • Identify the different types of precipitation <p><i>Theme 4: Weather Forecasting</i></p> <ul style="list-style-type: none"> • Present a daily weather report based on weather journal records • Illustrate a poster board with the correct weather pictured and labeled
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p>Theme 1:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> • Weather vocabulary quiz • Create a graph using the weather observations from their journals 	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <ul style="list-style-type: none"> • Journal writing • Picture prompt writing • Language Boosters

Theme 2:**Formative**

- True and false questions about clouds.
- Graphic organizer to compare and contrast cloud types

Theme 3:**Formative**

- Precipitation Match test
- Water cycle sequencing quiz

Theme 4:**Formative**

- Oral responses to professional weather reports
- Poster board of weather information

Summative

- Student weather report presentation
- Student evaluations of presentations on check off rubric

- Lingt speaking practice explaining the weather cycle
- Lingt speaking practice by making statements about weather from personal observation and visual images

Stage 3 – Learning Plan*Theme 1:**Key Vocabulary*

Weather, temperature, moisture, thermometer, weather forecast, meteorologist

Key Language Structure: Predict, observe, graph, report, journal

Students will work together to complete a KWL chart on weather

Lesson Sequence:

- *Draw a picture of your favorite thing to do outside (make sure students include the type of weather required for the activity). Discuss the weather required for that activity and if the weather was different, whether it would be possible to do what they wanted.*
- *Generate a list of weather vocabulary based on realia and student pictures. Write on chart paper to remain hanging on the wall.*
- *Engage in a think/pair/share activity about the weather, clothes, and activities.*

Closure: Students: Maintain weather journal by observing and writing about the weather.

Expansion/Extension/Homework: Students: Write about the weather, clothes they wore, and activities students did over the weekend. Lingt speaking practice using picture prompts on different types of weather.

*Theme 2:**Key Vocabulary:*

Clouds, fog, atmosphere, condensation, evaporation, precipitation, collection, water cycle, cumulus, cirrus, stratus

Key Language Structures: Sequence, compare and contrast Yesterday, it was _____. Today is _____. Tomorrow, it will be _____.

Lesson Sequence:

- *Write/illustrate and log observations of clouds. Students: Draw what clouds look like.*
- *Complete a graphic organizer showing type of cloud, description and weather observed when the specific cloud type is present (cumulus, cirrus, stratus).*
- *Make a cloud finder, develop an observation chart, record observations over a period of time, take daily digital pictures of sky and record all in a learning journal.*
- *Conduct “Fog in a Bottle Experiment,” <http://imnh.isu.edu/digitalatlas/teach/lsnpl ns/fogbotlp.htm>*
- *Sequence how clouds are formed (water cycle).*

Expansion/Extension/Homework: Students: Report weekend cloud/fog formation. Students: Tell peer/parent what type of clouds are present each day. Lingt speaking practice using cloud images to discuss cloud types.

Theme 3:

Key Vocabulary:

Rain, sleet, snow, hail Key Language Structure: If.... then, I wear a..... cause/effect statements

Lesson Sequence:

- *Create precipitation vocabulary flashcards with name, picture, and definition.*
- *Record precipitation on a chart for five days and express knowledge of the importance of precipitation or lack thereof.*
- *Select a weather sound and illustrate; construct a class book with pictures.*
- *Make a clay/play dough model of a hailstone and a drawing of how they form within a cloud.*
- *Complete a journal writing on their choice of topics: • How do you feel when it rains? • What activities do you like to do in the rain/snow? • Where do you think rain/snow comes from?*

Theme 4:

Key Vocabulary:

All previous weather unit vocabulary

Key Language Structure: Reporting information orally, and taking notes from a presentation

Lesson Sequence:

- *Use chart and weather journal information to create note cards for weather reports.*
- *Illustrate poster boards and create paper figure people.*
- *Practice reporting weather with a partner; self assess with check off rubric.*
- *Evaluate classmates by using check off rubric listing features required in the weather forecast.*

Closure: Students: view video-taped presentations, complete a journal writing about the day in the life of a meteorologist based on their experience when completing their weather report

Expansion/Extension: Students: Practice reporting at home and Lingt speaking practice using visual images of the various types of precipitation.

Pre-assessment:

KWL chart

Background knowledge quiz

Progressing Monitoring:
Teacher observations
Exit tickets
Think Pair Share

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Choice boards, research weather on native country and create a weather report

Tier I:

Manipulatives, choice boards, research weather on native country and create a weather report

Tier II:

Note cards to label with illustrations and basic vocabulary; graphic organizers

Tier III:

LLI intensives, use pictures/drawings to chart weather; sentence frames, cloze activities

ELL: Leave this one blank

504s:

Sentence frames, preferential seating, extra time to complete assignments, directions posted on board, highlighting

SPED:

Word banks, picture vocabulary cards, sentence frames, use pictures/drawings to chart weather

Unit 2 Fairytales and Fables Grades 2-3/ELL		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills

<p>WIDA ELP Standards</p> <p>ELP Standards 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standards 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies</p>	<p><u>NJ Student Learning Standards for English Language Arts</u></p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</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.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <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 conclusion.</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>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> ● <i>Character</i> ● <i>Setting</i> ● <i>Plot</i> ● <i>Moral/lesson of a story</i> ● <i>Character traits</i> ● <i>Elements of fairytales and fables</i>
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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.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RL.3.1. Ask and answer questions, and make relevant connections 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/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SOC.6.1.4.D.CS3 - [<i>Content Statement</i>] - Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>SOC.6.1.4.D.CS5 - [<i>Content Statement</i>] - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>SOC.6.1.4.D.19 - [<i>Cumulative Progress Indicator</i>] - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives</p>	
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Unit 2 Fairytales and Fables Grades 2-3/ELL**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>Students will explore a variety of fairytales and fables using a range of culturally authentic learning materials . Students will be able to read fairytales and fables and be able to identify the morals, themes, and components of the stories.</p> <p>Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about fairytales and fables.</p>	<p>Theme 1:</p> <p>Fairytales:</p> <p>“Little Red Riding Hood” Nadia Higgins</p> <p>“ Petite Rouge; a Cajun Red Riding Hood” Mike Artell</p> <p>“Pretty Salma- Little Red Riding Hood from Africa” Niki Daly</p> <p>“Lon Po Po” - Chinese Little Red Riding Hood</p> <p>“Cinderella” Paul Galdone</p> <p>“Adelia: A Mexican Cinderella Story” Tomie DePaola</p> <p>“The Egyptian Cinderella” Shirley Climo</p> <p>“Yeh - Shen- A Chinese Cinderella Story” Ai-Ling Louie</p> <p>“The Three Little Pigs” James Marshall</p> <p>“The Three Little Javelinas” Susan Lowell</p> <p>“The True Story of The 3 Little Pigs by A. Wolf” Jon Scieszka</p> <p>Fables:</p> <p>“The Tortoise and the Hare”</p> <p>“The Lion and the Mouse” by Jerry Pinkney</p> <p>“The Wolf Who Cried Boy” by Bob Hartman</p> <p>“The Blind Men and the Elephant” by Haren Backstein</p> <p>“City Mouse Country Mouse”</p> <p>“The Ant and the Grasshopper”</p> <p>“The Fox and the Crow”</p> <p>Websites:</p> <p>http://www.readinga-z.com</p> <p>https://www.twinkl.co.uk/resource/t-l-4073-fairy-tale-vocabulary-mat</p> <p>https://www.twinkl.co.uk/resource/esl-fairy-tale-word-cards-t-l-40720</p> <p>https://www.teachingenglish.org.uk/article/fairy-tales</p> <p>https://www.getepic.com</p> <p>http://www.read.gov/aesop/001.html</p>
UNDERSTANDING	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to live “happily ever after”? • How can lessons learned from fairy tales and tall tales help us in life? 	

Students will understand:

- A fairy tale is a type of folktale passed on through generations that is composed of special elements.
- Fairy tales are important because they help us to connect to our own lives and aid us in using our imaginations
- Fairy tales provide lessons because they demonstrate how to connect with nature and other human beings. They usually teach us love.
- Multiple versions of fairy tales differ by showing us how the same story can occur in settings and with characters of various cultural backgrounds while the stories' lessons remain similar.
- Fables are short stories, typically with animals as characters, conveying a moral. A fable usually has non-human characters with human characteristics, and always teaches a lesson while a story can be anything you want.
- The lessons are similar across different cultures because they represent common narratives and issues all of us face regardless of where we reside in the world.
- The common elements are short story, teach a lesson, and animals as main characters.
- Fables have been passed down through time by oral tradition and were eventually written down and sometimes resulting in different versions of the same story.
- The character traits of characters in fables and fairy tales are important because they help us to understand a character's actions and decisions.
- Fables play an important role in our culture, as a means through which we may learn morals.

Students will know...

- *Character*
- *Setting*
- *Plot*
- *Moral/lesson of a story*
- *Character traits*
- *Elements of fairytales and fables*

Students will be able to...

- *Identify the characters, setting, plot (story elements of a fairy tale*
- *Retell a story using picture cards*
- *Analyze characters*
- *Identify character traits*
- *Compare and contrast different versions of fairytales (ex: Little Red Riding Hood and Lon Po Po)*

Stage 2 – Assessment Evidence

Performance Tasks:

Theme 1:

Formative

- Complete graphic organizer to list the characters, setting, plot (story elements) of a fairy tale
- Comprehension Quizzes (Reading A-Z)
- Get Epic
- Lingt speaking practice answering comprehension questions about different texts
- Matching quiz on character and their character traits

Summative

Other Evidence (**Alternate Assessments**):

What other means of assessment will be used throughout this unit?

- **Journal writing-compare characters between texts.**
- **Picture prompt writing-use for sequencing and retelling of stories**

- write a book report for a fairy tale/ fable including characters, setting, plot, lesson, and opinion if they would recommend the story

Stage 3 – Learning Plan

Theme 1: Fairytales 2nd grade

Fables 3rd grade

Vocabulary: characters, setting, plot, solution, climax, central message/lesson, morals, character traits

Choose activities of your liking to use during the unit-not all activities must be completed

2nd & 3rd grade activities

Comprehension activities after oral reading of teacher choice fairy tales/fables:

- Sequencing activities
- Use visual images of the 5ws and “how” to place them under the appropriate W question (designed for limited language students)
- Use a beach ball labeled 5 Ws and How and throw it to each other. Whichever their thumbs land on is the question about the text that they answer.

2nd & 3rd grade activities

Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral:

- Orally summarize stories and students will share what they determined the moral of the story to be
- Create a short news story, as a news reporter, recalling the main events of the story and tell the audience the lesson that was learned from the story.
- Once the lesson, or the moral of the story is disclosed, students can orally discuss the effects of what could happen in real life situations if the lesson is not understood. For example: Slow and steady wins the race; What could happen if you are racing as fast as possible in order to finish a task quickly?
- Create a diorama to represent a specific fairytale of their choice
- Create a comic strip to retell a story

Sample sentence frames:

I see _____ in the illustrations. This shows me that _____.

- The main characters in this fairy tale are _____.
- The good characters are _____. I know this because _____ (text as evidence).
- The evil characters are _____. I know this because _____ (text as evidence).
- This fairy tale takes place in _____ (setting).
- The problem in this fairy tale is _____.
- The solution is _____.
- _____ (character’s name) was _____, and now he or she is _____. I think this is because _____.
- The lesson of this fairy tale is _____.

2nd grade activity

Describe how characters in a story respond to major events and challenges using key details:

-Students will write a friendly letter from one to another describing major events from the text and what he/she found difficult, according to the text.

2nd & 3rd grade activity

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud:

- Write from another character's point of view to tell the story, according to a given text

Example: Write as the Big Bad Wolf while other students write from the point of view as the Three Little Pigs

- Use a visual where all characters in the story are shown and add thoughts of the characters in pre-made think bubbles.

2nd grade activity

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures:

- Use a Venn Diagram to compare and contrast two versions of the same story

3rd grade activity

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 conclusion.

- Orally discuss text differences and then choose which version of the story you prefer and why. Write an opinion writing telling how the stories are alike and different and why you prefer one over the other(s) using a writing frame.

2nd grade activity

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.

- Using an organizer to organize the sequence of events, create a sequence of events that recounts a major story event.. Then write out each detail to transform it into a paragraph in order to retell the entire event. Include main characters feelings and thoughts about this major events.

2nd & 3rd grade activity

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Picture walk presentation of book by individual students or in a group with partners taking turns
- Create a news story about one of the main characters and describe the details of the story, along with the problem and solution
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2nd & 3rd grade activities

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.

- Interview a main character in the story then have the students be the audience who has the opportunity to question the character and the speaker who is interviewing the character
- Students can create a list of questions that they would like to know more about, in regards to the story details, and the class can answer these questions with teacher assistance
- Research experiences that pertain to the lesson or moral taught in the story and write about how they can use this lesson in their everyday lives

2nd grade activities

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Readers Theater in order to monitor pauses at periods, commas and various end marks
- Write a friendly letter from one character to another with the focus being grade appropriate conventions of writing
- Highlight punctuation in a short passage of the text from the given folktale or fairytale and read it orally while using the correct voice inflections
- Recreate a few sentence discussions between two characters and use proper end marks and capitals Students will be given a premade paper with two characters' names in advance so that they could complete the dialogue. After writing is complete, they can read the created conversations to a partner.

Example:

Little Pig:

Big Bad Wolf:

Little Pig:

Big Bad Wolf:

2nd grade activity

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Recreate a few sentence discussions between two characters and use proper end marks and capitals Students will be given a premade paper with two characters' names in advance so that they could complete the dialogue. After writing is complete, they can read the created conversations to a partner.

Example:

Little Pig:

Big Bad Wolf:

Little Pig:

Big Bad Wolf:

3rd grade activities

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Students will complete a paper/ pencil comprehension test then highlight their "evidence" in the passage for each comprehension
- Using visual cards with different parts of the story on each card, students will organize the events in sequence then refer to the text to write a short explanation for each card.
- Students will answer questions about events and characters' actions from the text, then complete a graphic organizer that will demonstrate similarities between the text and their own lives.

- Students will use pre-made question cards and the group will be split into students who will ask questions and students who will answer questions. Students will ask and answer questions about the text and then share responses so that the teacher can clarify and assist.

3rd grade activities

Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

- Write a short biography about a given character from the text and the role of that person in the text
- Create a new ending to a shorter version of the text demonstrating how the ending had changed when the character's actions changed. Ex: Goldilocks decided to stay in the house and the Bear Family adopted her.
- Students will complete a matching test where they will match the trait of a character to the given evidence from the text
- Ex: Trait: Rude, mean Evidence: The little sister purposely kicks the ball at the goal keeps face and then laughs

3rd grade activities

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

- Venn Diagram followed by an oral presentation by each student; Students can use 2 different texts to compare and contrast and focus on the concepts of themes and plots of these stories
- Use chart paper to demonstrate differences and similarities of 2 texts with corresponding theses and plots

3rd grade activity

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Orally discuss text differences and then choose which version of the story you prefer and why. Write an opinion writing telling how the stories are alike and different and why you prefer one over the other(s)

PROGRESS MONITORING

Teacher observations

Exit tickets

Think Pair Share

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Write their own fairytale and present it to the class

Tier I:

Manipulatives, choice boards, write their own fairytale and present it to the class

Tier II:

Note cards to label with illustrations and basic vocabulary; graphic organizers

Tier III:

LLI intensives, use pictures/drawings to for comprehension; sentence frames, cloze activities

ELL:

504s:

Sentence frames, preferential seating, extra time to complete assignments, directions posted on board, highlighting

SPED:

Word banks, picture vocabulary cards, sentence frames, use pictures/drawings to show comprehension

Unit 3 Animals & Habitats 2-3/ELL	
Content & Practice Standards	Critical Knowledge & Skills
<p>WIDA ELP Standards</p> <p>ELP Standards 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>ELP Standards 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELP Standards 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>ELP Standards 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p>	<ul style="list-style-type: none"> • SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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. • LA.RI.3.7 - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • LA.RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <p>Next Generation Science Standards:</p> <p><u>2-LS4-1 Biological Evolution: Unity and Diversity</u> Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><u>3-LS3-2 Heredity: Inheritance and Variation of Traits</u> Use evidence to support the explanation that traits can be influenced by the environment.</p>
Unit 3 Animals & Habitats Grades 2-3/ELL	
the way they look, the way they behave, how they are built, or their way of life makes them suited to surviveStage 1 – Desired Results	
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>This unit will cover life cycles, animals and their babies, habitats, and the food chain. The students’ focus will be on identifying animals, habitats, and detailed information about their lives’ changes, and environments. The skills embedded in the unit will demonstrate the ability to understand cause and effect relationships, and a deeper understanding of the various</p>	<p>“Welcome Home, Bear : A book of animal habitats” by Il Sung Na</p> <p>“A Book of Babies” by Il Sung Na</p> <p>“Welcome Home, Bear: A Book of Animal Habitats” Book by Il Sung Na</p> <p>“Where in the Wild”</p>

<p>animals and their needs, in order to survive in the world and in their environments.</p> <p>The unit will engage students in hands on learning, use of oral and written language, reading, writing, and using listening skills in order to learn and understand the content.</p>	<p>Book by Poppy Bishop</p> <p>“Who Eats What? Food Chains and Food Webs” Book by Patricia Lauber</p> <p>“Yum-Yum!” Book by Brita Granström and Mick Manning</p> <p>“Secrets of the Garden: Food Chains and the Food Web in Our Backyard” Book by Kathleen Weidner Zoehfeld</p> <p>Websites: https://www.scholastic.com/teachers/blog-posts/genia-connell/10-ready-go-resources-teaching-life-cycles/ https://youtu.be/hIy0ZlyPPDg (video on biomes) www.MysteryScience.com </p>
UNDERSTANDINGS	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can we adapt to the world around us? • How can change be good? <p>Students will understand that...</p> <ul style="list-style-type: none"> • Living organisms are adapted to their environment, the way they look, the way they behave, how they are built, or their way of life makes them suited to survive. • Both plants and animals change as they go through each stage of their growth. • Habitats can differ in climate, plant life, and animal inhabitants. 	
Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <ul style="list-style-type: none"> • <i>Animals in their environments</i> • <i>Animal characteristics and proper terms for adult animals and their young (ex: elephant and its calf)</i> • <i>Animal and plant life cycles</i> • <i>Biomes</i> • <i>Food chain</i> 	<ul style="list-style-type: none"> • <i>Exchange information about animal habits and routines.</i> • <i>Ask and answer questions about animals.</i> • <i>Compare and contrast animals.</i> • <i>Identify animals by name and their characteristics</i> • <i>Retell facts from text.</i> • <i>Describe the stages of a life cycle</i> • <i>Identify and describe the different biomes and their inhabitants</i>

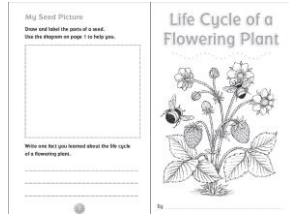
- *Explain the order of a food chain*

Stage 2 – Assessment Evidence

Performance Tasks:

2nd grade:

- model of butterfly life cycle
- model of plant cycle
- plant booklet



Other Evidence (**Alternate Assessments**):

- *Lingt speaking tasks*
- *Get Epic comprehension quizzes*
- *Moby Max-Science*
- *Journal writing*

3rd grade:

- Biome mobile
- Biome brochure

Stage 3 – Learning Plan

2nd grade

Theme 1: Life Cycles

Vocabulary: egg, larva, pupa, caterpillar

- flashcards
- picture/ word match
- Plant/ flower parts

Read *Very Hungry Caterpillar* by Eric Carle

- discussion
- sequence life cycle pictures, orally explain each stage
- cause/effect

Create *Butterfly Life Cycle* with pasta.



View National Geographic Kids- The Butterfly Life Cycle <http://www.ngkids.co.uk/science-and-nature/butterfly-life-cycle>

-Teacher will read each paragraph from each stage of the life cycle and allow discussion. The following questions will be asked and answered in the whole group setting.

- How does this remind you of "The Very Hungry Caterpillar"?
- What are the four main stages of the life cycle?
- What happens after the butterfly emerges from the chrysalis?
- Why do they call it a chrysalis and not a cocoon?

Vocabulary: seed, roots, stem, flower

Links to printable activities:

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/life%20cycle/FREEPlantLifeCycleReadingPassagewithComprehensionQuestions.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/life%20cycle/PlantLifeCycleInOrder.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/life%20cycle/PlantLifeCycleSciencePosterswithPartsofaPlantPhotosynthesisFREE.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/life%20cycle/TheLifeCycleoftheButterfly.pdf

Theme 2:Identifying different animals and their young

- Classifying animals by their traits
- Students will use the graphic organizer to separate the animals into different categories mammals that have live babies and animals that lay eggs.

- Match various animals with their babies, then write a short fiction story using them as characters

Theme 3: Animals in their environments

-The different animal habitats will be on paper on a desk. The students will find cut outs of the animals and place them in their proper habitats.

Choose 2 animals in 2 different habitats and compare and contrast them using “A Day in the Life of a (animal chosen)” writing template. In each writing template, students will explain how the animals are alike and different than the other animal they chose.

Links to printable activities:

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Animals/Animalcharacteristics%20(1).pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Animals/AnimalClassificationandAnimalCharacteristicsSortsFREEBIE.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Animals/Animals%20and%20Their%20Babies%20FlashCards.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Animals/Animals%20and%20Their%20Babies%20Packet.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Animals/Animals%20and%20Their%20Babies%20Packet.pdf

file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Animals/Animalsand8BiomesCategorizingCenterFREE.pdf

3rd grade

Theme 1: Biomes

Vocabulary: *Biomes, climate, terrain, tundra, evergreen forest, deciduous forest, grasslands, rainforest, desert*

Examples of animals and plants in different biomes:

Tundra- polar bear, lichen

Deciduous forest-oak tree, owl or moose

Evergreen forest-pine tree, moose or owl

Desert-cactus, scorpion

Rainforest- palm tree, parrot

Grassland- zebra, sweet fennel

-Compare/contrast biomes

-Brochure of different biomes

- Cut & paste activities

-Create a mobile of the different biomes

-Classifying animals and plants per biomes

-Biome journal activity

-Writing prompt: If I could live in any biome, I would choose _____. Explain your reasonings.

Links for printable activities:

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/BiomeResearchSheet.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/BiomePostcard.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/BiomesoftheEarthFlipUpBookFreebieTheRainforest.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/BiomesoftheWorldMatrixFromBothSets.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/BiomeUnit.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/MyBiomeAdventureLapBook.pdf>

Theme 2: Food chain

Vocabulary: *carnivore, herbivore, producer, food Chain, consumer, omnivore, predator, prey*

- *Complete a circular diagram demonstrating the food chain of animals in a given habitat. Each group of predators and prey in various habitats will be shared after each food chain diagram is completed so that students can view the big picture of various habitats and the food chains that occur in each. (Food chains in the sea,, in the desert, in the rainforest, etc.)*
- *Food chain craftivity*



- *Food chain matching card game*
- *Sequencing activity*
- *Draw and label different food chains*
- *Create your own food chain labeling each stage*
- *Food chain brochure*

Links for printable activities:

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Food%20chain/FoodChainBrochure.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Food%20chain/FoodChainFrenzy.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Food%20chain/FoodChainsFREEUnitHelper.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Food%20chain/FoodChainUnitVocabularyandMatchingWorksheet.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Food%20chain/FoodChainWorksheet.pdf>

<file:///H:/ELL/Curriculum%20resources/Animals%20&%20Habitats/Food%20chain/FreebieFoodChainCraftivityscience.pdf>

What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions?

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?

Does the learning plan reflect principles of learning and best practices?

Is there right alignment with Stages 1 and 2?

Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?

What are potential rough spots and student misunderstandings?

How will students get the feedback they need?

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

• *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: For each biome the campers “visit”, they pretend they discovered a new species of plant or animal. They are going to write a postcard home with a picture of their new find. They need to name their species & tell their family what adaptations the species has that makes it well adapted to its habitat.

Tier I: For each biome the campers “visit”, they pretend they discovered a new species of plant or animal. They are going to write a postcard home with a picture of their new find. They need to name their species & tell their family what adaptations the species has that makes it well adapted to its habitat.

Tier II: Note cards to label with illustrations and basic vocabulary; graphic organizers

Tier III: Vocabulary cards, visuals of habitats, word banks, key words, graphic organizers, and sentence starters will all be used to supplement and guide learning so that the students can identify the necessary components of the unit and expand with detail as much as they can at their own individual levels.

ELL:

504s: Determined by individual student needs as specified on his/her 504 plan. Some accommodations may be, but are not limited to word banks, templates for writing, shorter passages given to the student, more visuals used, and sentence starters.

SPED: Determined by individual student needs as specified on his/her IEP.

Unit 4 ELA GRADE/COURSE		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
•	•	•
Unit 4 ELA GRADE/COURSE		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.		
UNDERSTANDINGS		
Students will understand that...		
Students will know...	Students will be able to...	
What content will be covered that students must master?	What should students be able to accomplish to demonstrate understanding?	
Stage 2 – Assessment Evidence		
Performance Tasks: <i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i> <i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i>	Other Evidence (Alternate Assessments): <i>What other means of assessment will be used throughout this unit?</i>	
Stage 3 – Learning Plan		
<ul style="list-style-type: none"> • <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i> • <i>Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.</i> • <i>Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i> • <i>Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.</i> <p><i>What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?</i></p>		

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?
Does the learning plan reflect principles of learning and best practices?
Is there tight alignment with Stages 1 and 2?
Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?
What are potential rough spots and student misunderstandings?
How will students get the feedback they need?
What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Tier I:

Tier II:

Tier III:

ELL:

504s:

SPED: