

English Language Learners

GRADES K-1/ELL

BOARD APPROVAL DATE:

BOARD ADOPTION OF STATE STANDARDS:

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	WIDA ELP Standards: 1, 2, 3, 4, 5 NJSLS: Kindergarten - RL.K.1., RF.K.1., RL.K.10, RF.K.2, SL.K.1., SL.K.1.A., SL.K.5., SL.K.6., L.K.5., L.K.5.A, L.K.6., W.K.8 First Grade - RL.1.1, RL.1.7., RL.1.10, RI.1.10, SL.1.1, SL.1.1.A., SL.1.2., SL.1.3., SL.1.4, SL.1.5., SL.1.6., L1.1, L.1.5., L.1.5.A., L.1.6., W.1.8	Seasons and Weather	Students will be able to identify each of the four seasons, describe seasonal weather changes, and talk about recreational activities and clothing people wear during each of the four seasons.	6-8 weeks (End of Sept, following eligibility testing- Beg Nov)
Unit 2	WIDA ELP Standards: 1, 2, 3, 4, 5 Kindergarten - RL.K.1., RF.K.1., RL.K.10, RF.K.2, SL.K.1., SL.K.1.A., SL.K.5., SL.K.6., L.K.5., L.K.5.A, L.K.6., W.K.7, W.K.8 First Grade - RL.1.1, RL.1.7., RL.1.10, SL.1.1, SL.1.1.A., SL.1.2., SL.1.3., SL.1.4, SL.1.5., SL.1.6., L1.1, L.1.5., L.1.5.A., L.1.6., W.1.8	Cultural Celebrations/Food +Family	Students will be able to identify family members, name common food items, and discuss, compare/contrast cultural celebrations and name traditional dishes.	6-8 weeks (End Nov- Jan)
Unit 3	WIDA ELP Standards: 1, 2, 3, 4, 5	Living Things - Plants and Animals	Students will be able to identify living vs. nonliving things, name and classify common plants and animals, describe the steps in a life cycle, explain or demonstrate how to care for plants and animals.	6 - 8 weeks (Feb - April) <i>*Spring Break, ACCESS testing</i>
Unit 4	WIDA ELP Standards: 1, 2, 3, 4, 5	Community Helpers/Transportation		6-8 weeks (May/June)

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 K-1/ ELL : Seasons and Weather		
Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> • ELP Standard 1: English language students (ELLs) communicate for Social and Instructional purposes within the school setting. • ELP Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. • ELP Standard 3: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. • ELP Standard 4: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science. • ELP Standard 5: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. 	<p>Kindergarten:</p> <ul style="list-style-type: none"> • RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). • RF.K.1. Demonstrate understanding of the organization and basic features of print. • RL.K.10. Actively engage in group reading activities with purpose and understanding. • RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. • L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>First Grade:</p>	<ul style="list-style-type: none"> • Each year consists of four seasons. • The names of the four seasons (K) • The names of the months within each season (1) • What seasonal changes occur and the weather associated with each season. • Weather words: sunny, rainy, cloudy, windy, stormy, snowy • Vocabulary for seasonal recreational activities • Clothing associated with each season

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| | <ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text. • RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.\ • RI.1.10. With prompting and support, read informational texts at grade level complexity or above. • 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.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • 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. (See grade 1 Language standards 1 and 3 here for specific expectations.) • L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
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	<ul style="list-style-type: none"> • L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • 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., because). • W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	
Unit 1 ELL K-1: Seasons and Weather		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p><i>Students will investigate and discover the characteristics about the weather as it is transformed through the seasons. As they do, they experience what happens around them and beyond by using relevant learning opportunities and materials. As they learn through experiences and sharing, they acquire language and content in all four language domains while at the same time addressing related WIDA and NJSL Standards.</i></p>	<p>Suggested Book List:</p> <ul style="list-style-type: none"> - Seasons Intro: <ul style="list-style-type: none"> - <u>Sunshine Makes the Seasons</u> by Franklin M. Branley ISBN: 0-06-059203-6 - Weather: <ul style="list-style-type: none"> - <u>Weather Words and What They Mean</u> by Gail Gibbons ISBN: 0823441717 - <u>Hello, World! Weather</u> by Jill McDonald ISBN: 0553521012 - <u>Cloudy With a Chance of Meatballs</u> by Judy Barrett ISBN: 10-0689707495 - <u>A Kids' Book of Weathercasting</u> by Mark Breen ISBN: - <u>Oh Say Can You Say What's the Weather Today?</u> Trish Rabe ISBN: 780375822766 - <u>National Geographic: Everything Weather</u> (nonfiction) ISBN: 9780008267766 - <u>Under the Weather Amelia Bedelia</u> 9780062658913 - <u>W is for Wind: A Weather Alphabet</u> by Pat Michaels ISBN: 9781585363308 	

- Cold Little Duck Duck Duck by Lisa Wesley Peters ISBN: 9780688161781
- Little Cloud by Eric Carl ISBN 1102224592
- Gilberto and the Wind by Marie Hall
- Season Changes:
 - The Apple and the Seed by Lance Douglas ISBN: 9-781723-187155-90000
 - Sky Tree by Thomas Locker ISBN: 9780064437509
 - Circle of Seasons by Gerda Muller ISBN 10: 0525453946
 - A Year Around the Great Oak by Gerda Muller ISBN 10: 086315946
 - The Seasons of Arnold's Apple Tree by Gail Gibbons ISBN: 9780152712464
 - Fall Is Not Easy by Marty Kelley ISBN: 1003071959
- Clothing:
 - Use Non-fiction texts and Read Alouds on Getepic.com
 - What Will the Weather Be Like Today? by Paul Rogers ISBN-13:9780688089504
 - Moley Gets Dressed for All Weather by Sue Hendra ISBN: 978-0803726888
- Math/Counting:
 - Anno's Counting Book by Mitsumasa Anno ISBN: 0-06-443123-1
 - Counting on Fall by Lizann Flatt ISBN: 978-1926973364
 - Apple Countdown by Joan Holub ISBN: 978-0807503980

Other Resources:

- Epic Books (www.getepic.com) - Themed books and videos for all levels
- Superkids "Super Smart" interactive ebook lessons
- Finishline for ELLs 2.0 Interactive eBook topics
- Lingt.com - Create season/weather related speaking and listening lessons
- Language Boosters - Grade 1 (Modify and/or read aloud with K)

Additional Related Resources:

- Life Cycles/Changes:
 - Pumpkin, Pumpkin by Jeanne Titherington
 - Gotta Go, Gotta Go! by Sam Swope

UNDERSTANDINGS

Understandings:

- There are four seasons in one year.

- There are 12 months in one year, 3 in each season.
- Weather words associated with each season.
- There are changes in weather that occur throughout the course of the 4 seasons.
- These weather changes can affect the students in many ways, such as activities they may do, or clothing they may wear.
- Seasons and weather may differ based on where you live in the world.

Essential Questions:

- How do changes in seasons/weather affect what we wear each day?
- How can changes in seasons/weather affect the things we like to do?
- How do seasonal changes affect nature and the world around us? (Life cycles, etc.)
- How are the seasons different in other parts of the world?

Students will know...

What content will be covered that students must master?

- Each year consists of four seasons.
- The names of the four seasons (K)
- The names of the months within each season (1)
- What seasonal changes occur and the weather associated with each season.
- Weather words: sunny, rainy, cloudy, windy, stormy, snowy
- Vocabulary for seasonal recreational activities
- Clothing associated with each season

Students will be able to...

What should students be able to accomplish to demonstrate understanding?

- Name the four seasons.
- Match season words to pictures illustrating seasonal change.
- Use correct vocabulary to describe current weather conditions.
- Match weather words to pictures.
- Describe and/or predict weather conditions from illustrated scenes.
- Apply knowledge of seasonal changes through illustrated scenes.
- Match recreational activities to the appropriate season.
- Demonstrate understanding of appropriate clothing for the weather using paper dolls.

Stage 2 – Assessment Evidence**Performance Tasks: (Formative and Summative)**

- Exit tickets - name the seasons using picture cards
- Apple Tree Seasons word/illustration fill-in (coloring)
- Weather word/picture match
- Paper doll clothing matching (according to weather)
- Weather Forecasting - give picture cards of different kinds of weather and have students present the weather like a TV meteorologist (give advice for what to wear, ect.)
- Class mural - demonstrate knowledge of the four seasons and changes in seasons through illustrations and labels.

Other Evidence (Alternate Assessments):

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

- Lingt.com Speaking and Listening practice
- Weather and seasons matching quiz (Language Booster)
- Seasonal activities matching quiz (Language Booster)
- Weather log - track daily weather
- Season Wheel - to draw/write a variety of seasonal activities emphasizing the repeating cycle of the seasons.
- Global Seasons - examine other areas of the world and compare their seasons to your own.

Stage 3 – Learning Plan

Suggested Activities/Strategies:

- Literacy -
 - Weather-related phonics, phonemic awareness activities
 - Weather/Season read alouds: concepts of print, comprehension strategies
 - High frequency words: Weather word cloze activities with pictures and word bank
- Writing -
 - personal response, shared writing, interactive writing, independent writing, weather log
- Technology -
 - Lingt.com Speaking and Listening practice - weather and seasons
 - Superkids “Super Smart” interactive ebook lessons - weather and seasons
 - Finishline for ELLs 2.0 Interactive eBook topics - weather and seasons
 - Epic! Books for Kids (<https://www.getepic.com/>) - Read Aloud books on weather/seasons
 - National Geographic Kids website - <https://kids.nationalgeographic.com/> - for research/games
- Math -
 - Counting/matching activities (count apples, leaves, etc., match pairs: mittens, gloves, boots, sandals, etc.)
- Oral Language -
 - oral participation in songs, chants, games
 - participation in listening activities
 - oral vocabulary, repetition
- Workbook pages/quick checks:
 - Language Boosters - by grade and topic

Weeks 1-2:

Students will become familiar with the names of the 4 Seasons. Use “calendar time” to review the day of the week and months of the year through songs and repetitive routines. Begin to identify which months belong in each season, and introduce the weather we might expect to see in each season. Introduce weather words and have students match weather words with pictures. Have students complete speaking/listening activities related to weather vocabulary. Complete a weather log and identify the weather each day and have students try to name which season you would see, or not see, that kind of weather. Ex: Today is sunny and hot...is it usually hot in Winter? Discuss. Today is rainy. Can it be rainy in any season? Discuss.

Weeks 3-4:

Students will understand how the changes in weather throughout the seasons can affect their daily lives. Introduce clothing vocabulary and have students complete related activities to become familiar with which clothing items we would wear for each kind of weather. Complete clothing weather match activities, such as a matching quiz or paper doll dress up. Next, introduce activities students might participate in through each of the seasons. Students will understand how the weather may affect things they want to do. Ex: Can you play outside in the rain/snow? Discuss. Can you sled in the summer? Can you swim in the middle of winter? Why/why not? What things can you do in the summer?

Weeks 5-6:

Students will understand changes in nature related to the seasonal weather changes. Use apple trees to show visual changes in how the weather affects a tree. Students can learn about the life cycle of trees in each season, as well as insects/animals such as monarch butterflies and frogs, etc. Complete an apple tree picture fill-in or life cycle paper plate wheel. Read related books and complete ACCESS related activities (Finishline, Lingt.com, Super Smart interactive lesson, etc.).

Weeks 7-8: (optional)

Students will look up their country of origin on a map. Do research to find what seasons are like in their native country. Are they the same/different? Are there even 4 seasons? Discuss/share results about how/if weather changes over periods of time in their native country or other parts of the world. What season is it now in their native country? Look up the weather report for a week in various countries. Talk about things you could do differently if you were in the Dominican Republic, Vietnam, etc. right now.

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

- Explore seasons and weather around the world - does everyone have 4 seasons?
- Research weather in Native Country - compare/contrast with U.S.

Tier I:

- Focus on writing and expanding literacy skills, sentence writing/journals, jumbled sentence mix-up/picture match, short response writing, teach a friend
- LLI Intervention - to expand literacy and language skills at students' reading levels

Tier II:

- Focus on expanding oral language and literacy, picture/word sort, labeling, written phrases/sentences about pictures, partnered activities
- LLI Intervention - to build literacy and language skills at students' reading levels

Tier III:

- Focus on oral language, picture identification/sorts, matching, illustrated fill-ins, oral vocabulary, letters/sounds, partnered activities
- Manipulatives: Picture cards, weather posters, days of the week labels, clothing cards
- LLI Intervention - to introduce literacy and language skills at students' reading levels

ELL: **LEAVE THIS ONE BLANK**

504s:

- Extra time, highlighting, enlarging print, preferential seating, pairing with partner

SPED:

- Picture cards and visual matching, drawings, preferential seating, sentence frames, pairing with partner, EZ Reader/Screen, color coding. name

Unit 2 K-1/ ELL: Cultural Celebrations/Food +Family		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> • ELP Standard 1: English language students (ELLs) communicate for Social and Instructional purposes within the school setting. • ELP Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. • ELP Standard 3: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. • ELP Standard 4: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science. • ELP Standard 5: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. 	<p>Kindergarten:</p> <ul style="list-style-type: none"> • RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). • 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). • RL.K.10. Actively engage in group reading activities with purpose and understanding. • SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. • L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • 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 	<ul style="list-style-type: none"> • The names of various foods in English. • Words about family: mom, dad, brother, sister, etc. • Related vocabulary: diversity, culture, custom, celebration, holiday, tradition, country, family, feast • The names of holidays celebrated in the USA and other countries: Thanksgiving, Diwali, Eid, Ramadan, Hanukkah, St. Lucia Day, Christmas, Kwanzaa, Las Posadas, New Year's Day, La Befana (Italy's Feast of Epiphany), Chinese/Lunar New Year. • The cultural names of foods associated with specific holidays: ex: turkey, paella, latkes, egg roll, empanada, plantains, olives, etc. (make a plate from their celebration - help them label words) • Similarities and differences in cultural traditions.: ex: use of light/fire, music/dancing, parades, family gatherings, fancy clothing, etc.

information from provided sources to answer a question.

First Grade:

- **RL.1.1.** Ask and answer questions about key details in a text.
- **RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.
- **RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.1.10.** With prompting and support, read informational texts at grade level complexity or above.
- **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.1.1.A.** Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **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. (See grade 1 Language standards 1 and 3 here for specific expectations.)

- **L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- **L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
- **L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**
- **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., because).**
- **W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

Unit 2: Cultural Celebrations/Food +Family

Stage 1 – Desired Results

UNIT SUMMARY

Students will explore a variety of cultural holidays celebrated around the world. As they do, they will gain a broader understanding of the cultures of their peers, as well as the similarities and differences in how people celebrate. Many celebrations revolve around food and family, so students will learn related vocabulary, and participate in cultural activities that expand on those ideas and experiences while addressing related WIDA and NJSLS Standards.

CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

- Holidays/Food:

TITL E	AUT HO R	GRA DE/ AGE	ISB N #	PRI CE
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The Foo d Alph abet ABC Boo k	Lucy Ann Carr oll			
Eati ng the Alph abet	Lois Ehle rt			

	Everybody Cooks Rice	Nora Doolley			
	Who's that Knocking on Christmas Eve?	Jan Brett	Pre-K-2		
	The Eight Nights of Hanukkah	Judy Nayer, Yuri Salzman	1-3	NTS 969 383	2.96
	My First Kwanzaa	Karen Katz	Pre K-2	NTS 973 064	3.71
	Clifford's Christmas	Norman Bridwell	Pre K-K	NTS 521 596	2.99
	A Night of Los Posadas	Tomie DePaola	Pre K-3	978 069 811 901 7	7.99
	The Shortest Day (celebrating the	Wendy Pfeffer	K-3	978 014 751 284 0	8.99

	winter solstice)				
	The Best Eid Ever	Asma Mobin-Uddin	K-3	9781590784310	16.84
	Divali Rose	Vasanthi Ramanan	K-3	9781590785249	5.48
	Bringing in the New Year (Chinese /Lunar New Year)	Grace Lin	K-3	9780375866050	6.64
	Llama Llama Holiday Drama	Anna Dewdney	Pre-K-3	10:0545500532	5.85
	Is It Hanukkah Yet?	Alesandra Psacharopoulos, Chris Barash	K-1	13:9780807533840.	3.71

The Legend of the Poinsettia	Tomie DePaua	K-3	13: 978-0698115675	7.99
Lucia Saint of Night	Katherine Bolger Hyde	3-8 grades	9780982277041	19.99
The Legend of Old Bafana	Tomie DePaua	K-6	9780152438173	7.99
Call Me Tree	Maya Christiana Gonzalez	Pre-K-5	97808923	18.50
Soup Day	Melissa Iwai	Pre-K-1	9780545939676	3.71
Over In the Arctic Where Cold Winds Blow	<u>Mariann Berk</u> <u>es</u>	Pre-K-1	9780545656887	5.21

Other Resources:

	<ul style="list-style-type: none"> - Epic Books (www.getepic.com) - Themed books and videos for all levels - Superkids “Super Smart” interactive ebook lessons - Finishline for ELLs 2.0 Interactive eBook topics - Lingt.com - Create season/weather related speaking and listening lessons - Language Boosters - Grade 1 (Modify and/or read aloud with K)
UNDERSTANDINGS	
<p>Students will understand how various foods and family members are an essential component of cultural holidays, customs, and celebrations.</p> <ul style="list-style-type: none"> - The 6 food groups using the food pyramid. - Food words associated with each food group. - Family words to describe people. - Names of common winter holidays around the world. - There are many traditions associated with different countries and cultures. - Vocabulary associated with diversity and acceptance. - There are similarities and differences associated with different countries and cultures around the world.. <p>Essential Questions:</p> <p>What food makes a healthy meal?</p> <p>Who eats rice?</p> <p>How can food and family make us feel?</p> <p>What makes a family?</p> <p>How do my traditions make me special?</p> <p>How can I relate to others who are different?</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"> • The names of various foods in English. • Words about family: mom, dad, brother, sister, etc. • Related vocabulary: diversity, culture, custom, celebration, holiday, tradition, country, family, feast • The names of holidays celebrated in the USA and other countries: Thanksgiving, Diwali, Eid, Ramadan, Hanukkah, St. Lucia Day, Christmas, Kwanzaa, Las Posadas, New Year’s Day, La Befana (Italy’s Feast of Epiphany), Chinese/Lunar New Year. 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> • Name common food names from each category of the food pyramid, using picture cards, manipulatives, and other resources. • Label a picture of family members: mom, dad, sister, brother, grandma, grandpa, aunt, uncle, cousin, baby • Use related vocabulary to respond to a speaking prompt about cultural celebrations using Lingt.com. • Use a picture/clue card game to match common holidays celebrated in the USA and other countries with their description. • Match traditional clothing to the appropriate holiday. (paper doll)

- The cultural names of foods associated with specific holidays: ex: turkey, paella, latkes, egg roll, empanada, plantains, olives, etc. (make a plate from their celebration - help them label words)
- Similarities and differences in cultural traditions.: ex: use of light/fire, music/dancing, parades, family gatherings, fancy clothing, etc.

- Name, and then match cultural foods to pictures.
- Give each student a holiday to research and present orally to the class. (Can assign their native country or randomly assign.)
- Culminating Activity: Complete an interactive class chart with a list of cultural traditions and components. Use the chart to explain the similarities and differences of celebrations around the world. Then, use the sentence frame, “_____ and _____ are the same/different because _____.” to write about two holidays.

Stage 2 – Assessment Evidence

Performance Tasks:

- Exit tickets - name foods using picture cards
- Label a family illustration with family member names.
- Family word/picture match.
- Create a picture/retell book about Holidays around the World
- Paper doll clothing matching (according to holiday/country)
- Create poster collages of cultural foods using magazines/online pictures.
- “Reporting Live” - Have students act as a reporter reporting from their family’s house during a holiday they celebrate. Share everything that happens...
- Class Celebration Chart: create a class chart listing each holiday and characteristics. Use to compare/contrast.

Other Evidence (Alternate Assessments):

- Lingt.com Speaking and Listening practice
- Food matching quiz (Language Booster)
- Family members matching quiz (Language Booster)
- Holiday matching quiz (Language Booster)
- Work in partners to match the holiday associated with each traditional food.
- Holiday Presentation - give picture cards of different kinds of holiday celebrations and have students present the holiday.

Stage 3 – Learning Plan

Suggested Activities/Strategies:

- Literacy -
 - Theme-related phonics, phonemic awareness activities
 - Holiday/Family/Food-related read alouds: concepts of print, comprehension strategies
 - High frequency words: Holiday/Food/Family word cloze activities with pictures and word bank
- Writing -
 - personal response, shared writing, interactive writing, independent writing, lists/charts
- Technology -
 - Lingt.com Speaking and Listening practice - holidays/family/food
 - Superkids “Super Smart” interactive ebook lessons - holidays/family/food

- Finishline for ELLs 2.0 Interactive eBook topics - holidays/family/food
- Epic! Books for Kids (<https://www.getepic.com/>) - Read Aloud books on holidays/family/food
- National Geographic Kids website - <https://kids.nationalgeographic.com/> - for holiday research/games
- Math -
 - Graphing - Create a bar graph of favorite foods, or various holidays and how many students celebrate.
 - Counting activities:
 - Count the number of candles in candelabras (Kwanza, Hanukkah, etc.)
 - New Year's Eve - countdown (practice counting backwards)
 - Compare - the amount of days each holiday is celebrated
 - Amount Words:
 - Dreidel game - use to show words :take all, give half, get none, get all
- Oral Language -
 - oral participation in songs, chants, games
 - participation in listening activities
 - oral vocabulary, repetition
- Workbook pages/quick checks:
 - Language Boosters - by grade and topic

Weeks 1-2:

Students will explore various categories of foods and common names. Use real food items and flashcards, along with books about food to help students become familiar with common fruits, vegetables, grains, etc. Use “www.choosemyplate.gov” to introduce the food pyramid and food categories. Use paper plates and magazine clippings of food to have students make sample meals and name the items on their plates. Complete a variety of listening/hands on activities to help children identify various foods common in the US. Look at the school lunch menu and discuss popular meals and explain unknown items. Have students circle new foods/lunches they would like to try.

Weeks 3-4:

Students will study words to describe family members. Use ELL charts, visuals, and stories about families to understand vocabulary, nicknames, and relationships. Share the words for each family member in students’ native languages. Ex: Read the book, “Sam and Papa” about a boy and his grandfather called “Papa.” Discuss how the label for his person is “Grandfather” but we sometimes call a person by a nickname such as “Papa, Grandpa, Pops, Pop Pop.” Then have students share the word for grandfather in their culture: “Abuelo, Grand-père, Baba, Didi, etc.” Discuss students’ experiences with large/small families, family members they see every day, and challenges with seeing other family members who may live far away. (Different towns, states, countries.) Students can create a “family tree” by utilizing a “tree template” and begin with grandparents, parents, siblings, aunts, uncles, brothers, sisters, etc. Students can also write the country of origin of family members.

Weeks 5-6:

Students will explore vocabulary words associated with diversity and culture, as well as holidays/celebrations and traditions. Make a list of common holidays celebrated in the US, and have students add other holidays they celebrate or know about. Discuss previous knowledge and new understandings about: Thanksgiving, Hanukkah, Christmas, Kwanzaa, La Befana, Los Posadas, St. Lucia Day, etc. Study specific holidays in greater detail - books, epicbook.com videos, visuals/photos, etc. Discuss traditional foods common to these holidays and common traditions across cultures - ex: use of candles/light/fire, music/dancing, parades, family gatherings, clothing, etc. Choose from a variety of fun Holidays Around the World activities: ex - "Passport Around the World" - use a "suitcase" folder with a passport full of facts/info about each country/holiday you study. Stamp the passport after each page is complete.

Weeks 7-8: (optional)

Continue the study of other cultural holidays such as: Ramadan, Eid, New Year's Day and Chinese/Lunar New Year. Continue to share family, food, and cultural aspects of each holiday. As culminating activities, students can make a personal poster about a holiday they celebrate with pictures to share with the class, or have a family member come in to share with the class. Possibly have a culminating class celebration such as Chinese New Year, including: activity centers, chopsticks and fortune cookies, Chinese lanterns, traditional music, Zodiac animal study, Chinese script writing, red envelopes, and a traditional Dragon dance.

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

Gifted & Talented:

- Explore the food pyramid. Create examples of healthy meals using www.choosemyplate.gov.
- Research other cultural celebrations from their native country - compare/contrast traditions with US Celebrations. Also, look into how celebrations of the same holiday can differ in different countries. Ex: Celebrating Chinese New Year in America vs. in China.

Tier I:

- Focus on writing and expanding literacy skills, sentence writing/journals, jumbled sentence mix-up/picture match, short response writing, teach a friend
- LLI Intervention - to expand literacy and language skills at students' reading levels

Tier II:

- Focus on expanding oral language and literacy, picture/word sort, labeling, written phrases/sentences about pictures, partnered activities
- LLI Intervention - to build literacy and language skills at students' reading levels

Tier III:

- Focus on oral language, picture identification/sorts, matching, illustrated fill-ins, oral vocabulary, letters/sounds, partnered activities
- Manipulatives: Picture cards, weather posters, days of the week labels, clothing cards
- LLI Intervention - to introduce literacy and language skills at students' reading levels

ELL: LEAVE THIS ONE BLANK

504s:

- Extra time, highlighting, enlarging print, preferential seating, pairing with partner, EZ Reader/Screen, color coding.

SPED:

- Picture cards and visual matching, drawings, preferential seating, sentence frames, pairing with partner

Unit 3 K-1/ ELL: Living Things - Plants and Animals		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none">• ELP Standard 1: English language students (ELLs) communicate for Social and Instructional purposes within the school setting.• ELP Standard 2: ELLS communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.• ELP Standard 3: ELLS communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.• ELP Standard 4: ELLS communicate information, ideas and concepts necessary for academic success in the content area of Science.• ELP Standard 5: ELLS communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Unit 3: Living Things - Plants and Animals		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>Students will look at living things in two ways: through plants and animals.</p> <p>SWBAT identify living vs. nonliving things, name and classify common plants and animals, sequence and describe the steps in a life cycle, explain or demonstrate how to care for plants and animals.</p>	<p><i>Students will investigate and discover the characteristics about the weather as it is transformed through the seasons. As they do, they experience what happens around them and beyond by using relevant learning opportunities and materials. As they learn through experiences and sharing, they acquire language and content in all four language domains while at the same time addressing related WIDA and NJSLS Standards.</i></p> <p><i>Students will explore a variety of cultural holidays celebrated around the world. As they do, they will gain a broader understanding of the cultures of their peers, as well as the similarities and differences in how people celebrate. Many celebrations revolve around food and family, so students will learn related vocabulary, and participate in cultural activities that expand on those ideas and experiences while addressing related WIDA and NJSLS Standards.</i></p>	
UNDERSTANDINGS		
Students will understand that...		
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">•	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none">•	

<p>Students will be able to identify living vs. nonliving things, name and classify common plants and animals, describe the steps in a life cycle, explain or demonstrate how to care for plants and animals.</p>	<ul style="list-style-type: none"> •
<p>Performance Tasks:</p> <p><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></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p>	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p>
<p align="center">Stage 3 – Learning Plan</p>	
<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 students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p><i>Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</i></p> <p><i>Does the learning plan reflect principles of learning and best practices?</i></p> <p><i>Is there tight alignment with Stages 1 and 2?</i></p> <p><i>Is the plan likely to be engaging and effective for all students?</i></p> <p>PROGRESS MONITORING</p> <p><i>How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?</i></p> <p><i>What are potential rough spots and student misunderstandings?</i></p> <p><i>How will students get the feedback they need?</i></p> <p><i>What supports are needed for students to be successful? Re-teach, small group instruction, etc.</i></p>	

Samples of learning activities go here:

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:

Unit 4: K-1/ ELL		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
•	•	•
Unit 4: Community Helpers/Transportation		
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> 		

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 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.

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Gifted & Talented:

Tier I:

Tier II:

Tier III:

ELL:

504s:

SPED: