**WHAT DO WE NEED FOR SCHOOL?**

**ESOL Unit Outline
Grade Level Cluster 6-8: Unit 1, Weeks 1-5**

***Introduction***

This unit is designed for Newcomer English Learners (ELs) in grades 6-8 whose proficiency levels range from WIDA 1.0 (Entering) to 2.9 (Beginning).

Students at these levels vary widely in their educational backgrounds, and a number will have experienced interruptions in education or low-level education. Students with high literacy in their first language and high levels of education generally progress much more quickly. Reading levels (in English) of students at these levels of language proficiency will vary, ranging from approximately grade level Readiness-Grade 2, Guided Reading levels A-K, or Lexile 0-400. Note that cultural and other background knowledge will interact strongly with learners’ ability to read a text, regardless of measured reading level.

Cognitive ability will be equivalent to range of levels language proficient students of the same age, but this cognitive ability is sometimes difficult for students to demonstrate in oral and written language because of their English language proficiency levels. Content knowledge will vary with students’ educational level, but again will be difficult to determine without L1 assessment.

Because of these issues, ESOL students at levels 1 (Entering) and 2 (Beginning) will work to meet WIDA standards for their level and to approach grade-level standards. Because of interruptions in education, learners may need to address standards at lower grade levels that they have not yet attained and that are necessary prerequisites for achieving grade level standards, Teachers should use texts and supplements that are accessible to newcomers, but every effort should be made to provide grade-level cognitive challenge within language limitations.

Because learners in the ESOL class will be at different levels of proficiency, teachers will need to differentiate levels and types of scaffolding to meet the needs of learners, challenging every student yet providing goals within reach to all.

WIDA Performance Definitions for Listening, Reading, Writing, and Speaking at 6 levels is included in Table 1 at the beginning of this guide. The WIDA Can-Do Descriptors for grade level cluster 6-8 are found at the beginning of this guide. The guide will focus on the Can-Do Descriptors at levels 1-2; providing access to level 3 for learners who need that level.

The guide also addresses key vocabulary and themes for beginning learners as assessed by the DeKalb Audio-Lingual Assessment. These key areas for this grade level cluster are included in Table 3 at the beginning of this guide.

**IE Grade Levels 6-8, Unit 1: Who Are We? What Do We Need for School?**

**Unit Outline**

**Abbreviations for Resources**

*Oxford Picture Dictionary for the Content Areas:* OPDCA (Also refers to related Teacher’s Edition (TE), Workbook (WB) pages and iPack)

*Oxford Illustrated Dictionaries for Math, Science, Social Studies*: OIDM, OIDS, OIDSS

*Milestones Intro*: MSI-(Chapter Letter/Number) (Also refers to related TE and WB and Audio Files.

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| **Grade levels:** **6-8** | **Level:** WIDA Levels 1: Entering – 2: Emerging | **Subject:** ESOL | **Weeks** 1 to 5 | **Time:** 5 weeks |
| **Unit Title** | Who Are We? What Do We Need for School? |
| **Unit Overview** | Students learn what they need for school in the US: * Language for procedures and expectations
* Language for following classroom directions and making classroom requests
* Language for getting around the classroom and the building and for directing others
* Language to communicate basic wants needs and personal information for school
* Language for selecting and identifying their lunch;
* Language to communicate likes, dislikes, and preferences, language for telling about themselves
* Language for treating others politely
* Language of math to describe their class
* Language of social studies to describe their origin and route to the US
* Language of science to describe weather and sources/causes of weather and seasons
* Recite alphabet, recognize letters, use in knowledge in decoding words
* Recognize colors, numbers to \_\_\_
* Recite days of the week, numbers to 100, alphabet, count by 10s, 5s
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| **Unit WIDA Standards**  | **WIDA 1.** English language learners **communicate** for **Social** and **Instructional** purposes within the school setting **WIDA 2-5.** English language learners **communicate** information, ideas and concepts necessary for academic success in the content areas of **Language Arts,**  **Mathematics,** **Science,** and **Social Studies (See level Descriptors above)****WIDA Can-Do Descriptors:** * **Listening:** All: (L1.1-L2.4)
* **Speaking:** 1.1, 2.1, 1.2, 1.3, 1.4, 2.5, 2.6, 2.7
* **Reading:** 1.1, 1.2, 1.3, 2.3, 1.4, 2.4, 1.5, 2.5, 1.6, 2.6
* **Writing:** 1.1, 2.1, 1.2, 1.3, 1.4, 2.4, 1.5, 2.5
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| **Enduring Understandings** | **Essential Questions** |
| * Communities need common expectations to work smoothly
* Fiction books have authors, titles, pictures, pages
* The world has continents, oceans, and countries.
* It is important to know basic information about yourself and your school
* Weather constantly changes based on seasons and many other factors.
* We use graphs to display information to understand it better.
 | * What is school like in the US and how am I expected to act here?
* Where am I and where do I come from?
* How can I tell about myself?
* How can I describe weather?
* What is a graph? What are graphs used for?
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| **Content** * Personal information for school
* Names and information about classmates
* Graphing information about the class
* Drawing and reading maps of the school building, the community, and their home communities, and the route from their home countries.
* Exploring the science and language of weather:
 | **Skills** * Knowing classroom expectations and procedures and following them.
* Relaying key personal information for school.
* Identifying key terms for classroom tools
* Constructing a bar graph
* Locating countries, continents, and oceans on a world map.
* Choosing and reading a book at an appropriate level.
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| **Essential Vocabulary** | **WIDA Level 1 students -** Tier 1 examples: address book boys bye bus chair choose class clock close come cut date day desk door ears eyes feet floor food friend girls go good good hands he heart hello home in language left line listen look lunch map me morning mouth name number ocean open own pen pencil page paper raise right school scissors see she show sit speak stand student table teacher telephone thank the time turn up what when where who why window you **WIDA Level 2 students:** Tier 1 and Tier 2 vocabulary/academic vocabulary examples: computer backpack ceiling notebook participate principal trash whiteboard**All Students:** Tier 3 vocabulary required for content discussion example: continent |
| **Sample Assessments** | Student Portfolio; Writing Rubric, Reading assessment, Vocabulary Checklists, Teacher observation, Rubric for attending to class and following rules, frequent dipsticking during lessons. |
|  | **Unit Instructional Guide** |
| **Capacities of the Literate Individual (Aligned to the Essential Questions)** | **CLI 1.** They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials. **CLI 2**. They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They ad read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise.**CLI 3.** They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).**CLI 4.** They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.**CLI 5**. They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.**CLI 6**. They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.**CLI 7.** They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and those who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own. |
| **Student Misconceptions** | * Learners may not have been to school, or been to school in a long time and may not know school expectations or procedures.
* Learners may not know important personal information for emergencies.
* Learners may not be familiar with US foods, know how to try new things or to choose healthy food
* Learners may not be familiar with the school layout, with basic world geography or with maps
* Learners may not know how to read or construct a graph
* Learners may not know English alphabet, numbers, or sounds
* Learners may not have basic literacy skills
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| **Information Processing Skills** | * Learners use reading strategies to comprehend simple text and its purpose.
* Learners use examples from texts and personal connections in order to make connections.
* Learners locate and label given places on a map and in the school building.
* Learners compare, contrast and classify foods
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| **Suggested Lessons**  |
| **Lesson 1** | **Title:** Welcome to Our Class!**Language objective(s)/WIDA descriptors addressed:** 1. **Linguistic complexity:** Learners respond to commands regarding pictures/objects by actions Respond
2. **Language forms and conventions:** *You are; I am; We are; I see* introduced. Plural *s* introduced. Follow/give commands *Show me a \_\_\_* and *Point to the \_\_\_*
3. **Vocabulary Usage:** Initial social vocabulary for the school and classroom objects and places

**Content Objective(s), topic, and/or genre:** 1. **Fiction/Fantasy Genre;** During Read Aloud/Walk Through, Learners observe correct way to turn pages of a book, identify words by pictures.
2. Learners demonstrate **class/school expectations** with positive/negative examples.

**Description:** * **Intro:** Welcome to class. You are welcome. I am welcome. We are welcome. Repeat in as many of learners’ languages as possible.
* **Opening Chant:** Counting to 10. (Observe which students can do this.) Students write names and bus numbers on cards; ask one another names and bus numbers.
* Model **attendance procedure.** Teach students to take attendance and to respond. Assign this role each day to someone ready to read the names.
* Using TPR, model, teach, and practice class expectations pictured on chart along with body part illustrations. (See assessment suggestions.)
* Learners then role-play following classroom/school rules, with both positive and negative examples.
* First day rap: TPR to learn basic school tools. (See Strategy #N3: TPR.)
* Practice following commands and using phrases: “Show me \_\_\_ and Point to \_\_\_. Read Aloud or play video selections from: *One Fish, Two Fish*, by Dr. Seuss. Walk through the book using the phrase*: I see \_\_\_.* TPR with school tools p. 2-3 of OPDCA. Practice phrase, *I see (number) \_\_\_*, looking at p. 3. Study with partner. Review names and bus numbers.

**Strategies:** #N4: Chants, Songs, and Rhymes: #N3: Total Physical Response; #N10 Vocabulary for Beginners; Role Play, #16 Read Aloud, #26: Graphic Organizer (T-Chart). **Resources:** OPDCA, TE, WB pp. 2-3; Milestones Intro, Chapter A, Chapter B pp. 18-19. Video read-aloud of One Fish, Two Fish at: <http://vimeo.com/37190035> **Differentiation:** Levels will begin to emerge on the first day. **Level 1:** Expect only physical responses at first. Welcome participation in chants and responses when it comes. **Level 1.5:** Invite learners to speak or participate verbally, model for demonstrations, participate in role-play. **Assessments:** * **Participation, and personal information:** Observe student participation on a checklist. Note which students can read, state bus numbers.
* **Speaking - Language Forms:** Note if students use plural -s during read-aloud discussion or OPCDA discussion.
* **Listening:** Ask students to role-play or draw examples of students following rules.
* **Writing and listening:** Have students complete the self-assessment rubric on following classroom rules.
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| **Lesson 2** | **Title:** What Helps us Learn?**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Greet teachers and classmates. Ask polite questions.
* **Language forms and conventions:** Where is \_\_\_ Who is? \_\_\_ What is your name? How old are you?
* **Vocabulary Usage:** Match pictures to words. Learn names of classmates and associate with beginning letters and sounds.

**Content Objective(s), topic, and/or genre:** Classroom activities: walk, sit, stand, write, read. Informational text at beginning level); greetings and introductions**Description:** * **Intro:** Review Welcome to Class. Review and model Classroom Rules with body parts sign. Review TPR with classroom objects, adding more. (Refer to OPCDA, pp. 2-3. and MSI -A, pp. 4-5 and MSI-B pp. 18-19.
* **Morning chant:** use 100 chart to count to 10. Set higher challenges for students who are ready. Practice in pairs. Introduce greetings. Practice in full group. Practice singing/chanting alphabet. Students use their own charts/cards to practice at their levels.
* **Take attendance**, showing names on Promethean Board and discussing initial letters/sound of each student’s name. Introduce the Tree Map and help learners use the tree map to sort names by beginning letters. Teach and model phrases, *“What is your name? My name is \_\_\_,”* then have ss use the questions to line up in alphabetical order by first name. Fold the line in half to pair students and practice greetings in pairs.
* Display a photo of 2 students talking (Promethean World Image) and a chant script. T models chant 2 times: Hello. Hello. What's your name? What's your name? Where are you from? Where are you from? You're from China?! That's nice. The second time changing country to one of your Ss' and using different last line: You're from Mexico? Me, too!
* Model, then have students draw stick figures of students with speech bubbles greeting one another.
* Read aloud early leveled book/s; then read together, then model reading with a peer. Introduce learners to procedures for reading books online or from classroom library. Assign levels for partner reading. Have learners read books with partners. Observe/assess reading to refine level assignments.

**Strategies:** #N3: TPR, #N4: Chants and songs, #6: Lineup, #35: Pair Share, #16: Read Aloud, #7: Shared Reading, #15: Paired Reading, Thinking Maps: Tree Map **Resources:** OPCDA, TE, WB, pp. 2-3. MSI-A, pp. 3-15; MSI-B; pp. 18-19. Hundreds Chart: <http://www.prometheanplanet.com/en-us/Download.aspx?ContentId=26632>; Individual hundreds charts and alphabet charts. Number cards and Letter cards. **Differentiation:** **Level 1.0** Students practice greetings and *My name is…* *MSI-A*, p. 6. Students follow one-step commands. **Level 1.5** Students move on to introductions MSI-A, p. 6; encourage students to add more language to speech bubbles in conversation. Learners follow two-step commands. **Assessments:** * **Vocabulary:** Observe 1/3 of class daily and note on a checklist where they are with recognizing/writing letters, sounds, numbers, and classroom objects, and greetings.
* **Participation and levels:** Observe how learners attend to shared reading and assign initial reading pairs accordingly. Continue having students complete the self-assessment rubric on following classroom rules.
* **Writing:** Use a rubric to assess how well students (1) draw and (2) copy speech into bubble. Keep these papers in student portfolios to document initial levels.
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| **Lesson 3** | **Title:** Routines for School**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Ask and answer questions, “Where do you live? What country are you from? What language(s) do you speak? What is your school?
* **Language forms and conventions:** Question format. Possessive nouns. Plural nouns.
* **Vocabulary Usage:** Personal information, weather terms, temperature, school tools.

**Content Objective(s), topic(s), and/or genre(s):** * Sharing personal information, reading a thermometer, describing the weather.

**Description:** * **Intro: Review** by having learners practice and evaluate welcome, greetings, class expectations.
* **Chant/TPR:** Review alphabet, create “Key word” alphabet – a word *that students know and suggest* beginning with each letter, which they picture for the classroom. Have each learner illustrate one letter.
* **Review counting,** introduce “counting by\_.” Explain that the class has been counting by 1. Have students help you highlight every 10th number on the hundreds chart. Demonstrate counting by 10 on the hundreds chart. Have students point out the pattern created and practice on their own charts. When students are ready, introduce counting by 2, 5… by highlighting these in different colors (introducing color words as needed).
* Introduce Calendar Routine: Locate day of the week, date, and year, on the calendar and introduce Frame, “Today is…” Ask, “What is the weather?” Use pictures and TPR to introduce and practice terms for weather: sunny, cloudy, rain, snow, wind (MSI, pp. 206-207; OIDS). Have someone go to the window to describe. Go to weather.com or other site to find current temperature. Show how temperature looks on a thermometer. Model how to create a weather graph for recording the temperature every day, and provide graph paper to have learners create the graph for their notebooks (or do as a class on Promethean). Continue this routine daily and after a week, provide language and invite learners to dictate statements about the graph. The warmest day was \_\_\_. The coldest day was \_\_\_. It was \_\_- degrees warmer on \_\_\_ than on \_\_\_.
* Show a schedule for school using a flow map showing boxes morning and afternoon, then events for each part. Introduce morning, afternoon, evening. Have learners create a 3-part flow map of their days, using pictures and/or words to describe the activities. Exit ticket: Encourage learners to make statements about their maps using a frame: In the \_\_\_\_\_ I \_\_\_\_. (In the evening, I do homework.)
* Continue introducing and assigning leveled books and meeting with small groups/individuals for assistance.

**Strategies:** #N4” Chants and Songs; #N5: Language Frames; #N10: Vocabulary Intro; #9: Language Experience; #N3: TPR; Thinking Maps: Flow Map. Guided Reading, Independent Reading. **Resources:** MSI-C, pp. 30-43; OPDCA p. 176; Hundreds Chart, Weather: MSI-3, pp. 206-207. OPDCA, pp.154-155. Calendar” OPCDA p. 178. OIDS: Alphabetical by terms. Thermometer: <http://www.prometheanplanet.com/en-us/Download.aspx?ContentId=44060> **Differentiation:** **All:** Use a checklist to indicate progress on numbers, word topics, letters, etc. Students can observe their individual progress and work alone or with partners on areas they need. Create word games for practice in the various areas. If learners are not ready to read their personal information, help them make a recording to use to practice. **Level 1:** Learners primarily demonstrate understanding by actions and speak primarily individual words and phrases. **Level 1.5:** Encourage learners to describe themselves and the weather in their own words. **Assessments:** * **Vocabulary:** Use a checklist to indicate progress on learning vocabulary for numbers, word topics, letters, etc.
* **Speaking:** Use an exit ticket to assess learners’ progress in describing flow maps they create.
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| **Lesson 4** | **Title:** Where are We From? What Languages do we Speak?**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Students respond to questions and multiple sentences providing personal information.
* **Language forms and conventions:** Students are becoming more comfortable with the present tense. Understand question in second person; answer in first person.
* **Vocabulary Usage:** Language for school tools; language for telling about themselves. Language for maps; language for describing a bar graph.

**Content Objective(s), topic(s), and/or genre(s):** * School tools; Locating countries of origin on a map; describing information on a map; graphing languages spoken. Analyzing a graph.

**Description:** * **Intro.** Review school tools by having learners group cards/labels with school words into categories and telling or showing what the categories are (e.g., parts of the room, things to write with, things to read…). Encourage different versions of categories: syllables, first letters, etc.
* **Chants:** Review chants students are working on. Introduce the Pledge of Allegiance. Provide a site where learners can listen and read/recite along multiple times. (Some students will be ready for this; some will need more time.) When they are ready, students can recite the pledge for you to record mastery in their portfolios.
* Model on the board completing an information form. Distribute forms and have learners create information cards about themselves with key information: First name, last name (family name) as listed for school; age, birth date, home address; school name; bus number; phone number. Have learners practice quizzing one another on this information.
* Ask students, “What country do you come from?” Display a map of the world and label it with students’ names their countries of origin. Ask questions about the map, e.g., “Who comes from the Congo?” “How many people come from countries in South America?”
* Ask students, “What languages do you speak?” Model, “I speak French, Spanish and English.” (Use Web resources if students need help spelling their languages in English.) Write the names of the languages on the Board. Have every student make separate cards with the names of each of the languages he/she speaks (include English – everyone speaks it a little now!). Use the cards to make a bar graph showing the languages spoken in the class.
* Ask questions about the bar graph: How many students speak Arabic? How many speak English? How many more speak Somali than Ebo? Which countries speak more than one language? Help learners analyze and discuss the graph. Provide language frames as needed. Use Shared Writing to have learners dictate an analysis of the graph. Encourage students to copy the shared writing into their notebooks. Use as a reading text.
* Continue assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance.

**Strategies:** #N4” Chants and Songs; #N5: Language Frames; #N10: Vocabulary Intro; #9: Language Experience; #N3: TPR; #N7: Shared Reading, #N8: Shared Writing, #N6: Guided Reading, #13:Independent Reading, Bar Graph; #35: Think Pair, Share.**Resources:** OPCDA pp. 4047; 182-183; OIDSS: World Map; John Wayne Recites the pledge of Allegiance: <https://www.youtube.com/watch?v=3Jf3MQpffBc> **Differentiation:** *All:* Continue use of checklist to record mastery level of chants (letters, numbers, days of the week, etc.) and vocabulary topics (classroom words; personal information) Adjust classroom questions (e.g., about the map and the language graph) for students’ levels, to scaffold successful responses.All learners reading books at their own levels. **Level 1:** Learners can copy shared writing into notebooks. Locate countries of origin.**Level 1.5:** Learners can write original sentences analyzing graph into notebooks. Locate continents – and which has country of origin **Level 2**: Learners can connect their analysis into a paragraph. **Assessments:** * **Vocabulary checklist**: Tell students to let you know when they know all the information on your card so you can quiz them and record their mastery in their portfolios.
* **Writing:** Use a rubric, aligned with WIDA levels to assess student analysis of map and bar graph.
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| **Lesson 5** | **Title:** Important People**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** respond to a question with sentence with a series of words.
* **Language forms and conventions:** Possessives with nouns and possessive pronouns: Mia’s aunt; my uncle. Write a list.
* **Vocabulary Usage:** Matching pictures to relationship words. Possessive pronouns

**Content Objective(s), topic(s), and/or genre(s):** * Self and family; School newspaper; Feelings.

**Description:** * **Intro:** Introduce yourself, using a Web or Bubble Map to tell about important people in your life. (Note: Many immigrant students do not have “nuclear” families. Be sensitive to and accepting of variations in living situations.) Explain that today we will tell about important people.
* **Çhants/TPR:** Discuss the day, date, day of the week, and weather. Review learning of the past week. Review classroom objects with *I Have, Who Has*, and list them in alphabetical order. Use possessive forms with classroom tools: *This is Marie’s bookbag.* *This is Tan’s pencil.*
* **Review and expand chants**: Alphabet, vowels, numbers and county by \_\_; days of the week, continents.
* **New Language: Important People.** Following your model, help learners make their own bubble maps in their notebooks, with names of important people to them. On the connecting lines, of your bubble map, write the relationships: aunt, cousin, friend, grandmother. Help students do the same. Use a sentence frame to talk about important people and relationships: \_\_\_ is my \_\_\_. Have learners practice the sentences with peers. Then expand the frame: *My important people are: \_\_\_, \_\_\_, \_\_\_, and \_\_\_.* Have learners write the sentences on the page with their bubble maps.
* **Read a Newspaper.** Scaffold learners’ reading of the school newspaper (MSI p. 26) with read aloud, shared reading, and independent reading. Using the Language Experience approach, help learners write an article about someone at school. Revise together, read together and individually, and have learners copy the article (or a sentence of the article) into their notebooks. Have learners select important words to include in their personal dictionaries.
* **Leveled Readers.** Continue assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance.

**Strategies:** #32: I Have, Who Has; #N Chants and songs; #16: Read Aloud; #N7: Shared Reading; Guided Reading; #35: Think, Pair, Share; Thinking Maps: Bubble Map; #N9: Language Experience Appproach; #34: Personal Dictionaries. **Resources:** OPCDA: pp. 8-11; MSI-B, pp. 18-29. * **Level 1:** Focus on names for family members. Expect words.
* **Level 1.5:** Focus on relationships. Expect complete sentences.
* **Level 2:** Expect paragraphs with multiple sentences.

**Assessments:** All learners reading books at their own levels. * **Speaking:** Observe vocabulary proficiency during the I Have, Who Has game. Note who needs more practice and provide it.
* **Listening:** Observe student responses during oral practice activities.
* **Reading:** Observe reading to be sure that assignments for independent reading are at the appropriate level.
* **Writing:** Use a writing rubric aligned with WIDA levels to assess writing about Bubble Maps and Newspaper articles.
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| **Lesson 6** | **Title:** What do We Like? **Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Chunks of language; Beginning to express own ideas.
* **Language forms and conventions:** Formulaic grammatical structures with variation. Sentence patterns about content.
* **Vocabulary Usage:** Content-related words re vocabulary they are learning, e.g., colors, food, clothing, places on a map.

**Content Objective(s), topic(s), and/or genre(s):** * Learners name colors, clothes, foods, countries, people, alone and together. Learners express preferences, I like \_\_\_.

**Description:** * **Intro and Chants.** Review chants learners are using. Have labeled pictures of important people on the board and have learners name them as you point.
* **New Language**. Refer to page 178 in the OPDCA or p. 48 in MI-D. Introduce the colors. Have learners point to colors you name. Check carefully to see that they understand. Have students ask partners to point to colors they name.
* **Word Cards.** Demonstrate for learners how to make their own color cards with the color on the front and the word on the back. Provide pictures and words to copy. Check the cards to make sure they are accurate.
* **TPR.** Ask a volunteer to stand up. Introduce one color and one article of clothing with this sentence pattern: (name) has (color) (article), e.g., Sal has red shoes. Invite others to show articles and use the phrase. (Depending on the level of knowledge of students, you may choose to limit the number of colors and articles to about 5 each.) Stand in a circle and play a TPR game, “Show me the (color) (article).”
* Use a previously taught pattern to review recent vocabulary, e.g., looking at the political world map, ask, “Show me the (color) (country). Show me the (color) (part of the room or school tool), e.g. show me the white wall, or Show me the yellow pencil.
* Refer to p. 181 in the OPDCA – and repeat the activity, keeping to the colors and articles of clothing, but now combine them: Point to the (color) (article).
* **I Have, Who Has.** Play “I have, who has” with the new color/clothes vocabulary.
* **Triad speaking activity:** Model, teach and then have students practice: A asks *Do you like like \_\_\_ or \_\_\_?* B says *I like \_\_\_.* C says *B likes \_\_\_.* Then they change roles and play again. (Use colors, countries, foods, or other vocabulary that you have introduced and practiced.) If students are ready, have them ask one another the questions, holding up color cards
* **Lineup.** Play “Lineup” with new vocabulary, asking students to refer to the alphabet and line up in alphabetical order.
* **Language Frames.** Suggest sentence frames, *I like \_\_\_* and *I like (color) (article)*, and ask students to write sentences telling their preferences in their notebooks. They might also enjoy drawing a rainbow and labeling the colors.
* **Leveled Readers.** Continue assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance.

**Strategies:** #N3: TPR, #N10: Introducing New Vocabulary, #32: I have, Who has?, 6: Lineup, #N5: Language Frames, #6: Guided/Independent reading.**Resources:** OPCDA; MSI-A.) Leveled Readers.**Differentiation:** All learners reading books at their own levels. **Level 1:** Learners point to colors and objects; name some. They copy writing, complete tasks. **Level 1.5:** Learners name the colors and use sentences, e.g.,*This is blue; I like Congo*. *Show me shoes.***Level 2**: Learners use the patterns to make original sentences; they combine several elements in sentences: *I like blue shoes.* If they are ready, encourage them to write more and help them use articles – the shoes, or possessives: *Miriam’s shoes.* If learners can handle more vocabulary, introduce the shapes on p. 48 or MI-a. **Assessments:** * **Speaking:** Circulate and observe the pair/triad activities.
* **Listening:** Observe that students follow directions accurately, and understand one another’s questions.
* **Reading:** Observe reading to be sure that assignments for independent reading are at the appropriate level.
* **Writing:** Use a writing rubric aligned with WIDA levels to assess learners’ writing about their likes.
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| **Lesson 7** | **Title: How Do You Feel?** **Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Recognizing, expressing emotions and ailments, becoming familiar with American culture.
* **Language forms and conventions:** adjectives, -ing verbs, yes/no questions, subject & object pronouns
* **Vocabulary Usage:** parts of face, body, action verbs, ailments, sports terminology

**Content Objective(s), topic(s), and/or genre(s):** The human body, health, 2-digit numbers**Lesson Description:** * **Intro:** I like… I don’t like… Everyone tells or shows something they like and something they don’t like.
* **Morning Chants (with TPR).** Family members chant. Counting to… Reciting vowels by long sounds by pointing.
* **New Language:** Feelings. Display a poster with labeled faces showing emotions and feeling words. Introduce adjectives *sad, happy & sick* with pantomime, modeling and pointing to the words written on the board.
* Use TPR to have learners practice showing emotions with facial expressions and gestures: *I'm sad today, boo hoo. I'm happy today, hurray! I'm sick today, Ohhhhh...*
* Display: The Nurse’s Office, p. 50, OPDCA for Kids. Introduce with gestures, visuals: *earache, stomachache, headache, cut, cold, fever.* d. Points to children in the illustration, model the question and answer pattern: *What's the matter with him? He has a cold. What's the matter with her? She has a stomachache.* Repeat with -ing verbs: *What's he doing? He's sneezing*. *What's she doing? She's lying down.*
* Learners practice oral responses to teacher’s questions, then take turns acting out ailments. A asks: *Do you have a \_\_\_\_\_?* B responds *Yes, I do.* or *No, I don't.*
* Display pp. 10 & 11 (OPDCA, CD). (Note: the OPDCA unit on Feelings shows a scene of people at a football game.) Asks What do you see?, provide labels, refer to learners’ experiences, asks questions, i.e., *What's the number on this guy's uniform?* re: p. 10, relate each feeling word (illustrated by the face of a football player) to the scene on p.11. i. In their journals Ss write word list of feeling words, illustrate with simple face drawings, and on a separate page write the sentence frame: I felt *(feeling word)*  when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. j. HW: Complete the sentence and draw a picture to go with it
* Continue introducing, assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance.

**Strategies:** Chant, TPR pantomime, acting, Language Experience, Sentence frames.**Resources:** Google images, OPDCA for Kids CD, OPDCA.**Differentiation:** Using repetition, gestures, TPR, pantomime, drawing option to writing. **Level 1:** Learners are expected to respond with actions; are invited to respond orally with a word or two. Some are beginning to participate in patterned language activities. **Level 1.5:** Learners respond orally when requested with short sentences. Write short sentences in journals.**Level 2**: Learners speak and write more complex sentences, I felt \_\_\_ when \_\_\_.**Assessments:** * **Speaking:** Note which students are participating orally and who is not.
* **Listening:** Observe students participation in TPR. During the activity, give individual commands to assess how students understand them.
* **Writing:** Use a writing rubric to note the level at which learners are completing writing/drawing tasks.
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| **Lesson 8** | **Title:** Finding Our Way around School**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Interpreting a floor plan, understanding the concept and terms *left* and *right*, giving and following directions, recognizing initial consonant sounds
* **Language forms and conventions:** Yes/no and wh- questions, commands, prepositional phrases
* **Vocabulary Usage:** Parts of a building; names for places in a school; locating places in our school, terms for directions: right, left, straight; north, south, east, west.

**Content Objective(s), topic(s), and/or genre(s):** Interpreting a graphic representation, giving and following directions. **Description:** * **Intro and Review**: Ask students what they like as they enter the class. Have them point to a picture if they’re not ready to respond, have them ask one another in pairs.
* **Chants and TPR:** Review chants with numbers, letters; Add to counting by \_\_ if students have mastered an earlier level. Read/point to names of class members;
* **New Language: Our School.** Have learners open MSI-A to p. 96 where they'll see a school floor plan drawing. (Alternatively, use a floor plan of your own school) Display the same page on the board. Encourages learners to guess what the drawing represents by asking, *What is this?* Help learners name the drawing, *a floor plan of a school*. Point to and introduce symbols that denote stairs, hall, room, etc., referring to OPDCA, p. 4 to show what cafeteria, gym, restroom, etc.. mean. Ask students, *Does our school have stairs? A cafeteria?, etc.*
* To practice identifying terms, play a TPR game with learners pointing to various places on the floor plan when given commands.
* Direct Ss' attention to the written words on the diagram. Focus on initial consonant sounds. For example, *Point to the word "room". What's the first letter of room? What sound does the letter r make? Point to the words "Girls' Restroom". What's the first letter of girl? What sound does the letter g make?*
* Label your classroom and the map with *North, South, East,* and *West,* and ask students to locate rooms in these parts of your classroom and of the school as shown on the map (translations may help with these terms).
* With the projected image, demonstrate using fingers to "walk" on the floor plan, starting at the entrance, passing and naming rooms, using directional phrases such as *"walk straight, turn Left”* and *“It's on the right”.*
* TPR Game: Choose a destination that appears in the school plan and give directions on how to get there as learners “walk” on the floor plan. Learners listen to directions and guide their fingers to walk the floor plan in their textbooks. At the end of the "walk", ask, W*here are you?* and observeto determine who correctly followed the directions to reach the destination.
* Take class on a walk through the halls of the school, quietly noting different places and features of the building. Reinforce the commands, *turn right; turn left; go straight,* and locating where we are i.e., *This is the north of the school.*
* Learners work in groups to draw their own floor plans of the school on large paper, labeling rooms and map directions.
* Model an activity with a student: A visitor is trying to visit a place in the school and a student is giving directions. Groups of 3 students perform a skit: student A playing the role of a visitor trying to get from the classroom to the office or restroom. Students B and C work together to give directions to the visitor.
* Continue assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance.

**Strategies:** #N4: Chants and Songs; #N3: TPR, Using Realia (actual things and places), Taking a Mini-Fieldtrip, Playing a game, Role Play.**Resources:** MSI-A p. 96 OPDCA p. 4; floor plan of your school**Differentiation:** **Level 1:** Students participate in pairs or groups without being expected to speak, using actions to show what they know.**Level 1.5:** Increase language expectations as learners understand: ask students to follow multi-part directions using right, left, straight, map directions, **Level 2**: Encourage learners to give multi-part directions to other students. **Assessments:** * **Speaking:** Introduce an oral language rubric aligned to WIDA levels for the skit. Help them to assess your model using the rubric. Have students assess their performances and you also assess, discussing comparisons with students.
* **Vocabulary/Listening:** Observe students comprehension of vocabulary during the TPR activities
* **Reading:** Note accuracy as learners point to locations on the floor plan and in the building.
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| **Lesson 9** | **Title:** Visiting the Library**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Developing the concept of research, greeting and talking with the media specialist, asking for assistance.
* **Language forms and conventions:** rules of capitalization, alphabetizing, high frequency words, syllables, asking questions
* **Vocabulary Usage:** Items found in a media center including *globe, atlas, computer;* terminology: *information, research, online*
* **Content Objective(s), topic(s), and/or genre(s):** review/expand vocabulary: continents, things, services in a library/media center

**Description:** Review and expand chants: Alphabet, days of the week. Play interactive song the *Seven Contents Song* (YouTube*.*com.)* **Intro:** Direct students' attention to a sentence on the board: *Today, we are going to the International Student Center Library.* Read the sentence chorally. Direct learners to notice syllables and capitalization. Substitute the alternative term: *media center* and repeat the sentence.
* Scaffold learners' familiarity of a school library (OPDCA pp. 4-5). Have a student who is familiar with the library at school give oral directions from the classroom to the Media Center.
* Use a Bubble Map to present students' ideas re: *Why do we go to a library?* Introduce verbs and phrases *read, learn, look for a* *book, work on the computer*. Introduce the words/concepts: *information* and *research*. Note the verb *search* in the word research and demonstrate searching or looking for answers.
* Model a question Why is the sky blue? Ask students where you can go to search for an answer. Include *computer* and *online* in the discussion. Model reading sentence frames: *Today we are going to the library.* *I want to learn about (Antarctica).* Have students think for a few seconds before taking turns reading aloud and filling in their personal interests.
* Prepare students before the scheduled visit by going over and rehearsing proper library behavior, the name of the librarian, and rehearsing the phrase: Excuse me. I'm looking for a book about \_\_\_\_\_\_\_\_.
* During the visit, show how books on the shelves are alphabetized. Show a *globe* and an *atlas* and review the continents*.* Have students attend to a pre-arranged welcome/orientation by the media specialist.
* Show how books are organized and encourage learners to find a book they can read.
* **Review.** Use Language Experience to practice oral, reading and writing skills.
* **Reading.** Continue assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance.

**Strategies:** #N4: Chants & Songs, #N6: Guided Reading, #12: Choral Reading, Thinking Maps: Web Map, #N10: Vocabulary Intro, #N1 Adapting Oral Language, #N5 Language Frames, #N3 TPR, Taking a Mini-Fieldtrip, #9 Language Experience**Resources:** YouTube.com, OPDCA pp. 4-5. ISC Media Center and center Media Specialist. globe, maps, world atlas. World Book Online.**Differentiation:** **All:** Allow students to look for their countries, continents on the globe. **Level 1:** Assign a partner during the library visit. **Level 1.5-2**: Encourage students to give directions, share personal experiences and knowledge. **Assessments:** * Have learners self-assess library behavior in the LEA story.
* Observe learners' questions, use of new vocabulary during the library trip.

Have students label the continents on a blank map of the world and write a list of the continents in their journals. |
| **Lesson 10** | **Title:** The Foods We Eat**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Describing where foods come from and how they are categorized. Explaining life cycle of a plant. Evaluating nutrition. Exploring cultural eating habits. Demonstrating language for eating at a restaurant.
* **Language forms and conventions:** Who, What, Where, Why and How questions. Verbs: to grow, to plant, language for polite requests
* **Vocabulary Usage:** foods, supermarket terms, farm terms, grains, vegetables, fruit, dairy, protein, seed, roots, leaf, leaves, acorn, pinecone, restaurant terms, healthy, unhealthy

**Content Objective(s), topic(s) and/or genre(s):** foods, food groups, plants, nature**Description:** * **Review.** Review parts of the school and related activities with a guessing game. Model the phrase: I'm thinking of a place in this school where we (look at books/ wash our hands/ eat lunch). Learners name the place.
* **Intro.** Ask general questions about food, who's hungry, favorite foods, and where food comes from.Read the menu for today’s lunch and show pictures of the foods (Internet, OPDCA, MIF p. 72).
* Display a farm (OPDCA p. 16). Have learners tell what they see by saying *I see \_\_\_\_*, or by pointing. Introduce new words and items in the large picture.
* Encourage students to share personal experiences with the topic. Ask, *What do you see in the picture that we can eat?*
* Display p.108, OPDCA for Kids and discuss a vegetable garden, parts of a plant and seeds. Note that trees are plants. Group learners at the classroom windows and have students tell what plants, leaves, roots, etc. they see. Model and encourage students to ask *what, how* and *why* questions.
* Bring in realia: pine cones, acorns and leaves and/or schedule a nature walk around the school grounds to have students write/draw new words that they discover. Display p. 64, OPDCA for Kids and discuss the picture of a supermarket. Note the signs: dairy, meat, baked goods. Display pp.102-103, OPDCA for Kids. Introduce and teach the names of the foods pictured by saying *Number \_\_\_ is \_\_\_\_\_\_\_. Point to the picture of \_\_\_\_\_\_\_. Repeat after me: \_\_\_\_\_\_\_\_*.
* Focus attention on the food group chart that is pictured. Later, introduce the word *protein* (the Spanish cognate is *proteina)* which includes meat and beans, which is used in the illustration:
* Explain the way foods are grouped by giving familiar examples e.g. *Bread* and *tortillas* are made of grain, or by showing how the foods are similar e.g. Cheese, milk and yogurt all come from what animal? Note that *grains* refer to *grass*. Have learners make (or provide) word/picture cards for the foods and practice naming and grouping them. See Oxford Illustrated Science Dictionary entry for *grasses* on p. 79.
* Have students chant the 5 food groups. Call out a food name and have students call out its food category. Have students work in small groups to duplicate the 5 Food Groups chart on a large sheet of paper, drawing and writing the names foods in the appropriate columns.
* Provide each group with an Oxford Picture Dictionary unit on Foods, so that students have a large range of realistically depicted foods to add to their charts. Observe and correct mistakes in classification.
* Have the groups present and orally describe their finished chart to another group. Be sensitive to cultural and personal dietary restrictions, taboos and allergies. Share with the class how food and eating habits vary among different cultures. Note that in many countries people eat rice and fish for breakfast. Others eat eggs and bacon. Some people would never eat pork; some would never eat goat. Encourage politeness and respect. Stress that one should be accepting of someone else's food.
* **Food Plate.** Visit www.choosemyplate.gov to introduce a discussion about healthy foods. Have students fill in a plate outline with drawings of foods in healthy proportions and copy labels from the OPD.
* **At a Restaurant.** Display p. 66, OPDCA for Kids, The Restaurant. Discuss eating utensils, menus and restaurant jobs.
* **Reading.** Continue assigning leveled books, assessing reading progress, and meeting with small groups/individuals for instruction and assistance. Related reading: Leveled non-fiction readers, poems, songs, and library books about farm animals, trees and nature

**Strategies:** #30: Vocabulary Intro, Using realia, Mini-fieldtrip, #N2: Culturally Responsive Instruction, #N4: Chants and Songs, #26: T-List/Matrix, #N10: Vocabulary Introduction.**Resources:** OPDCA, OPDCA for Kids, MIF, p. 72, www.choosemyplate.gov, Oxford Illustrated Science Dictionary. OPD, the library, leveled readers**Differentiation:** **Level 1:** Using cognates. Listen for, and encourage students who answer questions with words in their own languages that are similar to English. **Level 1.5:** Have student lead the class in Choral Reading by pointing to the title or category names written on the chart. **Level 2**: Ask student(s) to find the word *grass* in the Oxford Illustrated Science Dictionary and share the photos of *wheat, corn and grass*. **Assessments/Portfolio items:** Have each student create their own 5 Food Groups chart based on lunch menus. Assist in reading comprehension and vocabulary but allow them to categorize the foods on their own.  |
| **Lesson 11** | **Title:** Descriptive Title**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Example
* **Language forms and conventions:** Example
* **Vocabulary Usage:** Example

**Content Objective(s), topic(s0, and/or genre(s):** * List

**Description:** Brief description of lesson activities– refer to abbreviated resources & strategies.**Strategies:** List strategies from IE Strategies guide with numbers, other strategies used**Resources:** List resources in consistent format like model. (Abbreviations: Oxford Picture Dictionary for the Content Areas: OPCDA; Milestones, Intro-Chapter: MSI-A.) Include links to Web resources.**Differentiation:** Describe how different levels of students will be addressed. You might make suggestions for different WIDA levels, e.g., **Level 1:** Description**Level 1.5:** Description**Level 2**: Description**Assessments:** How you will determine if your lesson was successful in achieving objectives. Include suggestions for documentation of mastery of descriptors using rubrics/criteria and portfolio when appropriate. |
| **Lesson 12** | **Title:** Descriptive Title**Language objective(s)/WIDA descriptors addressed:** * **Linguistic complexity:** Example
* **Language forms and conventions:** Example
* **Vocabulary Usage:** Example

**Content Objective(s), topic(s0, and/or genre(s):** * List

**Description:** Brief description of lesson activities– refer to abbreviated resources & strategies.**Strategies:** List strategies from IE Strategies guide with numbers, other strategies used**Resources:** List resources in consistent format like model. (Abbreviations: Oxford Picture Dictionary for the Content Areas: OPCDA; Milestones, Intro-Chapter: MSI-A.) Include links to Web resources.**Differentiation:** Describe how different levels of students will be addressed. You might make suggestions for different WIDA levels, e.g., **Level 1:** Description**Level 1.5:** Description**Level 2**: Description**Assessments:** How you will determine if your lesson was successful in achieving objectives. Include suggestions for documentation of mastery of descriptors using rubrics/criteria and portfolio when appropriate. |
| **Assessment Strategies** |
| Portfolio, including reading, writing, listening and speakingRubrics and student products, including speaking, writing, graphic organizers, notesTeacher observation of oral languageStudent self-assessment and peer-assessmentTeacher-made tests and quizzesOn-line tests and quizzesCooperative learning activities, e.g., Numbered HeadsChecklists for teachers and students |
| **Additional Resources** |
| **Textbooks** | *Milestones Intro* Oxford Picture Dictionary for the Content Areas  |
| **Differentiated Instruction** | *Making Content Comprehensible for English Learners: the* [*SIOP*](http://www.cal.org/siop/) *Model*[Carol Tomlinson](http://www.caroltomlinson.com) Differentiation CentralDeKalb Intensive English ESOL Strategies  |
| **Media Literacy** | Library Resources: Atlas, Maps, Books, Desktops One Fish, Two Fish, Red Fish, Blue Fish <http://www.youtube.com/watch?v=0waeG_x2eow>  |
| **Digital Literacy** | FolletShelf Pebble GoWorld Book Online World Almanac OnlineWorld Almanac for Kids Teaching Books.netBrainPop GalileoEnchanted Learning Discovery Education Streaming Video, ScienceOmniMusic Edmodo iPad Apps on school cart |
| **Related Literature** | HMH Leveled BooksScholastic Leveled BooksMulticultural Library Collection in School LibraryOther online and library materials at student levelsEmerge Teen Readers |
| **Out-of Class Resources** | LibrarySchool building and groundsFamily interviewsCafeteria Menu |
| **State Resources** | Appendix B – Common Core Standards for ELA/Literacy: Text Exemplars and Sample Performance Tasks http://www.corestandards.org/assets/Appendix\_B.pdf \*WIDA Standards and Info <http://www.wida.us>Tiered System for Vocabulary Instruction: http://www.georgialiteracy.org/Detail/92/vobid--460/  |
| **Web Resources** | WIDA 2012 Amplification of the ELD Standards <http://wida.us/standards/eld.aspx> *Making Content Comprehensible for English Learners*: *The SIOP Model,* by Echvarria, Vogt & Short. 20 Digital Tools for Learning Vocabulary <http://www.learningunlimitedllc.com/2013/02/20-digital-tools-for-vocabulary/> Vocabulary Profiler for Academic Words: <http://www.lextutor.ca/vp/eng/> General Word List (first 2000 words) <http://www.talkenglish.com/Vocabulary/Top-2000-Word-Families.aspx> Academic Word List: <http://www.victoria.ac.nz/lals/resources/academicwordlist/awl-headwords> One Fish, Two Fish, Red Fish, Blue Fish. http://www.youtube.com/watch?v=0waeG\_x2eowHMH eBookroom?Thinking Maps: [www.thinkingmaps.com](http://www.thinkingmaps.com)Promethian Planet: [www.prometheanplanet.com/](http://www.prometheanplanet.com/) The Food Plate: [www.choosemyplate.gov](http://www.choosemyplate.gov) Google Images [www.google.com/imghp](http://www.google.com/imghp)  |
| **Other Resources**  | *DeKalb IE Strategies Guide*Oxford Picture Dictionary for the Content Areas, Teacher’s Guide, iPack, Workbook |