

BRIDGETON PUBLIC SCHOOLS  
Sheltered ESL Curriculum

**Sixth-Eighth Grade**

SUMMER 2014

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ESL I.

Newcomer

# Unit 1

**Bilingual Sheltered ESL Curriculum**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Grade level Cluster :		Newcomer	Unit #1
Content Area: English as a Second Language			
Unit Title: Social Studies Unit: “Glad to Meet You”		Program Design: Class period by proficiency level – 20 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary			
In this unit, Language Arts: “Glad to Meet You”, students will learn what people say when they are introduced to someone for the first time. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about personal information, build background knowledge, use graphic organizers, generate ideas, listen actively, express social courtesies, use pronouns, use present tense verbs, give information, use basic vocabulary, recognize genre, interpret and analyze visuals, identify sequence, give information, recognize and spell high frequency words, use text features and write in response to literature. Students will make a Home-School Connection by sharing with their families what they do during lunch at school.			
Interdisciplinary Connections: Language Arts, Social Studies			
21 <sup>st</sup> Century Themes: Global Awareness, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Development Standards		
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		

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RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

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L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Related Cultural Content Statements</b> The impact young people can make at home, at school, in the community or in the environment.	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension and engage in social courtesies?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about the changes and impact that young people can make require specific academic language.</li> <li>• Knowledge of varied techniques and strategies aid to develop an email.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Students will use background knowledge to create an email. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.	
<b>Equipment needed:</b> Computers, Brightlinks/Smart Board, internet resources <b>Teacher Resources:</b> Brightlinks/Smart Board, <i>Inside</i> book series.	
<b>Unit Learning Targets:</b> Through learning activities and experiences related to the impact of making a difference, students will <ul style="list-style-type: none"> <li>• Understand , interpret, and apply written and spoken language;</li> <li>• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing</li> <li>• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;</li> <li>• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;</li> <li>• Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.</li> </ul>	
<b>About the Development of Social Studies Unit: “Glad to Meet You”</b> The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing the differences people make when trying to make the world a better place.  This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.	
<b>Lesson</b>	<b>Timeframe</b>

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Lessons 1-5 <b>“Good News” : Realistic Fiction</b>	<b>5-7 days</b>
Lessons 6-10 <b>“New at School”: Realistic Fiction</b>	<b>5-7 days</b>
Lessons 11-13 <b>“Many People to Meet”: Photo Essay</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Email</b>	<b>5 days</b>
<b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	

**Title: Social Studies Unit: “Glad to Meet You”**

**Lesson Plan #1**

**Content Area: ESL**

7/18/2011

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Lesson Title: "Good News"			Timeframe: 5-7 days				
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, Smartboard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> Listen to a Chant <i>Hello Good-Bye</i>-Language CD 1, track 1.</p> <p><i>Speaking:</i> Giving Information-<i>Who's Talking</i>, Language CD 1, track 2.</p> <p><i>Reading:</i> Activate prior knowledge, preview, set a purpose</p> <p><i>Writing:</i> Identify and write 3 sentences about, Where are your friends now?</p>		<p><b>Key Vocabulary:</b> communication, personal information</p> <p><b>Key Language structures:</b> using present tense verbs, use pronouns</p> <p><b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 1, track 1-2</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Plays sing along</li><li>2. Students: listen and follow along.</li><li>3. Teacher: Introduce concept of present tense verbs</li><li>4. Students: Give information and writing task, 3 sentences</li><li>5. Teacher: Focus on vocabulary. Play CD to give students an overall idea of the selection.</li><li>6. Students: follow along and track as audio plays.</li><li>7. Teacher: Review common pronouns and assign.</li><li>8. Students: Read article and locate target vocabulary. Identify sequence and create a timeline with 6 facts.</li></ol> <p><b>Closure:</b> Orally present timeline in small groups, describing each event.</p>				<p><b>Formative</b></p> <p>Sequence Chart</p> <p>Vocabulary Word Web</p> <p>Practice Book pgs. 1-6</p>	



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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 1-6.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T2-T8)</b> ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
<b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers		
<b>Equipment needed:</b> Computers, SmartBoard		

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Title: Social Studies Unit: "Glad to Meet You"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "New at School"				Timeframe: 5-7 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Develop phonemic awareness. Students listen to the teacher making blend phonemes. <i>Speaking:</i> Students make blend phonemes with the teacher. <i>Reading:</i> Teacher will select 1 of the 4 active reading strategies. <i>Writing:</i> Students will write sentences correctly		<b>Key Vocabulary:</b> first, from, go , home, many, new, next, one, then, there <b>Key Language structures:</b> associate sounds and spellings, blend sounds to decode words and recognize high frequency words <b>Warm-up:</b> preview the photos and map and set a purpose for reading  <b>Lesson Sequence:</b> 1. Teacher: Introduce High Frequency Words. (T12-13) 2. Students: Daily Practice (T12-13) 3. Teacher: Introduce short vowel Sound/Spellings (T14a-f) 4. Students: Practice Book pgs. 7-12 5. Teacher: Transparency, Language CD 1, track 3; review phonemic awareness, blend phonemes, use tiles to build words with r-controlled vowels activity (T15) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read article and locate target vocabulary and short vowels. Check their understanding. Practice Book pgs 13-14				<b>Formative</b> Classify Details Practice Book p. 30	

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	<b>Closure:</b> With a partner, write sentences (T18) <b>Expansion/Extension/Homework:</b> Practice Workbook pages 1-14.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T18)</b>  ELP 1 and 2 – Students will use sound spelling cards to learn new words. ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.		
<b>Suggested Resources:</b> Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, graphic organizer		
<b>Equipment needed:</b> Computers, " <u>Inside</u> " book series		

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Title: Social Studies Unit: "Glad to Meet You"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "Many People to Meet"				Timeframe: 5-6 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Identify sequence listening and reading along <i>Speaking:</i> discuss pictures during preview. <i>Reading:</i> Chorally read the text <i>Writing:</i> Academic Language Frame, Transparency 3 (T30)		<b>Key Vocabulary:</b> first, home, meet, next, people <b>Key Language structures:</b> exchange greetings and good-byes <b>Warm-up:</b> Engage Activity (T20)  <b>Lesson Sequence:</b> <ol style="list-style-type: none"><li>Teacher: introduce vocabulary and explain tables and graphs</li><li>Students: point to and locate data.</li><li>Teacher: activate prior knowledge, teach vocabulary</li><li>Students: Vocabulary Routines (T21) and Practice Book p. 15-16</li><li>Teacher: focus on genre, focus and comprehension, introduce the selection</li><li>Students: listen and read along "Many People to Meet", Fluency Models and Selection Readings, CD, track 10</li><li>Teacher/Students: set purpose and active read</li><li>Students: Create sequence of events</li></ol> <b>Closure:</b> Write about the people you meet (T30)  <b>Expansion/Extension/Homework:</b>				<b>Formative</b> Sequence Chart (T30)  Practice Book pgs. 15-16	

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	Out-Of-School-Literacy (T20)	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T24)</b>		
ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
<b>Suggested Resources:</b> Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer		
<b>Equipment needed:</b> Computers, " <u>Inside</u> "_book series		

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Title: Social Studies Unit: "Glad to Meet You"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: Email Writing				Timeframe: 5 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> to teacher as students are guided through the process of writing <i>Speaking:</i> tell about your life, describe features of an email <i>Reading:</i> Read aloud the email <i>Writing:</i> go through writing process to create an email		<b>Key Vocabulary:</b> email, prewrite, draft, revise, edit, proofread, publish, share, reflect <b>Key Language structures:</b> using present tense verbs, pronouns, sentence structure, grammar, spelling, mechanics <b>Warm-up:</b> review personal narrative model  <b>Lesson Sequence:</b> <ol style="list-style-type: none"><li>1. Teacher: Tap into prior knowledge using the warm up exercise (T31)</li><li>2. Students: listen and follow along.</li><li>3. Teacher: model every step of the writing process allowing students ample time to complete each step</li><li>4. Students: Use Practice Book pages, 17-18, to complete each step of writing process and gather ideas for essay.</li><li>5. Teacher: Conference with students regularly checking progress</li><li>6. Students: Publish and reflect</li></ol> <b>Closure:</b> Finish and display emails, if time allows read aloud.  <b>Expansion/Extension/Homework:</b>				<b>Formative</b> Email (score using Writing Rubric from Assessment Handbook)	

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	Practice Workbook pages 17-18.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on page T32)</b>		
ELP 1 and 2 – Students will use practice book pages as a guided process. ELP 3 and 4 – Students will use practice book pages more independently. (T31)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		

# Unit 2



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Grade level Cluster : Newcomer		Unit #2
<b>Content Area:</b> English as a Second Language		
<b>Unit Title:</b> Social Studies Unit: "Set a Table"		<b>Program Design:</b> Class period by proficiency level – 20 minutes per day
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>		
<b>Unit Summary</b> <p>In this unit, Language Arts: "Set a Table", students will learn set the table means to get ready for a meal. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about colors, shapes, and sizes, learn about food, interpret visuals, build background knowledge, use graphic organizers, generate ideas, make judgments, describe, listen actively, express likes, use basic vocabulary, use present tense action verbs, recognize genre, activate prior knowledge, interpret and analyze visuals, identify steps in a process, recognize and spell high frequency words, use key vocabulary, use text features, classify and write in response to literature. Students will make a Home-School Connection by working with a family member to create a funny food.</p>		
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration		
Learning Targets		
WIDA	English Language Development Standards	
<b>ELD Standard 1</b>	English language learners communicate for Social and Instructional purposes within the school setting.	
<b>ELD Standard 2</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
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<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the	

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	grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Related Cultural Content Statements</b>	

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Journey of a thousand miles begins with a single step. Lao Tsu	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension in getting ready for a meal?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about the changes and impact that young people can make require specific academic language.</li> <li>• Knowledge of varied techniques and strategies aid to develop a how-to-card.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Students will use background knowledge to create a how-to-card. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.	
<b>Equipment needed:</b> Computers, Brightlinks/Smart Board, internet resources <b>Teacher Resources:</b> Brightlinks/Smart Board, <i>Inside</i> book series.	
<b>Unit Learning Targets:</b> Through learning activities and experiences related to the impact of making a difference, students will <ul style="list-style-type: none"> <li>• Understand , interpret, and apply written and spoken language;</li> <li>• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing</li> <li>• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;</li> <li>• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;</li> <li>• Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.</li> </ul>	
<b>About the Development of Social Studies Unit: “Set a Table”</b> The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing the differences people make when trying to make the world a better place.  This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.	
<b>Lesson</b>	<b>Timeframe</b>
Lessons 1-5 <b>“I Make Pictures Move” : Career Sketch</b>	<b>5-7 days</b>
Lessons 6-10 <b>“Something Good for Lunch”: Realistic Fiction</b>	<b>5-7 days</b>

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Lessons 11-13 <b>“U.S. Tour of Food”: Essay</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: How-to-Card</b>	<b>5 days</b>
<b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	

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Title: Social Studies Unit: "Set a Table"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "I Make Pictures Move"				Timeframe: 5-7 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, Smartboard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Listen to a Chant <i>Tasty Salad</i> -Language CD 1, track 5. <i>Speaking:</i> Giving Information- <i>Who's Talking</i> , Language CD 1, track 6. <i>Reading:</i> Activate prior knowledge, preview, set a purpose <i>Writing:</i> Identify steps in a process (T41)		<b>Key Vocabulary:</b> colors, shapes, sizes, food <b>Key Language structures:</b> express likes, describe, listen actively and describe <b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 1, track 4  <b>Lesson Sequence:</b> 1. Teacher: Plays sing along 2. Students: listen and follow along. 3. Teacher: Introduce concept of adjectives 4. Students: Describe writing task, 8 sentences 5. Teacher: Focus on vocabulary. Play CD to give students an overall idea of the selection. 6. Students: follow along and track as audio plays. 7. Teacher: Review action verbs 8. Students: Read article and locate target vocabulary. Identify steps in a process and create a chart with 4 steps.  <b>Closure:</b> Orally present timeline in small groups, describing each event.				<b>Formative</b> Sequence Chart  Vocabulary Word Web  Practice Book pgs. 19-23	

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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 19-23	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T37-T39)</b> ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
<b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers		
<b>Equipment needed:</b> Computers, SmartBoard		



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Title: Social Studies Unit: "Set a Table"					Lesson Plan #1		
Content Area: ESL							
Lesson Title: "Something Good for Lunch"				Timeframe: 5-7 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Develop phonemic awareness. Students listen to the teacher making blend phonemes. <i>Speaking:</i> Students make blend phonemes with the teacher. <i>Reading:</i> Teacher will select 1 of the 4 active reading strategies. <i>Writing:</i> Students will write sentences correctly		<b>Key Vocabulary:</b> different, eat, large, long, make, move, open, same, small, something <b>Key Language structures:</b> associate sounds and spellings, blend sounds to decode words and recognize high frequency words <b>Warm-up:</b> preview the photos and set a purpose for reading  <b>Lesson Sequence:</b> 1. Teacher: Introduce High Frequency Words. (T42-43) 2. Students: Daily Practice (T42-43) 3. Teacher: Introduce short vowel Sound/Spellings (T44a-h) 4. Students: Practice Book pgs. 24-29 5. Teacher: Transparency, Language CD 1, track 7; review phonemic awareness, blend phonemes, use tiles to build words with short vowels activity (T45) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read article and locate target vocabulary and short vowels. Check their				<b>Formative</b> Classify Details  Practice Book p. 24-31	

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	<p>understanding. Practice Book pgs 30-31</p> <p><b>Closure:</b> With a partner, write sentences (T48)</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 24-31.</p>	
<p><b>Differentiation</b>            Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T45-48)</b></p> <p>ELP 1 and 2 – Students will use sound spelling cards to learn new words.            ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, graphic organizer</p>		
<p><b>Equipment needed:</b> Computers, “<u>Inside</u>” book series</p>		



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Title: Social Studies Unit: "Set a Table"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "U.S. Tour of Food"				Timeframe: 5-6 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Identify sequence listening and reading along <i>Speaking:</i> discuss pictures during preview. <i>Reading:</i> Chorally read the text <i>Writing:</i> Academic Language Frame, Transparency 6 (T60)		<b>Key Vocabulary:</b> color, foods, shapes, size, visit <b>Key Language structures:</b> express likes <b>Warm-up:</b> Engage Activity (T50)  <b>Lesson Sequence:</b> 1. Teacher: introduce vocabulary and explain tables and graphs 2. Students: point to and locate data. 3. Teacher: activate prior knowledge, teach vocabulary 4. Students: Vocabulary Routines (T51) and Practice Book p. 32-33 5. Teacher: focus on genre, focus and comprehension, introduce the selection 6. Students: listen and read along "U.S. Tour of Food", Fluency Models and Selection Readings, CD, track 11 7. Teacher/Students: set purpose and active read 8. Students: Create a classification chart  <b>Closure:</b> Write about your favorite meal to eat with friends and family. (T60)				<b>Formative</b> Classification Chart (T60)  Practice Book pgs. 32-33	

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	<b>Expansion/Extension/Homework:</b> Community-School-Connection (T57)	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T55)</b>  ELP 1 and 2 – Students will write question starters on index cards. ELP 3 and 4 – Students will write open-ended question starters.		
<b>Suggested Resources:</b> Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		

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Title: Social Studies Unit: "Set a Table"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: How-to-Card				Timeframe: 5 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy	
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> to teacher as students are guided through the process of writing</p> <p><i>Speaking:</i> tell about your life, describe features of a how-to-card</p> <p><i>Reading:</i> Read aloud the email</p> <p><i>Writing:</i> go through writing process to create an email</p>		<p><b>Key Vocabulary:</b> email, prewrite, draft, revise, edit, proofread, publish, share, reflect</p> <p><b>Key Language structures:</b> using present tense verbs, pronouns, sentence structure, grammar, spelling, mechanics</p> <p><b>Warm-up:</b> review how-to process</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Tap into prior knowledge using the warm up exercise (T61)</li><li>2. Students: listen and follow along.</li><li>3. Teacher: model every step of the writing process allowing students ample time to complete each step</li><li>4. Students: Use Practice Book pages, 34-35, to complete each step of writing process and gather ideas for essay.</li><li>5. Teacher: Conference with students regularly checking progress</li><li>6. Students: Publish and reflect</li></ol> <p><b>Closure:</b> Finish and display cards, if time allows read aloud.</p> <p><b>Expansion/Extension/Homework:</b></p>				<p><b>Formative</b></p> <p>How-to-Card (score using Writing Rubric from Assessment Handbook)</p>	

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	Practice Workbook pages 17-18.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on page T32)</b>  ELP 1 and 2 – Students will use practice book pages as a guided process. ELP 3 and 4 – Students will use practice book pages more independently. (T31)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		

# Unit 3

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Grade level Cluster : <b>Newcomer</b>		Unit #3
<b>Content Area:</b> English as a Second Language		
<b>Unit Title:</b> Social Studies Unit: "On The Job"		<b>Program Design:</b> Class period by proficiency level – 20 minutes per day
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>		
<b>Unit Summary</b> <p>In this unit, Language Arts: "On The Job", students will learn that on the job means people are at work. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about tools and careers, interpret visuals, build background knowledge, use graphic organizers, generate ideas, give information, listen actively, yes-or-no questions, use basic vocabulary, use present tense action verbs, recognize genre, activate prior knowledge, interpret, analyze and respond to visuals, identify details, write questions, recognize and spell high frequency words, use key vocabulary, use text features, summarize and write in response to literature. Students will make a Home-School Connection by talking about family members about their jobs and create tool cards.</p>		
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration		
Learning Targets		
<b>WIDA</b>	<b>English Language Development Standards</b>	
<b>ELD Standard 1</b>	English language learners communicate for Social and Instructional purposes within the school setting.	
<b>ELD Standard 2</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
<b>ELD Standard 4</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
<b>ELD Standard 5</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
<b>CCSS</b>	<b>Common Core State Standards</b>	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

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RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating,



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	enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Cultural Content Statements**

Journey of a thousand miles begins with a single step. Lao Tsu

**Unit Essential Question**

What language do students need in order to demonstrate comprehension in careers?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the changes and impact that young people can make require specific academic language.
- Knowledge of varied techniques and strategies aid to develop an interview

**Evidence of Learning**

**Summative Assessment:**

Students will use background knowledge to create an interview. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.

**Equipment needed:** Computers, Brightlinks/Smart Board, internet resources

**Teacher Resources:** Brightlinks/Smart Board, *Inside* book series.

**Unit Learning Targets:** Through learning activities and experiences related to the impact of making a difference, students will

- Understand , interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

**About the Development of Social Studies Unit: “On The Job”**

The development of this unit was inspired by the core curriculum standards in Science and Technology addressing the differences of careers.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning



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of our students.

<b>Lesson</b>	<b>Timeframe</b>
Lessons 1-5 <b>“What Is It?” : Fantasy</b>	<b>5-7 days</b>
Lessons 6-10 <b>“Let Ben Take It”: Realistic Fiction</b>	<b>5-7 days</b>
Lessons 11-13 <b>“Geologists: Rock Scientists”: Expository Text</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Interview</b>	<b>5 days</b>

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Content Area: ESL					
Lesson Title: "What Is It?"			Timeframe: 5-7 days		
21 <sup>st</sup> Century Themes					
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy
					Health Literacy
21 <sup>st</sup> Century Skills					
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication
				x	Collaboration
Interdisciplinary Connections: Language Arts					
Integration of Technology: InsideNG.com, Smartboard					
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks
Students will: <i>Listening:</i> Listen to a Chant <i>Tasty Jobs</i> -Language CD 1, track 8. <i>Speaking:</i> Giving Information- <i>Who's Talking</i> , Language CD 1, track 9. <i>Reading:</i> Activate prior knowledge, preview, set a purpose <i>Writing:</i> Identify details (T71)		<b>Key Vocabulary:</b> actions, careers and tools <b>Key Language structures:</b> give information, ask and answer questions <b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 1, track 6  <b>Lesson Sequence:</b> 1. Teacher: Plays sing along 2. Students: listen and follow along. 3. Teacher: Introduce present tense verbs 4. Students: People in Action writing task, 4 sentences, Tools of the Trade writing task, 8 sentences 5. Teacher: Focus on vocabulary. Play CD to give students an overall idea of the selection. Focus on Genre. 6. Students: follow along and track as audio plays. 7. Teacher: Review action verbs 8. Students: Read article and locate target vocabulary and details. Create a concept web.  <b>Closure:</b> Orally present timeline in small groups, describing each event.  <b>Expansion/Extension/Homework:</b>			<b>Formative</b> Writing Tasks  Concept Web  Practice Book pgs. 36-40

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	Practice Workbook pages 36-40	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T67-T69)</b> ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
<b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers		
<b>Equipment needed:</b> Computers, SmartBoard		

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Title: Social Studies Unit: "On The Job"				Lesson Plan #2						
Content Area: ESL										
Lesson Title: "Let Ben Take It"				Timeframe: 5-7 days						
21 <sup>st</sup> Century Themes										
	Global Awareness			Financial, Economic, Business, and Entrepreneurial Literacy			Civic Literacy		Health Literacy	
21 <sup>st</sup> Century Skills										
x	Creativity and Innovation		x	Critical Thinking and Problem Solving		x	Communication		x	Collaboration
Interdisciplinary Connections: Language Arts										
Integration of Technology: InsideNG.com, SmartBoard										
Goals/Objectives			Learning Activities/Instructional Strategies				Assessment Tasks			
<p>Students will:</p> <p><i>Listening:</i> Develop phonemic awareness. Students listen to the teacher making blend phonemes.</p> <p><i>Speaking:</i> Students make blend phonemes with the teacher.</p> <p><i>Reading:</i> Teacher will select 1 of the 4 active reading strategies.</p> <p><i>Writing:</i> Students will write sentences correctly</p>			<p><b>Key Vocabulary:</b> carry, face, find, learn, love, say, study, use, want, when</p> <p><b>Key Language structures:</b> associate sounds and spellings, blend sounds to decode words and recognize high frequency words</p> <p><b>Warm-up:</b> preview the photos and set a purpose for reading</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Introduce High Frequency Words. (T72-73)</li><li>2. Students: Daily Practice (T72-73)</li><li>3. Teacher: Introduce short vowel Sound/Spellings (T74a-h)</li><li>4. Students: Practice Book pgs. 41-46</li><li>5. Teacher: Transparency, Language CD 1, track 10; review phonemic awareness, blend phonemes, use tiles to build words with short vowels and double consonant activity (T74)</li><li>6. Students: follow along and repeat sounds, sentence building</li><li>7. Teacher: Introduce the selection</li><li>8. Students: Read selection and locate target vocabulary, short vowels and double consonants. Check their understanding.</li></ol>				<p><b>Formative</b></p> <p>Classify Details</p> <p>Practice Book p. 41-48</p>			

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	Practice Book pgs 47-48	
	<b>Closure:</b> With a partner, write sentences (T78) <b>Expansion/Extension/Homework:</b> Practice Workbook pages 41-48.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T75-78)</b>  ELP 1 and 2 – Students will use sound spelling cards to learn new words. ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.		
<b>Suggested Resources:</b> Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, graphic organizer		
<b>Equipment needed:</b> Computers, " <u>Inside</u> "_book series		

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Title: Social Studies Unit: "On The Job"				Lesson Plan #3			
Content Area: ESL							
Lesson Title: "Geologists: Rock Scientists"				Timeframe: 5-6 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Science							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Identify sequence listening and reading along <i>Speaking:</i> discuss pictures during preview. <i>Reading:</i> Chorally read the text <i>Writing:</i> Academic Language Frame, Transparency 9 (T90)		<b>Key Vocabulary:</b> learn, rocks, scientists, study, use <b>Key Language structures:</b> repeat spoken language and recite <b>Warm-up:</b> Engage Activity (T80)  <b>Lesson Sequence:</b> 1. Teacher: introduce vocabulary and explain tables and graphs 2. Students: point to and locate data. 3. Teacher: activate prior knowledge, teach vocabulary 4. Students: Vocabulary Routines (T81) and Practice Book p. 49-50 5. Teacher: focus on genre, focus and comprehension, introduce the selection 6. Students: listen and read along "Geologists: Rock Scientists", Fluency Models and Selection Readings, CD, track 12 7. Teacher/Students: set purpose and active read 8. Students: Create a concept chart				<b>Formative</b> Concept Chart (T90)  Practice Book pgs. 49-50	

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	<p><b>Closure:</b> Write about a job that you might like to have when you are older. (T90)</p> <p><b>Expansion/Extension/Homework:</b> Community-School-Connection (T87)</p>	
<p><b>Differentiation</b>            Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T85)</b></p> <p>ELP 1 and 2 – Students will write question starters on index cards.            ELP 3 and 4 – Students will write open-ended question starters.</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>" book series</p>		

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Title: Social Studies Unit: "On The Job"				Lesson Plan #4			
Content Area: ESL							
Lesson Title: Interview for a Job Handbook				Timeframe: 5 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> to teacher as students are guided through the process of writing <i>Speaking:</i> tell about your life, describe a time a reporter was asking questions <i>Reading:</i> Read aloud the email <i>Writing:</i> go through writing process to create an interview		<b>Key Vocabulary:</b> interview, prewrite, draft, revise, edit, proofread, publish, share, reflect <b>Key Language structures:</b> using present tense verbs, pronouns, sentence structure, grammar, spelling, mechanics <b>Warm-up:</b> review interview  <b>Lesson Sequence:</b> 1. Teacher: Tap into prior knowledge using the warm up exercise (T91) 2. Students: listen and follow along. 3. Teacher: model every step of the writing process allowing students ample time to complete each step 4. Students: Use Practice Book pages, 51-52, to complete each step of writing process and gather ideas for essay. 5. Teacher: Conference with students regularly checking progress 6. Students: Publish and reflect  <b>Closure:</b> Finish and display cards, if time allows read aloud.				<b>Formative</b> Write an Interview (score using Writing Rubric from Assessment Handbook)	



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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 51-52.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on page T92)</b>  ELP 1 and 2 – Students will use practice book pages as a guided process. ELP 3 and 4 – Students will use practice book pages more independently. (T91)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ”_book series		

# Unit 4

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Grade level Cluster : Newcomer		Unit #4
<b>Content Area:</b> English as a Second Language		
<b>Unit Title:</b> Social Studies Unit: "Numbers Count"		<b>Program Design:</b> Class period by proficiency level – 20 minutes per day
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>		
<b>Unit Summary</b> <p>In this unit, Language Arts: "Numbers Count", students will learn that Numbers Count means numbers matter or numbers are important. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about numbers, interpret visuals, build background knowledge, use graphic organizers, generate ideas, classify, analyze and give information, make observations, listen actively, use basic vocabulary, use negative sentences, express needs, recognize genre, activate prior knowledge, set a purpose, interpret, analyze and respond to visuals, identify problem and solution, ask questions, recognize and spell high frequency words, associate sounds and spellings, phrasing, use contractions with not, use key vocabulary, use text features, identify details, preview and predict, summarize and write in response to literature. Students will make a Home-School Connection by making a list of different uses of numbers around the house. Students will bring in the lists to create a class chart of home number uses.</p>		
<b>Interdisciplinary Connections:</b> Language Arts, Math, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration		
Learning Targets		
WIDA	English Language Development Standards	
<b>ELD Standard 1</b>	English language learners communicate for Social and Instructional purposes within the school setting.	
<b>ELD Standard 2</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
<b>ELD Standard 3</b>	English language learners communicate information ideas and concepts necessary for academic success in the content area of Mathematics.	
<b>ELD Standard 5</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of	

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	rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2e	Establish and maintain a formal style.
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of

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	the same period as a means of understanding how authors of fiction use or alter history”).
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Related Cultural Content Statements</b>	
Journey of a thousand miles begins with a single step. Lao Tsu	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension of the importance of numbers?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing about the changes and impact that young people can make require</li> </ul>

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	<p>specific academic language.</p> <ul style="list-style-type: none"> <li>• Knowledge of varied techniques and strategies aid to develop a fact sheet.</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Summative Assessment:</b>  Students will use background knowledge to create a fact sheet. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.</p> <p><b>Equipment needed:</b> Computers, Brightlinks/Smart Board, internet resources</p> <p><b>Teacher Resources:</b> Brightlinks/Smart Board, <i>Inside</i> book series.</p>	
<p><b>Unit Learning Targets:</b> Through learning activities and experiences related to the impact of making a difference, students will</p> <ul style="list-style-type: none"> <li>• Understand , interpret, and apply written and spoken language;</li> <li>• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing</li> <li>• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;</li> <li>• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;</li> <li>• Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.</li> </ul>	
<p><b>About the Development of Social Studies Unit: “Numbers Count”</b>  The development of this unit was inspired by the core curriculum standards in Language Arts and Math addressing the importance of cardinal and ordinal numbers.</p> <p>This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.</p>	
<b>Lesson</b>	<b>Timeframe</b>
Lessons 1-5 <b>“A Year Without Rain” : Historical Fiction</b>	<b>5-7 days</b>
Lessons 6-10 <b>“Rush!”: Realistic Fiction</b>	<b>5-7 days</b>
Lessons 11-13 <b>“The Mighty Maya”: Personal Narrative</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Interview</b>	<b>5 days</b>
<p><b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.</p>	

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**Title: Social Studies Unit: "Numbers Count"**

**Lesson #1**

**Content Area: ESL**



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<b>Lesson Title: “A Year Without Rain”</b>			<b>Timeframe: 5-7 days</b>				
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts							
<b>Integration of Technology:</b> InsideNG.com, Smartboard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
Students will: <i>Listening:</i> Listen to a Chant <i>Numbers!</i> - Language CD 1, track 11. <i>Speaking:</i> Giving Information- <i>Who’s Talking</i> , Language CD 1, track 12. <i>Reading:</i> Activate prior knowledge, preview, set a purpose <i>Writing:</i> Identify problem and solution (T101)		<b>Key Vocabulary:</b> cardinal numbers, ordinal numbers <b>Key Language structures:</b> give information, ask questions <b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 1, track 8  <b>Lesson Sequence:</b> 1. Teacher: Plays sing along 2. Students: listen and follow along. 3. Teacher: Introduce number words 4. Students: People in Action writing task, 4 sentences, Flight 400 is Not Late! writing task, 10 sentences 5. Teacher: Focus on vocabulary. Play CD to give students an overall idea of the selection. Focus on Genre. 6. Students: follow along and track as audio plays. 7. Teacher: Review problem and solution 8: Students: Read article and locate target vocabulary and details. Create a problem and solution chart.  <b>Closure:</b> Orally present chart in small groups, describing each problem and solution.			<b>Formative</b> Writing Tasks  Problem and Solution Chart  Practice Book pgs. 53-58		



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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 53-58	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T97-T99)</b> ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
<b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers		
<b>Equipment needed:</b> Computers, SmartBoard		

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Title: Social Studies Unit: "Numbers Count"					Lesson #2		
Content Area: ESL							
Lesson Title: "Rush!"				Timeframe: 5-7 days			
21 <sup>st</sup> Century Themes							
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy	
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
Students will: <i>Listening:</i> Develop phonemic awareness. Students listen to the teacher making blend phonemes. <i>Speaking:</i> Students make blend phonemes with the teacher. <i>Reading:</i> Teacher will select 1 of the 4 active reading strategies. <i>Writing:</i> Students will write sentences correctly		<b>Key Vocabulary:</b> all, enough, leave, more, out, says, second, three, two, without <b>Key Language structures:</b> associate sounds and spellings, blend sounds to decode words and recognize high frequency words <b>Warm-up:</b> preview the photos and set a purpose for reading  <b>Lesson Sequence:</b> 1. Teacher: Introduce High Frequency Words. (T102-103) 2. Students: Daily Practice (T102-103) 3. Teacher: Introduce short vowel Sound/Spellings (T104a-f) 4. Students: Practice Book pgs. 59-63 5. Teacher: Transparency, Language CD 1, track 13; review phonemic awareness, blend phonemes, use tiles to build words with short vowels and double consonant activity (T104) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read selection and locate target vocabulary, short vowels and double				<b>Formative</b> Identify Contractions (T108)  Practice Book p. 59-65	

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	<p>consonants. Check their understanding. Practice Book pgs 64-65</p> <p><b>Closure:</b> With a partner, write sentences (T108)  <b>Expansion/Extension/Homework:</b> Practice Workbook pages 59-65.</p>	
<p><b>Differentiation</b>  Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T105-108)</b></p> <p>ELP 1 and 2 – Students will use sound spelling cards to learn new words.  ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, Graphic organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>"_book series</p>		

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Title: Social Studies Unit: "Numbers Count"				Lesson #3						
Content Area: ESL										
Lesson Title: "The Mighty Maya"				Timeframe: 5-6 days						
Lesson Components										
21 <sup>st</sup> Century Themes										
	Global Awareness			Financial, Economic, Business, and Entrepreneurial Literacy			Civic Literacy		Health Literacy	
21 <sup>st</sup> Century Skills										
x	Creativity and Innovation		x	Critical Thinking and Problem Solving		x	Communication		x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies										
Integration of Technology: InsideNG.com, SmartBoard										
Goals/Objectives			Learning Activities/Instructional Strategies					Assessment Tasks		
Students will: <i>Listening:</i> Identify sequence listening and reading along <i>Speaking:</i> discuss pictures during preview. <i>Reading:</i> Chorally read the text <i>Writing:</i> Academic Language Frame, Transparency 12 (T120)			<b>Key Vocabulary:</b> city, hundreds, population, thousands, two <b>Key Language structures:</b> give information <b>Warm-up:</b> Engage Activity (T110)  <b>Lesson Sequence:</b> <ol style="list-style-type: none"><li>Teacher: introduce vocabulary and explain tables and graphs</li><li>Students: point to and locate data.</li><li>Teacher: activate prior knowledge, teach vocabulary</li><li>Students: Vocabulary Routines (T111) and Practice Book p. 66-67</li><li>Teacher: focus on genre, focus and comprehension, introduce the selection</li><li>Students: listen and read along "The Mighty Maya", Fluency Models and Selection Readings, CD, track 13</li><li>Teacher/Students: set purpose and active read</li><li>Students: Create a details chart</li></ol> <b>Closure:</b> Write about how the population of your town or a nearby town has changed over the years. (T120)					<b>Formative Details Chart (T120)</b>  Practice Book pgs. 66-67		

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	<b>Expansion/Extension/Homework:</b> Community-School-Connection (T87)	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T114)</b>		
ELP 1 and 2 – Students will write question starters on index cards. ELP 3 and 4 – Students will write open-ended question starters.		
<b>Suggested Resources:</b> Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer		
<b>Equipment needed:</b> Computers, " <u>Inside</u> "_book series		

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Title: Social Studies Unit: "Numbers Count"				Lesson #4			
Content Area: ESL							
Lesson Title: Interview for a Job Handbook				Timeframe: 5 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> to teacher as students are guided through the process of writing</p> <p><i>Speaking:</i> tell about your life, describe a time a reporter was asking questions</p> <p><i>Reading:</i> Read aloud the email</p> <p><i>Writing:</i> go through writing process to create an interview</p>		<p><b>Key Vocabulary:</b> fact sheet, prewrite, draft, revise, edit, proofread, publish, share, reflect</p> <p><b>Key Language structures:</b> using present tense verbs, pronouns, sentence structure, grammar, spelling, mechanics</p> <p><b>Warm-up:</b> review interview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Tap into prior knowledge using the warm up exercise (T121)</li><li>2. Students: listen and follow along.</li><li>3. Teacher: model every step of the writing process allowing students ample time to complete each step</li><li>4. Students: Use Practice Book pages, 68-69, to complete each step of writing process and gather ideas for essay.</li><li>5. Teacher: Conference with students regularly checking progress</li><li>6. Students: Publish and reflect</li></ol> <p><b>Closure:</b> Finish and display cards, if time allows read aloud.</p>				<p><b>Formative</b></p> <p>Write a Fact Sheet (score using Writing Rubric from Assessment Handbook)</p>	

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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 68-69.	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on page T122)</b>  ELP 1 and 2 – Students will use practice book pages as a guided process. ELP 3 and 4 – Students will use practice book pages more independently. (T121)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		