

BRIDGETON PUBLIC SCHOOLS  
Sheltered ESL Curriculum

**Sixth-Eighth Grade**

SUMMER 2014

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ESL I.

Newcomer

# Unit 5

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

Grade level Cluster : Newcomer		Unit #5
<b>Content Area:</b> English as a Second Language		
<b>Unit Title:</b> Social Studies Unit: "City Sights"		<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: "City Sights", students will learn that City Sights are things you can see in a city. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about neighborhoods, interpret visuals, build background knowledge, use graphic organizers, generate ideas, plan, ask for and give information, listen actively, use basic vocabulary, use regular past tense verbs, recognize genre, activate prior knowledge, set a purpose, ask questions, interpret, analyze and respond to visuals, identify details, recognize and spell high frequency words, associate sounds and spellings, intonation, use pronoun-verb contractions, 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 creating a sign, with a family member, of a place they have lived in or visited.</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.	
<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.7.4	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.7.6	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,

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	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.7.4a	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.

**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 of neighborhoods and their importance to cities?

**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 a journal.

**Evidence of Learning**

**Summative Assessment:**

Students will use background knowledge to create a journal page. 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: "City Sights"**

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The development of this unit was inspired by the core curriculum standards in Language Arts and Social Studies addressing the importance different neighborhoods have on the city they belong to.

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>"More Than a Meal" : Realistic Fiction</b>	<b>5-7 days</b>
Lessons 6-10 <b>"Meet Jo": Newspaper Article</b>	<b>5-7 days</b>
Lessons 11-13 <b>"San Francisco": Travel Article</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Journal Page</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: "More Than a Meal"			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> Listen to a Chant <i>My City-Language CD 1, track 14.</i></p> <p><i>Speaking:</i> Giving Information-<i>Who's Talking</i>, Language CD 1, track 15.</p> <p><i>Reading:</i> Activate prior knowledge, preview, set a purpose</p> <p><i>Writing:</i> Identify details (T133)</p>		<p><b>Key Vocabulary:</b> location words, neighborhood words</p> <p><b>Key Language structures:</b> ask for and give information</p> <p><b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 1, track 9</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 location and neighborhood words</li><li>4. Students: Out and About in the City writing task, 4 sentences, What Happens Here? writing task, 10 sentences</li><li>5. Teacher: Focus on vocabulary (T128), Learn About Regular Past Tense Verbs (T129-131). Play CD to give students an overall idea of the selection. Focus on Genre.</li><li>6. Students: oral practice and writing tasks (128-131) follow along and track as audio plays.</li><li>7. Teacher: Review identifying details</li><li>8. Students: Read article and locate target vocabulary and details. Create a details chart.</li></ol>			<p><b>Formative</b></p> <p>Writing Tasks</p> <p>Problem and Solution Chart</p> <p>Practice Book pgs. 70-75</p>	



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	<p><b>Closure:</b> Orally present chart in small groups, describing each detail.</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 70-75</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 T127-T131)</b>            ELP 1 and 2 -- determined by English language proficiency of student            ELP 3 and 4 -- determined by English language proficiency of student</p>		
<p><b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers</p>		
<p><b>Equipment needed:</b> Computers, SmartBoard</p>		

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Title: Social Studies Unit: "City Sights"				Lesson Plan #2			
Content Area: ESL							
Lesson Title: "Meet Jo"				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> above, animate, by, city, come, down, her, people, sometimes, under</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. (T134-135)</li><li>2. Students: Daily Practice (T134-135)</li><li>3. Teacher: Introduce long vowel Sound/Spellings and multisyllabic words (T136a-f)</li><li>4. Students: Practice Book pgs. 76-81</li><li>5. Teacher: Transparency 35, Language CD 1, track 16; review phonemic awareness, blend phonemes, use tiles to build words with short vowels and double consonant activity (T137)</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, long vowels and multisyllabic words. Check their</li></ol>				<p><b>Formative</b></p> <p>Identify Contractions (T108)</p> <p>Practice Book p. 76-83</p>	

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	<p>understanding. Practice Book pgs 82-83</p> <p><b>Closure:</b> With a partner, write sentences (T108)</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 76-83.</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 T137-140)</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: "City Sights"				Lesson Plan #3			
Content Area: ESL							
Lesson Title: "San Francisco"				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 15 (T152)		<b>Key Vocabulary:</b> buildings, live, neighborhood, store, town <b>Key Language structures:</b> ask for and give information <b>Warm-up:</b> Engage Activity (T142)  <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 (T143) and Practice Book p. 84-85 5. Teacher: focus on genre, focus and comprehension, introduce the selection 6. Students: listen and read along "San Francisco", Fluency Models and Selection Readings, CD, track 14 7. Teacher/Students: set purpose and active read 8. Students: Create a details chart  <b>Closure:</b> Write about your own neighborhood. What would you tell people about where you				<b>Formative Details Chart (T152)</b>  Practice Book pgs. 84-85	

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	live? (T152)	
	<b>Expansion/Extension/Homework:</b> Content Area Connection (T142)	
<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 T147)</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: "City Sights"				Lesson Plan #4			
Content Area: ESL							
Lesson Title: Journal Page				Timeframe: 5 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		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> to teacher as students are guided through the process of writing <i>Speaking:</i> tell about a time in your life you would like to remember <i>Reading:</i> Read aloud the email <i>Writing:</i> go through writing process to create a journal page		<b>Key Vocabulary:</b> journal page, 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> <ol style="list-style-type: none"><li>Teacher: Tap into prior knowledge using the warm up exercise (T153)</li><li>Students: listen and follow along.</li><li>Teacher: model every step of the writing process allowing students ample time to complete each step</li><li>Students: Use Practice Book pages, 86-87, to complete each step of writing process and gather ideas for essay.</li><li>Teacher: Conference with students regularly checking progress</li><li>Students: Publish and reflect</li></ol> <b>Closure:</b> Finish and display cards, if time allows read aloud.  <b>Expansion/Extension/Homework:</b>				<b>Formative</b> Journal Page (score using Writing Rubric from Assessment Handbook)	

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	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 T154)</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. (T153)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		

# Unit 6



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Grade level Cluster :		Newcomer	Unit # 6
<b>Content Area:</b> English as a Second Language			
<b>Unit Title:</b> Social Studies Unit: “Welcome Home!”		<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> In this unit, Language Arts: “Welcome Home!” students will learn about the importance of family. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about family and rooms in a house, interpret and respond to visuals, build background knowledge, use graphic organizers, generate ideas, make inferences, role-play, give information, listen actively, use basic vocabulary, use present tense verbs, ask and answer questions, recognize genre, activate prior knowledge, set a purpose, ask questions, interpret, analyze and respond to visuals, identify details that support the main idea, recognize and spell high frequency words, associate sounds and spellings, phrasing, use plural nouns, determine importance, use key vocabulary, use text features, summarize and write in response to literature. Students will make a Home-School Connection by illustrating a scene showing their own family gathering.			
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration			
<b>Learning Targets</b>			
<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 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.		
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.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the		

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	impact of a specific word choice on meaning and tone.
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.7.6	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,

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	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 neighborhoods and their importance to cities?	<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 descriptive family album.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Students will use background knowledge to create a family album. 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: “Welcome Home!”</b> The development of this unit was inspired by the core curriculum standards in Language Arts and Social Studies addressing the importance of the family unit.  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	5-7 days

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<b>"Families" : Photo Essay</b>	
Lessons 6-10 <b>"When We Came to Wisconsin": Personal Narrative</b>	<b>5-7 days</b>
Lessons 11-13 <b>"The Family Reunion": Personal Narrative</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Descriptive Family Album</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.	

<b>Title: Social Studies Unit: "Welcome Home!"</b>		<b>Lesson Plan #1</b>
<b>Content Area: ESL</b>		
<b>Lesson Title: "Families"</b>	<b>Timeframe: 5-7 days</b>	

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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
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies							
<b>Integration of Technology:</b> InsideNG.com, Smartboard							
Goals/Objectives		Learning Activities/Instructional Strategies				Assessment Tasks	
<p>Students will:</p> <p><i>Listening:</i> Listen to a Chant <i>My Family Tree</i>-Language CD 2, track 1.</p> <p><i>Speaking:</i> Giving Information-<i>Who's Talking</i>, Language CD 2, track 2.</p> <p><i>Reading:</i> Activate prior knowledge, preview, set a purpose</p> <p><i>Writing:</i> Identify details (T163)</p>		<p><b>Key Vocabulary:</b> family, rooms in a house, household objects</p> <p><b>Key Language structures:</b> give information, ask and answer questions</p> <p><b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 2, 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: preview family words, introduce verbs</li><li>4. Students: Meet My Family, family tree, I Have a Great Family writing task, 4 sentences</li><li>5. Teacher: Teach vocabulary (T160-161), Play CD to give students an overall idea of the selection. Focus on Genre.</li><li>6. Students: oral practice and writing tasks (158-161) follow along and track as audio plays.</li><li>7. Teacher: Review identifying details that support the main idea</li><li>8. Students: Read article and locate target vocabulary and details. Create a details chart.</li></ol> <p><b>Closure:</b> Orally present chart in small groups, describing each detail.</p>				<p><b>Formative</b></p> <p>Writing Tasks</p> <p>Main Idea and Supporting Details Chart (T163)</p> <p>Practice Book pgs. 88-92</p>	

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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 88-92	
<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 T159-T161)</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: "Welcome Home!"				Lesson #2			
Content Area: ESL							
Lesson Title: "When We Came to Wisconsin"				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> above, animate, by, city, come, down, her, people, sometimes, under <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. (T164-165) 2. Students: Daily Practice (T164-165) 3. Teacher: Introduce long vowel Sound/Spellings and multisyllabic words and plurals (T166a-f) 4. Students: Practice Book pgs. 93-98 5. Teacher: Transparency 40, Language CD 2, track 3; review phonemic awareness, blend phonemes, use tiles to build words with short vowels and double consonant activity (T167) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read selection and locate target vocabulary, long vowels, multisyllabic				<b>Formative</b> Identify Plural Nouns (T170)  Practice Book p. 93-100	

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	<p>words and plurals. Check their understanding. Practice Book pgs 99-100</p> <p><b>Closure:</b> With a partner, write sentences (T170)</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 93-100.</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 T164-170)</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: "Welcome Home!"					Lesson # 3					
Content Area: ESL										
Lesson Title: "The Family Reunion"				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 18 (T182)			<b>Key Vocabulary:</b> buildings, live, neighborhood, store, town <b>Key Language structures:</b> ask for and give information <b>Warm-up:</b> Engage Activity (T172)  <b>Lesson Sequence:</b> <ol style="list-style-type: none"><li>1. Teacher: introduce vocabulary and explain headings</li><li>2. Students: point to and locate headings.</li><li>3. Teacher: activate prior knowledge, teach vocabulary</li><li>4. Students: Vocabulary Routines (T173) and Practice Book p. 101-102</li><li>5. Teacher: focus on genre, focus and comprehension, introduce the selection</li><li>6. Students: listen and read along "The Family Reunion", Fluency Models and Selection Readings, CD, track 15</li><li>7. Teacher/Students: set purpose and active read</li><li>8. Students: Create a main idea and details chart</li></ol> <b>Closure:</b> Write about a time when your family is					<b>Formative</b> Main Idea and Details Chart (T182)  Practice Book pgs. 101-102		

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	together. (T182)	
	<b>Expansion/Extension/Homework:</b> Content Area Connection (T179)	
<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 T177)</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: "Welcome Home!"				Lesson #4			
Content Area: ESL							
Lesson Title: Descriptive Family Album				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 a time in your life you would like to remember <i>Reading:</i> Read aloud the email <i>Writing:</i> go through writing process to create a journal page		<b>Key Vocabulary:</b> describe, family album, 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 (T183) 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, 103-104, 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> Family Album(score using Writing Rubric from Assessment Handbook)	

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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 103-104.	
<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 T184)</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. (T183)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ”_book series		

# Unit 7

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Grade level Cluster :		Newcomer	Unit #7
<b>Content Area:</b> English as a Second Language			
<b>Unit Title:</b> Social Studies Unit: “Pack Your Bags!”		<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> In this unit, Language Arts: “Pack Your Bags!” students will learn about various aspects of exploration. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about landforms and weather, build background knowledge, use graphic organizers, generate ideas, draw conclusions, classify information, give and carry out commands, give information, listen actively, use basic vocabulary, use verbs, describe places, ask and answer questions, recognize genre, activate prior knowledge, set a purpose, interpret, analyze and respond to visuals, recognize and spell high frequency words, associate sounds and spellings, phrasing, capitalization, use key vocabulary, use text features, summarize and write in response to literature. Students will make a Home-School Connection by illustrating a scene showing their own family gathering.			
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies, Science <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration			
<b>Learning Targets</b>			
<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>		
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 grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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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 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.7.3	Choose language that expresses ideas precisely and concisely, recognizing



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	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 exploring different habitats?	<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 descriptive travel guide.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Students will use background knowledge to create a travel guide. 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: "Pack Your Bags!"</b>	



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The development of this unit was inspired by the core curriculum standards in Language Arts, Science and Social Studies addressing the importance of exploration.

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>"Explore!" : Photo Essay</b>	<b>5-7 days</b>
Lessons 6-10 <b>"Explore a Wetland": Science Article</b>	<b>5-7 days</b>
Lessons 11-13 <b>"The Water Planet": Expository Nonfiction</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Travel Guide</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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Title: Social Studies Unit: "Pack Your Bags!"					Lesson #1	
Content Area: ESL						
Lesson Title: "Explore!"			Timeframe: 5-7 days			
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 and Science						
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>Lets Go-</i> Language CD 2, track 5.</p> <p><i>Speaking:</i> Giving Information-<i>Who's Talking</i>, Language CD 2, track 6.</p> <p><i>Reading:</i> Activate prior knowledge, preview, set a purpose</p> <p><i>Writing:</i> Concept Map (T193)</p>		<p><b>Key Vocabulary:</b> landforms and habitats, weather and clothing</p> <p><b>Key Language structures:</b> give information, give and carry out commands, and describe places</p> <p><b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 2, track 3</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: preview commands, introduce verb <i>can</i></li><li>4. Students: Come Along writing task 3 sentences, What Places Can You Explore? writing task, postcard</li><li>5. Teacher: Teach vocabulary (T160), Play CD to give students an overall idea of the selection. Focus on Genre.</li><li>6. Students: oral practice and writing tasks (188-191), follow along and track as audio plays.</li><li>7. Teacher: Review classifying information</li><li>8. Students: Read article and locate target vocabulary and concepts. Create concept chart.</li></ol>			<p><b>Formative Writing Tasks</b></p> <p>Concept Map (T193)</p> <p>Practice Book pgs. 106-110</p>	

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	<p><b>Closure:</b> Orally present chart in small groups, describing each concept.</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 106-110</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 T189-T191)</b>            ELP 1 and 2 – determined by English language proficiency of student            ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers</p>		
<p><b>Equipment needed:</b> Computers, SmartBoard</p>		

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Title: Social Studies Unit: "Pack Your Bags!"					Lesson #2		
Content Area: ESL							
Lesson Title: "Explore a Wetland"				Timeframe: 5-7 days			
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, Science and 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> always, below, important, once, or, places, river, through, water, world <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. (T194-195) 2. Students: Daily Practice (T194-195) 3. Teacher: Introduce long vowel Sound/Spellings and multisyllabic words and plurals (T196a-f) 4. Students: Practice Book pgs. 111-116 5. Teacher: Transparency 35, Language CD 2, track 7; review phonemic awareness, blend phonemes, use tiles to build words with long vowels and multisyllabic words activity (T197) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read selection and locate target				<b>Formative</b> Identify Plural Nouns (T170)  Practice Book p. 111-118	

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	<p>vocabulary, long vowels, multisyllabic words and plurals. Check their understanding. Practice Book pgs 117-118</p> <p><b>Closure:</b> With a partner, write sentences (T200)</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 111-118.</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 T194-200)</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, "Inside" book series</p>		

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Title: Social Studies Unit: "Pack Your Bags!"					Lesson #3		
Content Area: ESL							
Lesson Title: "The Water Planet"				Timeframe: 5-6 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 and 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 21 (T212)		<b>Key Vocabulary:</b> cold, ocean, surface, warm, world <b>Key Language structures:</b> reinforce vocabulary <b>Warm-up:</b> Engage Activity (T202)  <b>Lesson Sequence:</b> 1. Teacher: introduce vocabulary and explain diagrams 2. Students: analyze information in the diagrams. 3. Teacher: activate prior knowledge, teach vocabulary 4. Students: Vocabulary Routines (T203) and Practice Book p. 119-120 5. Teacher: focus on genre, focus and comprehension, introduce the selection 6. Students: listen and read along "The Water Planet", Fluency Models and Selection Readings, CD, track 16 7. Teacher/Students: set purpose and active read 8. Students: Create an information web  <b>Closure:</b> Write about what it would be like to line in the ocean. Would you be cold? Would				<b>Formative Information Web (T212)</b>  Practice Book pgs. 119-120	

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	<p>you miss the rest of the world? (T212)</p> <p><b>Expansion/Extension/Homework:</b> Content Area Connection (T210)</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 T206)</b></p> <p>ELP 1 and 2 – determined by English language proficiency of student            ELP 3 and 4 – determined by English language proficiency of student</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: "Pack Your Bags!"

Lesson #4

Content Area: ESL

Lesson Title: Travel Guide

Timeframe: 5 days

Lesson Components

21<sup>st</sup> Century Themes

x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21<sup>st</sup> Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
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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> discuss the special places in our community that a visitor might want to see</p> <p><i>Reading:</i> Read aloud the student model</p> <p><i>Writing:</i> go through writing process to create a travel guide</p>	<p><b>Key Vocabulary:</b> describe, travel guide, prewrite, draft, revise, edit, proofread, publish, share, reflect</p> <p><b>Key Language structures:</b> adjectives, sentence structure, grammar, spelling, mechanics</p> <p><b>Warm-up:</b> review travel guide model</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 (T213)</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, 121-122, 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 travel guides, if time allows read aloud.</p> <p><b>Expansion/Extension/Homework:</b></p>	<p><b>Formative</b></p> <p>Travel Guide (score using Writing Rubric from Assessment Handbook)</p>



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	Practice Workbook pages 103-104.	
<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 T214)</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. (T213)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ”_book series		

# Unit 8

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Grade level Cluster :		Newcomer	Unit #8
<b>Content Area:</b> English as a Second Language			
<b>Unit Title:</b> Social Studies Unit: “Friend to Friend”		<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> In this unit, Language Arts: “Friend to Friend” students will learn about the importance of friendship and trust. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about feelings, build background knowledge, use graphic organizers, generate ideas, make inferences, role-play, describe actions, express feelings, use irregular verbs, use negative sentences with contractions, identify cause and effect, use possessive nouns, make connections, listen actively, use basic vocabulary, recognize genre, activate prior knowledge, set a purpose, interpret, analyze and respond to visuals, recognize and spell high frequency words, associate sounds and spellings, phrasing, capitalization, use key vocabulary, use text features, summarize and write in response to literature. Students will make a Home-School Connection by cooking a meal with a family member.			
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration			
<b>Unit Rationale</b>			
<b>Learning Targets</b>			
<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 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.7.10	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.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals		

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	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.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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

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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.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
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.

**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 of friendship and trust?

**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 writing a memory story.

**Evidence of Learning**

**Summative Assessment:**

Students will use background knowledge to create a memory story. 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,

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<p>synthesize, and evaluate information when listening, reading, speaking, and writing;</p> <ul style="list-style-type: none"> <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: “Friend to Friend”</b></p> <p>The development of this unit was inspired by the core curriculum standards in Language Arts addressing the importance of exploration.</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>	
Lesson	Timeframe
<p>Lessons 1-5</p> <p><b>“Friends are Like That” : Journal</b></p>	5-7 days
<p>Lessons 6-10</p> <p><b>“Eva’s Lesson”: Realistic Fiction</b></p>	5-7 days
<p>Lessons 11-13</p> <p><b>“Hand in Hand”: Magazine Article</b></p>	5-6 days
<p>Lessons 14-15</p> <p><b>Writing Project: Memory Story</b></p>	5 days
<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: "Friend to Friend"				Lesson #1			
Content Area: ESL							
Lesson Title: "Friends Are Like That"				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>Through the Years-Language CD 2, track 8.</i> <i>Speaking:</i> Giving Information- <i>Who's Talking</i> , Language CD 2, track 9. <i>Reading:</i> Activate prior knowledge, preview, set a purpose <i>Writing:</i> Cause and Effect Chart (T223)		<b>Key Vocabulary:</b> feelings <b>Key Language structures:</b> describe actions, express feelings, make and accept an apology <b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 2, track 5  <b>Lesson Sequence:</b> 1. Teacher introduce Unit (T216-217) 2. Students: View photos and role-play 3. Teacher: Plays sing along 4. Students: listen and follow along. 5. Teacher: tap prior knowledge (T218), teach vocabulary (T219) 6. Students: Together We Dreamed, writing task 3 sentences, How Do the Friends Feel? writing task, feelings cards 7. Teacher: Teach irregular verbs and negative sentences, Play CD to give students an overall idea of the selection. Focus on Genre. 8. Students: oral practice and writing tasks (218-221), follow along and track as audio plays. 9. Teacher: Review identifying cause and effect. 10. Students: Read article and locate target vocabulary and cause and effect				<b>Formative Writing Tasks</b>  Cause and Effect Chart (T223)  Practice Book pgs. 124-128	



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	<p>relationships. Create cause and effect chart.</p> <p><b>Closure:</b> Orally present chart in small groups, describing each cause and effect relationship.</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 124-128</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 T219-T221)</b>            ELP 1 and 2 -- determined by English language proficiency of student            ELP 3 and 4 -- determined by English language proficiency of student</p>		
<p><b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers</p>		
<p><b>Equipment needed:</b> Computers, SmartBoard</p>		

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Title: Social Studies Unit: "Friend to Friend"				Lesson Plan #2			
Content Area: ESL							
Lesson Title: "Eva's Lesson"				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> about, again, began, dance, said, saw, their, thought, was, were <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. (T224-225) 2. Students: Daily Practice (T224-225) 3. Teacher: Introduce verbs with -ed (T226a-d) 4. Students: Practice Book pgs. 129-132 5. Teacher: Transparency 50, Language CD 2, track 10; review phonemic awareness, blend phonemes, use tiles to build verbs with -ed ending word activity (T227) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read selection and locate target vocabulary and verbs with -ed. Check their understanding. Practice Book pgs 133-134.				<b>Formative</b> Identify Plural Nouns (T170)  Practice Book p. 129-134	

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	<b>Closure:</b> With a partner, write sentences (T230) <b>Expansion/Extension/Homework:</b> Practice Workbook pages 128-134.	
<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 T224-230)</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: "Friend to Friend"				Lesson Plan# 2						
Content Area: ESL										
Lesson Title: "Hand in Hand"				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 24 (T242)			<b>Key Vocabulary:</b> angry, different, friendship, group, hoped <b>Key Language structures:</b> reinforce vocabulary <b>Warm-up:</b> Engage Activity (T232)  <b>Lesson Sequence:</b> 1. Teacher: introduce vocabulary and explain bar graphs 2. Students: analyze information in the graphs. 3. Teacher: activate prior knowledge, teach vocabulary 4. Students: Vocabulary Routines (T233) and Practice Book p. 135-136 5. Teacher: focus on genre, focus and comprehension, introduce the selection 6. Students: listen and read along "Hand in Hand", Fluency Models and Selection Readings, CD, track 17 7. Teacher/Students: set purpose and active read 8. Students: Create a cause and effect chart  <b>Closure:</b> Write about friendship. Discuss the ways the friendship has helped you. (T242)					<b>Formative</b> Cause and Effect Chart (T242)  Practice Book pgs. 135-136		

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	<b>Expansion/Extension/Homework:</b> Home-School Connection (T240)	
<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 T237)</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: "Friend to Friend"				Lesson Plan #3						
Content Area: ESL										
Lesson Title: Memory Story				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										
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 a time in your life you would like to remember</p> <p><i>Reading:</i> Read aloud the memory story model</p> <p><i>Writing:</i> go through writing process to create a memory story</p>			<p><b>Key Vocabulary:</b> memory story, prewrite, draft, revise, edit, proofread, publish, share, reflect</p> <p><b>Key Language structures:</b> using past 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 (T243)</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, 137-138, 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 memory stories, if time allows read aloud.</p> <p><b>Expansion/Extension/Homework:</b></p>					<p><b>Formative</b></p> <p>Memory Story (score using Writing Rubric from Assessment Handbook)</p>		

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	Practice Workbook pages 103-104.	
<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 T244)</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. (T243)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, <b>rubric</b>		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		



# Unit 9

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Grade level Cluster :		Newcomer	Unit #9
<b>Content Area:</b> English as a Second Language			
<b>Unit Title:</b> Social Studies Unit: “Let’s Celebrate!”		<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> In this unit, Language Arts: “Let’s Celebrate!” students will learn about the importance of cultural celebrations. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about actions, build background knowledge, use graphic organizers, generate ideas, relate events in a sequence, ask and answer questions, use present progressive verbs, use adverbs, describe people, use phrases with <i>like to</i> and <i>want to</i> , use action words, classify information, use action words, ask and answer questions, identify details, listen actively, use basic vocabulary, recognize genre, activate prior knowledge, set a purpose, interpret, analyze and respond to visuals, recognize and spell high frequency words, associate sounds and spellings, phrasing, capitalization, use key vocabulary, use text features, summarize and write in response to literature. Students will make a Home-School Connection by encouraging students to teach a dance to family members that they created.			
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Critical Thinking and Problem Solving, Collaboration			
<b>Learning Targets</b>			
<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 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>		
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.7.4	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.7.10	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.7.6	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.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable

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	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.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
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.

**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 of cultural celebrations?

**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 writing a blog.

**Evidence of Learning**

**Summative Assessment:**

Students will use background knowledge to create a blog. 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: "Let's Celebrate!"**

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The development of this unit was inspired by the core curriculum standards in Language Arts and Social Studies addressing the importance of different cultures.

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>"Let's Dance!" : Photo Essay</b>	<b>5-7 days</b>
Lessons 6-10 <b>"Dance to Celebrate": Informational Text</b>	<b>5-7 days</b>
Lessons 11-13 <b>"Kite Festival": Magazine Article</b>	<b>5-6 days</b>
Lessons 14-15 <b>Writing Project: Blog</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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Title: Social Studies Unit: "Let's Celebrate!"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "Let's Dance!"				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, 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>You Can Dance!</i> - Language CD 2, track 12. <i>Speaking:</i> Giving Information- <i>Who's Talking</i> , Language CD 2, track 9. <i>Reading:</i> Activate prior knowledge, preview, set a purpose <i>Writing:</i> Classifying Information Chart (T253)		<b>Key Vocabulary:</b> country words, action words <b>Key Language structures:</b> ask and answer questions, describe people, extend and accept an invitation, express regrets <b>Warm-up:</b> preview the book, play the audio walk-through Theme Book CD 2, track 5  <b>Lesson Sequence:</b> 1. Teacher introduce Unit (T246-247) 2. Students: View photos and create a dance 3. Teacher: Plays sing along 4. Students: listen and follow along. 5. Teacher: tap prior knowledge (T248), teach/model present progressive nouns (T249) 6. Students: How Do You Dance, writing task 3 sentences, What Are They Doing? writing task, 3 sentences 7. Teacher: Teach/model vocabulary, teach/model phrases with <i>like to</i> and <i>want to</i> , Play CD to give students an overall idea of the selection. Focus on Genre. 8. Students: oral practice and writing tasks (248-251), follow along and track as				<b>Formative</b> Writing Tasks  Classifying Information Concept Map (T253)  Practice Book pgs. 140-144	

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	<p>audio plays.</p> <p>9. Teacher: Review classifying information.</p> <p>10. Students: Read article and locate target vocabulary and classifying information. Create a concept map.</p> <p><b>Closure:</b> Orally present chart in small groups, describing each cause and effect relationship.</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 140-144</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 T249-T251)</b>  ELP 1 and 2 – determined by English language proficiency of student  ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources :</b> Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers</p>		
<p><b>Equipment needed:</b> Computers, SmartBoard</p>		



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Title: Social Studies Unit: "Let's Celebrate!"					Lesson #2		
Content Area: ESL							
Lesson Title: "Dance to Celebrate!"				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> another, beginning, celebrate, change, children, following, most, started, only, young <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. (T254-255) 2. Students: Daily Practice (T254-255) 3. Teacher: Introduce verbs with -ing endings (T256a-b) 4. Students: Practice Book pgs. 145-148 5. Teacher: Transparency 27, Language CD 2, track 14; review phonemic awareness, blend phonemes, use tiles to build verbs with -ing ending word activity (T257) 6. Students: follow along and repeat sounds, sentence building 7. Teacher: Introduce the selection 8. Students: Read selection and locate target vocabulary and verbs with -ing. Check				<b>Formative</b> Identify Details (T260)  Practice Book p. 145-148	

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	<p>their understanding. Practice Book pgs 145-148.</p> <p><b>Closure:</b> With a partner, write sentences (T260)</p> <p><b>Expansion/Extension/Homework:</b> Practice Workbook pages 145-148</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 T254-257)</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: "Let's Celebrate!"				Lesson #3			
Content Area: ESL							
Lesson Title: "Kite Festival"				Timeframe: 5-6 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		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 28 (T272)		<b>Key Vocabulary:</b> angry, different, friendship, group, hoped <b>Key Language structures:</b> ask and answer questions <b>Warm-up:</b> Engage Activity (T262)  <b>Lesson Sequence:</b> 1. Teacher: introduce vocabulary and explain maps 2. Students: analyze information on the maps. 3. Teacher: activate prior knowledge, teach vocabulary 4. Students: Vocabulary Routines (T263) and Practice Book p. 149-150 5. Teacher: focus on genre, focus and comprehension, introduce the selection 6. Students: listen and read along "Kite Festival", Fluency Models and Selection Readings, CD, track 18 7. Teacher/Students: set purpose and active read 8. Students: Create a classifying information chart				<b>Formative</b> Classifying Information Chart (T272)  Practice Book pgs. 149-150	

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	<p><b>Closure:</b> Write about a tradition that you know about. Tell when it started and what people do to celebrate it. (T272)</p> <p><b>Expansion/Extension/Homework:</b> Content Area Connections (T269)</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 T267)</b></p> <p>ELP 1 and 2 – determined by English language proficiency of student  ELP 3 and 4 – determined by English language proficiency of student</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: "Let's Celebrate!"				Lesson Plan #3						
Content Area: ESL										
Lesson Title: Blog				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										
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> describe a celebration</p> <p><i>Reading:</i> Read aloud the blog model</p> <p><i>Writing:</i> go through writing process to create a blog</p>			<p><b>Key Vocabulary:</b> blog, interview, prewrite, draft, revise, edit, proofread, publish, share, reflect</p> <p><b>Key Language structures:</b> capitalization, 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 (T273)</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, 151-152, 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 blogs, if time allows read aloud.</p>					<p><b>Formative</b></p> <p>Blog (score using Writing Rubric from Assessment Handbook)</p>		

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	<b>Expansion/Extension/Homework:</b> Practice Workbook pages 151-152.	
<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 T274)</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. (T273)		
<b>Suggested Resources:</b> InsideNG.com, Practice Book, Graphic Organizer, rubric		
<b>Equipment needed:</b> Computers, “ <u>Inside</u> ” book series		