



Westampton Township School District

English as a Second Language
English Language Learners
Curriculum Guide

Pre-K – Eighth Grade

Approved by Westampton Township Board of Education: November 9, 2015



Westampton Township School District

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English Language Learners
Curriculum Guide

Pre-K – Eighth Grade

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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

English as a Second Language Education Philosophy

"Language is power, life and the instrument of culture." It is evident in today's multilingual, ever-changing society that an important indicator of one's ability to succeed is the ability to effectively communicate with others. That communication is developed and expressed through the development of strong literacy skills, specifically the ability to read, write, listen, and speak. The person who has demonstrates proficiency in these skills has the potential to be a contributing and productive citizen.

In the English as a Second Language program, the instruction and activities must consider that students come from diverse backgrounds and experiences with differing levels of English language acquisition as well as varying academic needs. Therefore, the ESL program must embrace students as unique individuals, and use the instructional framework of the program to support the student's development of proficiency in the English Language, while also facilitating the student's ability to gain valuable concepts and skills in all subject areas.

The ESL program should be an academic model with a rigorous curriculum, high academic standards and expectations are set for all students, with appropriate assistance and support. The ESL teacher, having students from numerous linguistic backgrounds at one time, employs strategies and methods, totally independent of being able to speak the student's native language.

The district's current model for ESL instruction is a pull-out model, where students receive 30-45 minutes of ESL instruction in a small group setting. This allows for the teacher to differentiate the needs of the students based upon her observations, as well as feedback from classroom teachers. The small group also allows for the child to receive explicit instruction in vocabulary, language, culture, as well as general skills that are necessary for success outside of the classroom environment.

The goal of the ESL curriculum is to ensure that, by the completion of eighth grade in the Westampton Township School District, students have developed a level of English proficiency that allows for them to communicate confidently and effectively compete in our society, while still retaining the uniqueness of their own culture and use of their native language.

Curriculum Guide

The English as a Second Language Curriculum is developed to reflect the mission and vision of the Westampton Township School District and the World-Class Instructional Design and Assessment. It is also driven the 2014 New Jersey Student Learning Standards and the WIDA standards for English Language Development (2012). Its content, which includes instructional objectives, teaching strategies, learning activities, assessment, and resources, are tools that should be utilized throughout the school year by teachers to ensure that all students receive rigorous, standards-based instruction.

The curriculum is organized in units, designed to introduce students to everyday language, with the goal of producing students with English fluency and proficiency. The units are clustered PreK – K, 1 – 2, 3 – 4, and 5-8, with various adaptations to accommodate for the levels of language ability a student may have, upon entrance into the program. The topics are also introduced and reintroduced in the different grade clusters to ensure that students are exposed to similar and expanding vocabulary that is also applicable to the content addressed in their regular core subject curriculum. The teacher uses the WIDA CAN DO descriptors as well as the Performance Definitions of the standards to drive their instruction and assessment within the unit.

This guide is ongoing and will continue to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students

Alignment of ESL Unit Titles – Pre-K through Eighth Grade:

	<u>Grades PreK – K</u>	<u>Grades 1 – 2</u>	<u>Grades 3 – 4</u>	<u>Grades 5 - 8</u>
September	<ul style="list-style-type: none"> Alphabet/Phonics Getting to Know You Time for School 	<ul style="list-style-type: none"> Get Set for School Happy Birthday! 	<ul style="list-style-type: none"> At School Happy Birthday! 	<ul style="list-style-type: none"> Coming to America
October	<ul style="list-style-type: none"> Alphabet/Phonics Around School Up and Down 	<ul style="list-style-type: none"> Different Faces 	<ul style="list-style-type: none"> Around Town 	<ul style="list-style-type: none"> After-school Activities
November	<ul style="list-style-type: none"> Alphabet/Phonics The Pet Store 	<ul style="list-style-type: none"> My Family 	<ul style="list-style-type: none"> Say the Right Thing – Polite Conversation 	<ul style="list-style-type: none"> Thanksgiving and Holiday Unit
December	<ul style="list-style-type: none"> Alphabet/Phonics Animal Babies 	<ul style="list-style-type: none"> Animals 	<ul style="list-style-type: none"> Animals 	<ul style="list-style-type: none"> World Holidays
January	<ul style="list-style-type: none"> Alphabet/Phonics Shapes 	<ul style="list-style-type: none"> New Year’s Holiday Winter/Snow 	<ul style="list-style-type: none"> Winter/Snow 	<ul style="list-style-type: none"> World Holidays
February	<ul style="list-style-type: none"> Alphabet/Phonics 	<ul style="list-style-type: none"> Transportation 	<ul style="list-style-type: none"> Transportation 	<ul style="list-style-type: none"> Snowy Language
March	<ul style="list-style-type: none"> Alphabet/Phonics Weather 	<ul style="list-style-type: none"> Weather 	<ul style="list-style-type: none"> Weather 	<ul style="list-style-type: none"> Weather
April	<ul style="list-style-type: none"> Alphabet/Phonics 	<ul style="list-style-type: none"> Recycling 	<ul style="list-style-type: none"> Recycling 	<ul style="list-style-type: none"> Recycling
May	<ul style="list-style-type: none"> Alphabet/Phonics 	<ul style="list-style-type: none"> Hats of the World 	<ul style="list-style-type: none"> Hats of the World 	<ul style="list-style-type: none"> Hats of the World
June	<ul style="list-style-type: none"> Alphabet/Phonics Summer 	<ul style="list-style-type: none"> Summer/Beach 	<ul style="list-style-type: none"> Summer/Beach 	<ul style="list-style-type: none"> Exploring Words

Grades Pre-K – Kindergarten Curriculum

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Grades Pre K – Kindergarten Content Area: ESL

<p>Theme/Unit: School is Fun</p>		<p>Suggested Sequence: 20 class sessions</p>	
<p>WIDA English Language Development Standards: ELLs communicate for Social and Instructional purposes within the school setting ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p> <p>NJSLS: K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story. K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>			
<p>Essential Questions: Who am I? Who are my friends/teachers? What do students do at school? What supplies do we use to learn? Where do we learn? What are the names of shapes and colors?</p>		<p>Enduring Understandings: Introducing oneself and others Activities students do at school. Identify school supplies and locations. Recognize shapes and colors</p>	
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Identify and name school objects and locations • Greetings, introductions, and saying good-bye • Identify and describe school activities • Identify activities • Identify and name school supplies and their uses • Expressing likes with school activities • Identify letters/sounds (s,m,b,f) and numbers (1, 2, 3) • Identify shapes and colors 		<p>English Language Development Skills:</p> <ul style="list-style-type: none"> • Understand and follow oral directions • Respond to simple questions • Use common social greetings • Retell stories • Share information and ideas • Describe people, places, things, and actions • Identify the front cover, back cover, and title page of a book • Identify title, names of author & illustrator • Use picture and context to make predictions about story content • Identify characters, setting, and important events • Express preferences 	

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Grades Pre K – Kindergarten Content Area: ESL

	<ul style="list-style-type: none">• Listen to information and identify important details• Recite short poems, rhymes, and songs• Follow words and write from left to right and from top to bottom
<p>Instructional Materials/Resources:</p> <p>Grade K: Text, Orton Gillingham scope and sequence and matching game</p> <p>School materials: scissors, pencil, eraser Writing notebook</p> <p>Trade books about school, colors, and shapes</p>	<p>Suggested Vocabulary:</p> <p>School supplies: book, pencil, crayon, eraser, paper, glue stick, ruler School: school, classroom, cafeteria, kindergarten Academic: letters, numbers, one, two, three, c, o, a, d Classroom: chair, table, flag, door, window Greetings: hello, good morning, name Shapes: circle, square, triangle, star Colors: blue, green, orange, yellow, red, brown</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Practice greetings, introductions, and good-byes.• Discuss, draw, and write about school supplies.• Use interactive map to tour the school.• Play matching game of school supplies.• Identify and practice using shapes and colors.• Discuss school activities.• Identify and practice using numbers and letters.	
<p>Modification Strategies/Activities:</p> <p>Entering/beginning students will do a TPR (Total Physical Response) activity and respond non-verbally to oral commands or statements related to school supplies and activities.</p> <p>Developing/Expanding students will be able to use pictures to retell information, identify objects, make predictions and recognize attributes.</p>	
<p>Technology/21st Century/Cross-curricular Connections/Standards:</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively within reason</p> <p>CRP6. Demonstrate creativity and innovation</p> <p>CRP11. Use technology to enhance productivity</p> <p>9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.</p>	
<p>Suggested Assessments:</p> <p>End of Unit Assessment – listening, speaking reading, and writing about vocabulary and concepts related to school.</p> <p>Teacher observation during school vocabulary matching games</p>	

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Grades Pre K – Kindergarten Content Area: ESL

Completion of Practice book activities

Independent writing practice: students fill in “I Like Kindergarten” book

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Grades Pre K – Kindergarten Content Area: ESL

Theme/Unit: Our Bodies, Our Clothes		Suggested Sequence: 20 class sessions
<p>WIDA English Language Development Standards: ELLs communicate for Social and Instructional purposes within the school setting ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p> <p>NJSLS: K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story. K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>Essential Questions: What are feelings? How can people be described? What are the names of parts of the body and clothes? What are the five senses? How do they work?</p>	<p>Enduring Understandings: Describe and discuss people’s feelings. Describe people’s appearance. Identify parts of the body and clothing. Understand the five senses.</p>	
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Identify people, places, and objects ● Describing emotions ● Describe clothing ● Describing actions ● Identify and name body parts, genders ● Identify and describe physical features ● Identify and describe people’s clothing ● Identify and describe the five senses 	<p>English Language Development Skills:</p> <ul style="list-style-type: none"> ● Understand and follow oral directions ● Respond to simple questions ● Retell stories ● Share information and ideas ● Describe people, places, things, and actions ● Identify the front cover, back cover, and title page of a book ● Identify title, names of author & illustrator 	

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Grades Pre K – Kindergarten Content Area: ESL

- Identify letters/sounds(d, c, t, a) and numbers(1 – 6)
- Compare and contrast using a Venn diagram

- Use picture and context to make predictions about story content
- Connect life experiences to information and events in text
- Identify characters, setting, and important events
- Express preferences
- Listen to information and identify important details
- Recite short poems, rhymes, and songs
- Follow words and write from left to right and from top to bottom
- Recognize, name, and write upper case and lower case letters of the alphabet
- Match phonetic sounds to letters
- Read simple one-syllable words
- Write consonant-vowel-consonant words
- Follow commands

Instructional Materials/Resources:

Grade K: Text, Orton Gillingham scope and sequence
Trade books about clothing, feelings and the five senses
Art materials for making feeling portraits
Camera for photographs of student faces
Picture dictionaries for clothing, body parts, feelings, five senses
Writing notebook

Suggested Vocabulary:

Feelings: excited, happy, mad, sad, scared
Physical features and body parts: black, blonde, brown, hair, eye, foot, hand
Clothing: blouse, pants, dress, shirt, skirt
Letters, Numbers

Recommended Instructional Activities:

- Listen to stories. Recognize the cover, back, title, author, and illustrator; retell the events of the story.
- Discuss, draw, and write about feelings, clothing, and physical characteristics of people.
- Discuss and write about the five senses.
- Create feelings and senses projects
- Practice identifying same and different (Venn diagram)
- Discuss, draw, and write about clothing and colors
- Play matching game of body parts and clothing
- Identify sight words I, you, he, she
- Identify and practice using numbers and letters.

Modification Strategies/Activities:

Entering/Beginning students will non-verbally identify the characters in the stories and match pictures of clothing and body parts, repeating the vocabulary. Developing/Emerging students will generate examples of using their 5 senses, give evidence from the book “Senses” by Alikei, and write about senses and feelings.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,

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computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

End of Unit Assessment – listening, speaking reading, and writing about vocabulary and concepts related to body parts, clothing, feelings, the 5 senses, and identifying concepts and items that are the same and different.

Teacher observation during body part/clothing projects/activities

Completion of Practice activities

Independent writing practice: students compare themselves to a friend (hair/eye color, clothing)

Feelings and senses projects

Benchmark – Students will complete a Venn diagram comparing characters in a story

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Theme/Unit: Home, Sweet Home	Suggested Sequence: 20 class sessions
<p>WIDA English Language Development Standards: ELLs communicate for Social and Instructional purposes within the school setting ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p> <p>NJSLS: K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story. K.RL.4 Ask and answer questions about unknown words in a text. K.RL.5 Recognize common types of texts (e.g., storybooks, poems). K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. K.RL.10 Actively engage in group reading activities with purpose and understanding. K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. K.RF.4 Read emergent-reader texts with purpose and understanding. K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>Essential Questions: Who is in my family? What is in my home? Where do I live? Who works at home and</p>	<p>Enduring Understandings: Identify family members. Identify rooms of the house and household</p>

<p>what do they do?</p>	<p>objects Activities students do at home.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Identify and name parts of a house • Identify and describe activities in the home • Identify and describe family members • Locating furniture in a house • Prepositions of location • Identify letters/sounds and numbers(1-10) • Identify beginning sounds • Short vowel sounds /a/ and /e/ 	<p>English Language Development Skills:</p> <ul style="list-style-type: none"> • Understand and follow oral directions • Retell stories, Respond to questions about elements of text • Describe people, places, things, and actions in both general and specific language • Identify the front cover, back cover, and title page of a book; names of author & illustrator • Use picture and context to make predictions about story content • Connect life experiences to information and events in text • Identify characters, setting, and important events • Recognize and use complete sentences when speaking • Listen to information and identify important details • Follow words and write from left to right and from top to bottom • Recognize, name, and write upper case and lower case letters of the alphabet • Match phonetic sounds to letters • Distinguish and classify words into beginning sounds • Read simple high frequency words • Recite poems and songs • Follow commands
<p>Instructional Materials/Resources: Grade K: Text, Orton Gillingham scope and sequence, Doll house furniture, cooking set Trade books on homes, family, and household activities Writing notebook</p>	<p>Suggested Vocabulary: Family members: father, mother, sister, brother Home locations: living room, kitchen, dining room Furniture: bed, couch, sofa, table Home Activities: cooking, fixing, playing, setting, and talking Letters Numbers: 1 – 10</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Listen to stories. Recognize the cover, back, title, author, and illustrator; retell the events of the story. • Read about, discuss, draw, and write about family members. • Read about, discuss, draw, and write about homes, rooms of the house, furniture, and location of objects. 	

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Grades Pre K – Kindergarten Content Area: ESL

- Play matching game of furniture, household activities.
- Identify sight words
- Identify and practice using numbers and letters.

Modification Strategies/Activities:

Entering/Beginning students will non-verbally identify the characters in the stories and match pictures of clothing and body parts, repeating the vocabulary. Developing/Emerging students will generate examples of using their 5 senses, give evidence from the book “Senses” by Alik, and write about senses and feelings.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

End of Unit Assessment - listening, speaking reading, and writing about vocabulary and concepts related to family members, household activities/items, and the location of those people/items in a home.

Teacher observation during matching games and spoken activities regarding family/household vocabulary.

Completion of practice activities

Independent writing practice: students use a graphic organizer to create and write a family activity booklet.

Family and home/room/furniture projects

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Grades Pre K – Kindergarten Content Area: ESL

Theme/Unit: Delicious Food	Suggested Sequence: 20 class sessions
<p>WIDA English Language Development Standards: ELLs communicate for Social and Instructional purposes within the school setting ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p> <p>NJSLS: K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story. K.RL.4 Ask and answer questions about unknown words in a text. K.RL.5 Recognize common types of texts (e.g., storybooks, poems). K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RL.10 Actively engage in group reading activities with purpose and understanding. K.RF.1 Demonstrate understanding of the organization and basic features of print. K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. K.RF.4 Read emergent-reader texts with purpose and understanding. K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>Essential Questions: What are foods? What do I want? What do I like? What do I do every day?</p>	<p>Enduring Understandings: Identify and classifying foods. Expressing wants and preferences Identify and describe daily habits.</p>

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Grades Pre K – Kindergarten Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

- Identify and classify foods
- Identify and describe healthy food choices
- Narrating events of a story
- Express preferences and wants
- Identify and describing good daily habits
- Identifying locations
- Describing ongoing actions
- Describing quantity
- Exchanging information
- Discussing food from other countries
- Identify letters/sounds(i, k, n, v, z)
- Counting and expressing quantity
- Identify rhyming words
- Describing pictures

English Language Development Skills:

- Share information and ideas
- Relate and experience in a logical sequence
- Understand and follow oral directions
- Retell stories, Respond to questions about elements of text
- Describe people, places, things, and actions in both general and specific language
- Identify the front cover, back cover, and title page of a book; names of author & illustrator
- Use picture and context to make predictions about story content
- Connect life experiences to information and events in text
- Identify characters, setting, and important events in text
- Classify grade appropriate categories of words
- Recognize and use complete sentences when speaking
- Listen to information and identify important details
- Follow words and write from left to right and from top to bottom
- Recognize, name, and write upper case and lower case letters of the alphabet
- Match phonetic sounds to letters
- Distinguish and classify words into beginning sounds
- Read simple high frequency words
- Orally communicate basic needs
- Use simple repetitive phrases
- Recite poems and songs
- Spell independently using pre-phonetic knowledge, sounds of alphabet, and knowledge of letter names

Instructional Materials/Resources:

Grade K: Text, Orton Gillingham scope and sequence,
Trade books on food and healthy activities
Plastic fruits and vegetables
Videos on farms and outdoor markets
Writing notebook, posters on international foods

Suggested Vocabulary:

Food: fruit, vegetables, candy, snacks, sweets, etc.
Healthy habits: exercise, shower, brush, sleep, etc.
Numbers: 1 - 10
Ethnic foods: pizza, sushi, tacos, country, world

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Grades Pre K – Kindergarten Content Area: ESL

Recommended Instructional Activities:

- Listen to stories. Recognize the cover, back, title, author, and illustrator; retell the events of the story.
- Read about, discuss, draw, and write about healthy food choices.
- Read about, discuss, draw, and write about healthy behaviors.
- Play matching game of foods, fruits, & vegetables.
- Identify sight words
- Identify and practice using numbers and letters.
- Create a poster about foods from native country.

Modification Strategies/Activities:

Entering/Beginning students will non-verbally identify the characters and different foods in the story “The Outdoor Market.” They will repeat the vocabulary for the various foods and classify them into food groups.

Developing/Emerging students will express preferences for types of food, create menus for a variety of meals, and discuss food from their native countries.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

End of Unit Assessment– listening, speaking reading, and writing about vocabulary and concepts related to food, food groups, meal planning, and expressing preferences.

Teacher observation during meal planning and native food activities

Completion of practice activities

Independent writing practice: students write a shopping list for a lunch/dinner menu

Ethnic foods poster

Benchmark - Students will classify pictures of food into groups (fruits, vegetables, meats, seafood, and bakery items)

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Grades Pre K – Kindergarten Content Area: ESL

Unit: Shapes

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

January

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 3: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

NJSLS:

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.2 With prompting and support, retell familiar stories, including key details.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.4 Ask and answer questions about unknown words in a text.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

K.RL.10 Actively engage in group reading activities with purpose and understanding.

K.RF.1 Demonstrate understanding of the organization and basic features of print.

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K.RF.4 Read emergent-reader texts with purpose and understanding.

K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

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Grades Pre K – Kindergarten Content Area: ESL

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name shape words
- Review shape vocabulary
- Read shape words
- Recognize shape words
- Use shape words
- Draw shapes
- Match written words to pictures
- Identify shapes and shape words
- Practice shape vocabulary
- Sort shapes
- Differentiate shapes
- Follow multi-step directions
- Create shape picture
- Count shapes
- Identify colors
- Create shape picture dictionary
- Match shapes to shape words
- Write shape words
- Read shape words

Instructional Materials/Resources:

Shape manipulatives

My Picture Dictionary of Shape Words (Scholastic, Inc)

Big Book; The Wonder of Learning-Shapes

Addison Wesley ESL Level A; "Shape People" pg. 17

shape realia

Candyland game

Suggested Vocabulary:

circle round square
triangle oval rectangle
diamond

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduce unit by reading Shapes big book to Students; introduce and reinforce vocabulary;
- Students explore shapes through manipulatives; Teacher reinforces by directing Students to pick up named shapes (pick up a square) & holding up shapes for Students to identify
- "Shape People" TPR Mini-Project
 - Students play TPR Hop on Shapes Game; Teacher places large cut-out shapes on the floor. Students take a "direction" card telling them to hop on the shapes in the order they appear on the card. Invite any Students to name shapes on card and Students that took the card hops on the shapes.
 - Make "shape people." Students look at example in their book' pg. 17. Ask Students what shapes they see and what colors the shapes are. Teacher provides colored shapes for Students to make their own shape

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Grades Pre K – Kindergarten Content Area: ESL

person. Display shape people and have Students count the different shapes in each.

- Activity Book, pg. 19; Students follow oral directions to sort by shape and identify colors.
- Invite Students to bring in examples of things with shapes we've learned. "Show 'n Tell"
- Students play shapes games; e.g. Candyland
- "My Picture Dictionary of Shape Words" TPR mini-project
 - Students cut their book papers and fold to make a mini book.
 - Give Students shapes to cut out to match to words in dictionary
 - Students match and glue
 - Students write shape word
 - Students read dictionary
 - Students follow directions to color shapes (to match colors or our manipulatives; reinforcement)

Extension Strategies/Activities:

Science

Colors

The Human Body

Modification Strategies/Activities:

Beginners/Low Intermediate ELLs-Intensive vocabulary reinforcement with manipulatives, provided 1 on 1 to student; Pronunciation reinforcement

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- My Picture Dictionary of Shape Words mini-project
- Match shapes to words, read words, write words
- "Shape People" mini-project
- Vocabulary categorizing/differentiating activities
- Identifying Shape TPR game
- Matching word to language activities

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Grades Pre K – Kindergarten Content Area: ESL

Unit: Weather

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

February – March

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.2 With prompting and support, retell familiar stories, including key details.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.4 Ask and answer questions about unknown words in a text.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

K.RL.10 Actively engage in group reading activities with purpose and understanding.

K.RF.1 Demonstrate understanding of the organization and basic features of print.

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K.RF.4 Read emergent-reader texts with purpose and understanding.

K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Big Ideas:

Listening is an active process to gain understanding.

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Grades Pre K – Kindergarten Content Area: ESL

Oral language is a tool for communicating, thinking, and learning
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name weather words
- Review weather vocabulary
- Describe the weather
- Read weather words
- Recognize weather words
- Discuss weather
- State weather expressions
- Use weather words
- Illustrate weather words
- match written words to pictures
- Identify weather words
- Practice weather vocabulary
- Match related objects
- Express feelings about weather
- Describe weather activities
- Describe weather-related clothes
- Follow multi-step directions

Kindergarten

- Apply knowledge of weather
- Match language to picture and picture to language
- Illustrate weather symbol
- Compare animal traits to weather traits
- Differentiate weather vocabulary
- Discuss rainbows
- Identify rainbow colors
- Create rainbow
- Choose weather symbols
- Write weather words
- Illustrate picture/word cards

Instructional Materials/Resources:

Weather photograph/flashcards (Bruce Coleman, Inc./Grant Hellman Photography/Root Resources)

Addison Wesley ESL Level A; Unit 11

www.everythingsl.com " Be a Weather Reporter"

[A Rainbow All Around Me & When it Rains](#)

[March Monthly Activities](#) Teacher Created Resources, Inc.

Evan Moor Corp. [Giant Science Resource Book](#)

Teacher-created ideas

Suggested Vocabulary:

rainy	stormy	cloudy	windy
cold	cool	warm	hot
tornado	hurricane	lightning	sleet
hail	breeze	sunshine	fog
snow	rain	temperature	rainbow
indigo	violet	puddle	umbrella

Technology:

Smartboards

ipads

Recommended Instructional Activities:

- Elicit weather vocabulary; reinforce with weather photographs/word cards.
- Addison Wesley ESL A Unit 11; Students describe weather & Discuss weather symbols, types of weather, weather-related clothes; Students engage in weather dialogue (asking about & stating the weather conditions)
 - Differentiate objects that go in the scene (Activity Book, pg. 65)
 - Identify Objects that don't belong with certain weather (Activity Book, pg. 66)
- "Be a Weather Reporter" Lesson from www.everythingsl.com; Students are introduced to and use basic weather expressions by creating a weather turtle. Students cut out weather symbols and discuss and use to support oral

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language,

- Revisit Weather Turtle; Students express feeling about weather using their Weather Turtle to support oral language.
- Expand language by asking Students what they do and wear in different types of weather.
- Rainbows....
- Discuss rainbows; read about rainbows; Chant rainbow chant and color rainbow.
- Discuss value of diversity found in book, A Rainbow All Around Me.
- Create -Weather picture/word cards; (Giant Science Resource Book)
 - Students match/identify/color/put on sticks/weather chant
 - Students choose favorite weather and parade around with weather card stick

Extension Strategies/Activities:

Language Arts

asking for & giving information

Phonics connection to “U is for Umbrella” Phonics mini-unit

Health & Safety

street safety

Modification Strategies/Activities:

Beginners/Low Intermediate ELLs-Intensive vocabulary reinforcement with photos, realia, photo/word cards provided 1 on 1 to student; Pronunciation reinforcement

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Use of authentic literature, such as The Snowy Day, Taro's Umbrella, and Gilberto and the Wind to afford students the opportunity to read and receive reinforcement in basic weather terms.

Suggested Assessments:

- Weather picture/word card activity
- Vocabulary categorizing/differentiating activities
- Weather Turtle Activity
- Matching word to language/symbols activities/worksheets
- Rainbow creation & chant activity

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Grades Pre K – Kindergarten Content Area: ESL

Unit: Summer

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

June

WIDA Standards:

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K.RL.2 With prompting and support, retell familiar stories, including key details.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

K.RL.4 Ask and answer questions about unknown words in a text.

K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

K.RL.10 Actively engage in group reading activities with purpose and understanding.

K.RF.1 Demonstrate understanding of the organization and basic features of print.

K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

K.RF.4 Read emergent-reader texts with purpose and understanding.

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K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

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Grades Pre K – Kindergarten Content Area: ESL

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name objects in summer picture
- State vocabulary
- Match language to picture
- Practice vocabulary
- Identify vocabulary
- Write vocabulary
- Name picnic foods
- Identify summer season
- Use weather vocabulary
- Describe summer activities
- Compare summer to other seasons
- Name objects in camping picture scene
- Name sight words
- Identify sight words
- Practice sight words

Instructional Materials/Resources:

The Oxford Picture Dictionary for Kids

- "Hot Summer," (Topic 55)
- "Camping Out" (Topic 45)

Teacher Created Materials, Inc. May Monthly Activities

Addison Wesley ESL Level A; Unit 11 TE pg. 157 Seasons

Additional Resources:

Plastic picnic food

Oxford's Open Sesame Picture Dictionary (summer)

Summer realia

Summer related stories/information books e.g. I Wonder Why the Sea is Salty?

Suggested Vocabulary:

pool	baseball	tennis
waterskiing	skates	picnic
hamburger	hot dog	clouds
wind	lightning	thunderstorm
fishing pole	sunrise	waterfall
tent	sleeping bag	life jacket
rowboat	fishing rod	poison ivy
frog	deer	bear woods

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduce Students to the season of summer. Discuss when, how different from other seasons. Use poster calendar to find first day of summer date.
- Addison Wesley Level A, SB pg. 68; differentiate summer from other seasons; discuss. Recall weather unit vocabulary.
- Students describe summer activities; What can't you do in the winter that you can do in the summer?
- Compare summer to other seasons "In the Summer we can _____, but we can't _____." Teacher models first.

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Teacher writes on the board & Students fill in the blanks orally.

- Kids Picture Dictionary lessons “Hot Summer” Topic 55; Students look at picture and tell what they see. Teacher reinforces vocabulary words stated with word cards and by directing Students to point to the word below the picture. Teacher states all vocabulary; Students repeat.
 - Word cards; Give each Students 2 sets of vocabulary word cards to match word to picture TE pg.233-236
 - Games; Play “go fish” and “concentration” with vocabulary word/picture cards
 - Vocabulary Workbook; Students work in pairs to write missing words from picture clues
 - Picnic Game; Establish clapping pattern saying “We’re going on a picnic and we will take hamburgers...” Use plastic food to reinforce language (KPD, TE pg 236)
- Practice summer vocabulary through Summer Beach lesson (Open Sesame Picture Dictionary)
- Students sit on beach towels for lesson; teacher shows Students book, I Wonder Why the Sea is Salty or summer/beach related storybooks
- Additional Kids Picture Dictionary lessons “Camping Out” Topic 45 vocabulary/writing/TPR/story/chant/word games (see other KPD topic activities above) TE pgs 189-192
- Sight Word Fishing Game Students “fish” for sight words with magnetized fishing poles (paper clips on word cards)
- Students Practice saying words first. “Fish” to reinforce known words and/or practice saying new sight words.

Extension Strategies/Activities:

-Science; The Four Seasons
-Health & Safety; summer sun protection lessons on safety rules (sunscreen, hats, sunglasses, drink water)
-Social Studies --June; Flag Day lessons
-Math; ice cream scoop measurements & pattern activity

Modification Strategies/Activities:

Beginners; reinforce vocabulary with word/picture cards throughout all lessons

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- vocabulary activities
- writing vocabulary
- reading sight words & TPR activity
- picture/word card games
- reading activities
- language TPR picnic game

Grades 1 – 2 Curriculum

Unit: Happy Birthday!

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

September

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Use (name) calendar vocabulary: days of week, months of year
- Name objects in birthday picture
- State birthday and celebration vocabulary
- Match language to picture
- Identify and write vocabulary
- Count objects
- Express wishes
- Sequence birthday party preparation activities
- Sing birthday song
- Discuss birthday celebrations in native culture/county
- Write feelings about your birthday
- Express understanding of text
- Describe birthday celebrations
- Write birth date
- State birthday, birth date and age
- Illustrate birthday paper
- Order class birthdays
- Create class timeline of birthdays

Instructional Materials/Resources:

The Oxford Picture Dictionary for Kids (KPD)-Topics; "Happy Birthday!" Topic 32; KPD Appendix (pg. 130)

birthday celebration realia (signs, banners, crepe paper)

Calendar poster

"My birthday is....." paper

Suggested Vocabulary:

birthday	balloon	present
card	ribbon	wrapping paper
baseball bat	jewelry	puzzle
helicopter	candy	cake

candles

Additional words:

Piñata	invitation	party favors
crafts	gift	polite
thank you	you are welcome	

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Kids Picture Dictionary lesson topic 32, "Happy Birthday!"
 - Students look at picture and tell what they see. Teacher reinforces vocabulary words stated with word cards and by directing Students to point to the word below the picture. Teacher states all vocabulary; Students repeat.
 - Word cards; Give each Students 2 sets of vocabulary word cards to match word to picture. TE pg. 135-138
 - Games; Play "go fish" and "concentration" with vocabulary word/picture cards
 - "Happy Birthday!" workbook and worksheet lessons (vocabulary, matching, writing)
 - count objects -express wishes //sequencing skills
 - Stories; Reading lessons for reproducible mini-book
 - Beats; Students chant birthday story chants to practice language.
 - Use poster calendar to name days of week, months of year.
 - Students come up to find and mark their birth date on poster calendar.
 - Students state then chant days of week, then months of the year.
- "My Birthday is..." Teacher models sentence; Students state their birthdays. Students then write birthday to complete sentence. Students illustrate page showing things they would have at their birthday party celebration.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

- Using poster calendar & their papers Students order themselves in birth date order (Sept. to August)
- Students and teacher create birthday timeline (prior mini lesson on “timelines”)

Extension Strategies/Activities:

Art

create birthday card

Health & PE

Students create healthy birthday party menu & activities for a birthday party

-Students learn traditional American birthday party games

Math

teach ordinal numbers (1st birthday, 2nd birthday, etc.)

Language Arts

Teacher reads aloud selections from information book,

Happy Birthday Everywhere

Teach Students Activity Poem—“Somebody’s Birthday” KPD, TE, pg. 138

Modification Strategies/Activities:

Beginners reinforce vocabulary with word/picture cards throughout all lessons

Intermediate/Advanced write a story about the KPD topic pictures, using topic vocabulary.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- vocabulary worksheets
- vocabulary activities
- writing activities
- calendar activities/order TPR activity
- picture/word card games
- reading activities

Unit: Get Set for School <i>ESL Focus: Listening/Speaking</i>		Suggested Sequence: Late September
WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.		
NJSLS: 2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b-Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c-Decode regularly spelled two-syllable words with long vowels. 2.RF.3d-Decode words with common prefixes and suffixes. 2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f-Recognize and read grade-appropriate irregularly spelled words. 2.RF.4-Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a-Read on-level text with purpose and understanding. 2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue 2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communication, thinking, and learning		
Essential Questions: <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? 		Enduring Understandings: <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
Knowledge, Skills, and Instructional Objectives: <i>Students will be able to:</i>		Instructional Materials/Resources: Addison- Wesley ESL Level B

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

- Name classroom item
- Identify classroom items
- Label classroom items
- Identify school locations
- Read (practice) classroom item names
- Give directions
- match vocabulary word to picture/location
- Choose correct location (what's next to...?)
- Match written words to pictures
- Identify people
- Describe ongoing actions
- Dramatize greetings (role play)
- Practice greetings
- Describe quantity
- Describe color
- Practice socializing
- Practice taking turns
- Locate game-playing vocabulary

-Introduction
-Unit 1 "All Day Long"

Classroom scene poster

Technology
Smartboard
ipads

Suggested Vocabulary:

gym	playing	mother	bedroom
crossing guard	desk	father	bathroom
teacher	cafeteria	brother	kitchen
clock	playground	sister	living room
library	talking	grandfather	watch TV
bus driver	wall	grandmother	draw
door	boys' room	baby	jump rope
window	boys	dog	ride
office	running	early	roller skate
bus	table	morning	swim
car	girls' room	sleeping	walk
whiteboard	girls	taking a shower	dive
art room	sitting	getting dressed	ice skate
parking lot		packing my lunchbox	

Recommended Instructional Activities:

- Introduction
 - Students look at picture (pg. 6) Ask Students to point to and name what they see; Teacher holds up word card as Students name items; Students repeat words.
 - Students take turns to identify all items. Students then take turns labeling these items in the classroom (TPR). Review with "I Spy" game.
 - With 2nd set of word cards/labels Students match those on classroom objects and read the words by finding its match.
 - Motivate; Take a school tour; Teacher points out room, location names. Teacher states, "This is the ____." Students repeat.
 - Go back to all locations and ask yes/no questions; e.g. "Is this the art room?"...etc.
 - Ask Students to look at pg. 7 (school map) and comment on what they see.
 - Teacher points to locations and names. Students repeat.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

- Using map, Students locate rooms from Teacher questions; e.g. "Where is the library?" Students point on their map.
- Comprehension check; "look, listen & talk," TE, pg. 11; e.g. "What is next to the art room?"
- Unit 1 All Day Long
 - Invite Students to look at pg 8-9. Teacher point to people and actions in picture and ask Students to practice/use vocabulary. Tell Students this is a picture from the beginning of the school year and some of the Students are just meeting. Ask what do you say to people you just meet? Model hi/hello/good morning & What is your name? My name is... Role with Students and then Students partner to practice.
 - Review greetings role played yesterday. Students practice role playing with partner. Using word game (SB pg. 10) Students match written word to pictures (colors, school items). Preview next lesson; Pg. 11. Invite Students to name the rooms in the picture/map of the house.
 - SB pg. 11; Invite Students to comment on the page; what do they see? Teacher introduces and reinforces vocabulary. Students look, listen and point as Teacher reads the sentences. Check for understanding; Ask Students questions about the picture; e.g. Who is in the kitchen? What is the mother doing? WB pg. 6; Students match sentences to pictures; Teacher reads aloud and Students do independently as able. As needed, guide beginners to use SB pictures/words to help make matches.
 - Recall how in prior lesson we described actions in our homes. Tell we'll discuss actions outside and in what we like to play or do. AW pg. 14 Read vocabulary and text to students. Review as needed. Ask Students to pick which activities they like. Model as needed; Students raise hand to show preference. Tell we will learn how to say our preference. Model and invite Students to role play with Teacher, then with each other.
 - Review role play from prior lesson. Practice.TPR Role Play; Show realia for Students to use to practice new dialogue (book, games, puzzles, crafts, etc.). WB pg. 8; Students match sentence with picture to identify vocabulary.
 - AW pg. 15; Read conversation at top of page to Students. Ask them if they "hear" the difference from other lesson. Tell Students in this conversation the children are saying what they can/can't do (vs. like/don't like). Discuss. Ask Students what they can and can't do. Text: Read and review vocabulary. Model dialogue with text and invite Students to role play. Students practice with partners. Students add to text with things they can do or not do. Students role play/practice. WB pg. 9; Students choose what they can and can't do. Students draw a picture showing a can and can't ability.
 - Review WB pg 9; Students read their can/can't answers and completed sentences. Students share illustrations. Language Experience Activity; Show Students a picture of a baby, child their age, teenager and adult. Ask them what each can and can't do. Teacher writes responses on board. Discuss.
 - Students complete listening assessment, SB pg. 16. First, point out numbers on page; Next, go over answering directions (yes/no cards or written answers). Students number 1-6. Do a sample item together. Practice yes/no with word cards. Teacher states an action and Students choose matching picture for 1-6. Collect tests and go over answers (Students volunteer answers). Diagnose individual tests.
 - Extra Listening Check; Students prepare answer sheets. Students write yes or no to spoken items. Go over answers together.
- Unit Closure Activity
 - SB pg. 20; Model "Hey, My Friend" song/chant. Students chant. Elicit list of activities Students like to play with their friends. Discuss as we create list. Students pantomime their favorite and classmates guess activity. Students write chant question, "Do you want to play ____ with me?" and illustrate question with an activity they named or pantomimed.

Extension Strategies/Activities:

Modification Strategies/Activities:

Advanced name & label additional classroom items (e.g. flag, globe, flag, map, cabinet).

Low/Beginners Use yes/no cards for Listening Comprehension assessment vs. written yes/no.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- role play activities
- TPR vocabulary labeling activity (classroom items)
- Matching sentences to pictures WS
- Language experience activity (Activity Book Workbook pg. 9)
- Listening Comprehension Assessment
- TPR pantomime activity
- Discussion
- Illustrations

Unit: Different Faces

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

October

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Identify physical features
- Use adjectives to describe physical appearances
- Describe size differences
- Identify characters in the story
- Describe self using features words
- Use proper placement of adjectives
- Introduce use of apostrophe plus s to form possessives
- Follow multi-step directions
- Create masks with facial features
- Compare characters
- Draw self

Instructional Materials/Resources:

The Oxford Picture Dictionary for Kids (KPD)-Topics;
"Different Faces" Topic 3

Diversity posters
Human Body posters

Human Body TPR Word/Picture cards

Suggested Vocabulary:

eyes	ears	nose	mouth
tooth/teeth	chin	eyelashes	skin
hair	straight	curly	glasses
cheeks	forehead	eyebrows	lips
blue	brown	black	blond
long	short	big	little
tall	diversity	alike	different
features			

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Kids Picture Dictionary lesson topic 3 "Different Faces" TE pg. 11-14.
 - Students look at picture and tell what they see. Teacher reads story aloud. Ask Students questions about the story. Ask Students questions about their eyes, hair, skin colors.
 - Introduce diversity; encourage appreciation of our diversity; that we all have unique coloring/characteristics but we are more alike than different; identify similarities that tie all of us together. Provide language models for students to describe physical characteristics. Prompt Students to point to the features and characteristics that make them unique, and to identify our similarities ("We both have hair.")
 - Teacher reinforces vocabulary words with picture word cards. Students each get a set. Teacher states topic vocab. and Students repeat. Teacher names vocab. word and Students find in picture or text.
 - Word cards; Give each Students 2 sets of vocabulary word cards to match word to picture. Games; Play "go fish" and "concentration" with vocabulary word/picture cards
 - "Different Faces" workbook and worksheet lessons (vocabulary, matching, writing); write vocab. word to match picture
 - Review color words, compare hair types –identify people –illustrate people with color of their skin/hair – describe people using hair, skin colors
 - Stories; Reading lessons for reproducible mini-book;
 - Ask about the story; Compare the characters; (model proper placement of adjectives; before the noun & after the verb)
 - Ask Students about themselves; "What color is your hair?" ... Students draw pictures of themselves.
 - Beats; Students chant Mr. Rinky-Dink while wearing masks they've made; Students point to features when said by teacher; Then Students recite chant.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Extension Strategies/Activities:

Art

create masks

Music

Teach "Head, Shoulders, Knees & Toes" and add topic vocabulary.

Health & PE

The Human Body TPR Activity; Use word/picture cards of body parts. Teacher holds up card & Students move that body part; eg. Elbow; Students point with it. Fingers; Students wiggle them.

Math

chart of students showing distribution of particular hair and eye colors

Measure height of each student and record; Discuss height differences and use comparing language...who is taller? Shorter? "Ethan is taller than Jessica."

Language Arts

identifying parts of speech in story sentences

Modification Strategies/Activities:

Beginners reinforce vocabulary with word/picture cards throughout all lessons

Intermediate/Advanced write a story about the KPD topic pictures, using topic vocabulary.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- speaking activities
- vocabulary worksheets
- vocabulary activities
- writing activities
- story activities
- picture/word card games
- reading activities

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Unit: My Family

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

November

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

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2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Identify family members and relationships
- use comparative and superlative adjectives to describe relative ages
- Use comparative and superlative adjectives to describe family size
- Describe family size using the numbers one to twenty
- Ask "how many" questions
- Answer "how many" questions
- Express greetings
- Introduce self and classmate
- Draw picture of own family

Instructional Materials/Resources:

The Oxford Picture Dictionary for Kids (KPD)-Topic; "My Family"
Topic 2

Families Around the World poster

Family photos

Suggested Vocabulary:

sister	brother	mother	father
parents	children	grandmother	grandfather
aunt	uncle	cousins	baby
grandma	grandpa	grandparents	stepmother
stepfather	twins	younger	youngest
older	oldest		

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Kids Picture Dictionary lesson topic 2 "My Family" TE pg. 7-10
 - Students look at picture and tell what they see. Teacher reads story aloud to introduce vocabulary.
 - Teacher reinforces vocabulary words with picture word cards. Students each get a set. Teacher states topic vocabulary and students repeat. Teacher names vocabulary word and students find in picture or text.
 - Word cards; Give each Students 2 sets of vocabulary word cards to match word to picture.
 - Games; Play "go fish" and "concentration" with vocabulary word/picture cards
 - "My Family" workbook and worksheet lessons (vocabulary, matching, writing)
 - Students draw their family members and label each relative.
 - Students complete sentences about Tommy's family - Students work with partner to answer questions about each other's families.
- Stories Reading lessons for reproducible mini-book;
- Ask Students about the children in the story; Ask Students about their families. Recall discussion on "diversity;" connect to families as well. Ask Students what special names they might have for their grandparents, for example? Nickname or in native language? Invite Students to bring in photographs of their families.
- Beats; chant Group Students in half to chant back and forth asking/answering questions about each other's families.

Extension Strategies/Activities:

Music

Finger Puppet song; "Where is Mother?" to "Are you Sleeping?"

Language Arts

Nicknames

Art

Magazine photo collage of family members

Modification Strategies/Activities:

Beginners reinforce vocabulary with word/picture cards throughout all lessons

Intermediate/Advanced write a story about the KPD topic pictures, using topic vocabulary.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- speaking activities
- vocabulary worksheets
- vocabulary activities
- writing activities
- story activities
- picture/word card games
- reading activities

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Unit: Animals <i>ESL Focus: Listening/Speaking</i>		Suggested Sequence: December
WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
NJSLS: 2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b-Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c-Decode regularly spelled two-syllable words with long vowels. 2.RF.3d-Decode words with common prefixes and suffixes. 2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f-Recognize and read grade-appropriate irregularly spelled words. 2.RF.4-Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a-Read on-level text with purpose and understanding. 2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue 2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communicating, thinking, and learning.		
Essential Questions: <ul style="list-style-type: none">• How does a listener understand a message?• How do speakers express their thoughts and feelings?	Enduring Understandings: <ul style="list-style-type: none">• Effective listeners are able to interpret and evaluate increasingly complex messages.• Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.	
Knowledge, Skills, and Instructional Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none">• develop vocabulary list of animals• use animal vocabulary• review animal vocabulary• follow oral directions by comparing them to a model or example• discuss animals across the world		

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Curriculum Guide

Grades 1 - 2 Content Area: ESL

- identify animals
- discuss how animals move
- review/identify the 5 senses
- discuss how animals feel/might feel
- locate animals
- label animals
- practice presenting animal information
- present student-created Animal Picture Dictionary
- listen attentively to classmate
- express compliment to speaker
- create questions to ask student speaker(s)

Instructional Materials/Resources:

Magazines (*National Geographic*)

Mini-realia, photographs

--information picture cards

Animal Big Books

Zaner –Bloser alphabet animal cards

www.philadelphiazoo.com

Addison Wesley ESL Level A/B

www.everythingsl.com "Amazing Animals"

Remedia Publications; "Here They Come"

Word Family/Animal Reading books: Usbornes' Frog on a Log, Shark in the Park, Hen in the Pen, etc.

"Let's Exercise" cards

Animal picture mat

Suggested Vocabulary:

Animals

elephant	cheetah	lion	tiger
horse	cat	dog	hippopotamus
rhinoceros	llama	wolf	bear
ape	chimpanzee		

5 senses

see	hear/listen	taste	feel/touch
smell			

Movement

Slither	trot	crawl	waddle
Scamper	strut		

Technology:

Smartboard

ipads

Recommended Instructional Activities:

- Discuss types of animals that students know about
- Create class list of animals
- Create K-W-L chart
- Show visuals (realia, photographs) to elicit more animals
- Ask students what animals they know from their native country that we don't have in America
- Describe how different animals move (slither, crawl, run, hop, gallop, etc.)
- Explore animal movement by comparing to the ways we move; TPR activity; Show picture card of people movement and students demonstrate. Students then demonstrate animals' movements.
- Explore the 5 senses; Discuss how animals feel/might feel;
- Students feel realia (leather gloves, blanket, mirror, brushes, sandpaper, etc) to elicit "feel" words.
- Teacher reinforces with word cards. Students then match word cards to realia objects
- *Gr. 2; Students create the feel of a bear and elephant by using fake fur & fake hide (furry, soft, rough, smooth) to glue onto pictures of both animals.
- Gr. 1: Students create the feel of a turtle's shell by gluing beans onto Toby the Turtle and coloring realistically (smooth)
- Students describe the feel sense of animals (furry, rough, smooth, fluffy, soft) through their creations.
- Reinforce 5 senses and feel words vocabulary through word card matching.
- Tell students they will create their own "picture dictionary" of animals.
- Review animal list with word cards and pictures; elicit animal names reinforcing with word cards.
- Students draw picture of favorite animal and write sentences about this animal.
- Model picture dictionary page by showing students an example of teacher's picture dictionary of animals, cover and labeling
- Provide pages of pictures and magazines for students to find examples of animals to cut out for their dictionary.
- Review steps to create a picture dictionary.

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Curriculum Guide

Grades 1 - 2 Content Area: ESL

- Students find and cut out animal pictures (show teacher's first and review animal names) from magazines.
- Students "lay out"/organize pictures onto construction paper.
- Students glue and label pictures; copy from vocabulary cards or other sources around the classroom.
- Students create cover and assemble picture dictionary.
- Model presentation of picture dictionary.
- Students practice with partner (high-intermediate/advanced) or with teacher (beginner/low-intermediate)
- Students present picture dictionary to classmates
- Classmates ask questions and express compliment to presenter
- Review of animal vocabulary (word list, word cards, magnetic playset, realia, photographs, etc.).

Extension Strategies/Activities:

Vocabulary - matching game with Zoo Animal

Magnetic play set, word cards and animal mat.

Play "Go Fish" type matching pairs game with animal cards

Concentration Game; match animals to their names

Connections to The Oxford Picture Dictionary for Kids

lessons, mini-units on animals around the world:

"Where is Africa?"

"Where is Australia?"

Reading/Phonics - Review Word Families by reading animal character books about word families; Frog on a Log,

Gr. 1; Read Turtle books to class prior to "Toby the Turtle" activity

Comparing Words - Addison Wesley B Level. Use animals to learn about -er, -est words (taller, bigger, smaller, etc.)

Students look at animals pictures and compare animals using -er, -est words

Modification Strategies/Activities:

Vocabulary

Non-Speaker/Beginner-point to picture for student, guiding them to aurally connect word to picture

Advanced-show word card as reinforcing vocabulary
-review other vocabulary in picture; reinforce

Following Directions

Non-Speaker/Beginner-model activity and reinforce directions

Reading

Beginner- teacher work one-on-one with student

Intermediate & Advanced-partner discussion

Using Media

Beginner-provide pages with animals for students to cut out.

Advanced-students search through magazine on their own to find examples of animals to cut out.

Animal Movement: "Here They Come"

Beginners Teacher works on more challenging vocabulary with beginner/intermediate Gr. 1 Students & any newcomer ELLs; elicit basic movement vocabulary (run, swim, climb, fly)

Intermediate/Advanced Students categorize animals by how they move.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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Curriculum Guide

Grades 1 - 2 Content Area: ESL

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Animal "Feel" Illustration
- creation of students' "My Picture Dictionary of Animals"
- student presentation of picture dictionary
- Observation of specific steps to be followed to create dictionary
- TPR activities (animal movements)

Unit: New Year's Holiday
ESL Focus: Listening/Speaking

Suggested Sequence:
January

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communication, thinking, and learning.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Discuss how we celebrate the New Year
- Share knowledge of other cultures' New Year's celebrations
- Discuss idea of a New Year's resolution

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Curriculum Guide

Grades 1 - 2 Content Area: ESL

- Express kindness towards others (resolution example)
- Name date/months of year
- Locate months on year calendar
- Identify party food

Instructional Materials/Resources:

realia (New Year's poppers, hat, horns, noisemakers)

January Monthly Activities; Teacher Created Materials, 1989

The Oxford Picture Dictionary for Kids (calendar)

Suggested Vocabulary:

resolution
goal
kindness
celebration
months of the year

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduction; Teacher wears New Year's hat and/or pops popper and/or blows horn/noisemaker; Ask students what holiday this has to do with and what holiday did the world just celebrate; discuss.
- Int/Adv. Activity; "Happy New Year" vocabulary puzzle paper. Ask Students to tell about the New Year's party items on the page (hat, streamer, confetti). Nouns are described in 3 sentences and Students choose correct word that matches description.
- Ask Students how their family celebrated New Year's; discuss and list the many ways to do so (parties, family get-together, special meals, parades, fireworks).
- Activity; "Goodies for Guest" Students solve word puzzles to figure out New Year's Eve party menu.
- Ask Students if they know the word "resolution" and what it has to do with the New Year; Explain as needed. Tell Students being kind to others is good resolution for all students.
- TPR Activity; "Carwash Kindness" game; Teacher models. Students are the brushes that wash the car (student) with a kind comment. Students take turns being the car and tapping each brush for a kind remark.
- Calendar skills activity; Give each student their own copy of year calendar and month list. Students name each month of the year after Teacher says each month. Teacher asks Students to find months on calendar and highlight (e.g. current month, next month, last month, first month of school, their birthday month, etc.).

Extension Strategies/Activities:

-New Year's in Japan (www.everythingsl.com)

Modification Strategies/Activities:

Beginners/Low Intermediate Listening and Following Direction Activity; "Hats and Horns"; teacher reads aloud, directing students to decorate New Year's party hats and horns with colored shapes of stars, hearts, stripes, and polka dots.

Beginner/Low Intermediate Differentiating letters activity; "Midnight Mania" ws; Animals are celebrating the New Year and each one wants to say "Happy New Year" Extra letters are in each speech bubble and students must cross out the unnecessary letters so that everyone says "Happy New Year!"

Advanced independent work on all worksheets

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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CRP1. Act as a responsible and contributing citizen and employee.

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Vocabulary activity
- Calendar activity
- TPR Carwash Kindness Game
- Worksheets

Unit: Winter (snow) <i>ESL Focus: Listening/Speaking/Reading/Writing</i>		Suggested Sequence: January
WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
NJSLS: 2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b-Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c-Decode regularly spelled two-syllable words with long vowels. 2.RF.3d-Decode words with common prefixes and suffixes. 2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f-Recognize and read grade-appropriate irregularly spelled words. 2.RF.4-Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a-Read on-level text with purpose and understanding. 2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue 2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communicating, thinking, and learning The ability to read a variety of texts requires independence, comprehension and fluency.		
Essential Questions: <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? • How does understanding a text's structure help me better understand its meaning? 	Enduring Understandings: <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking • Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text. 	

Westampton Township School District

Curriculum Guide

Grades 1 - 2 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Read winter words
- Recognize winter words
- Discuss winter words
- Write winter words
- Match written words to pictures
- Identify winter words
- Identify reading strategies
- Practice reading strategies
- Use reading strategies
- Practice following directions
- Follow multi-step directions
- Apply reading strategies
- Demonstrate understanding of story
- Create snowflakes
- Create word cards

Grade 1

- Identify compound words
- Choose rhyming words
- Sequence parts of story
- Differentiate rhyming words
- Write snow activity sentences

Grade 2

- Find information in text
- Draw word pictures
- Review vocabulary
- Practice vocabulary use
- Identify sounds of "ow"
- Review sounds of "ow"
- Analyze story (genre)
- Identify spelling of specific sounds
- Differentiate letters that make sounds
- Use words in written sentences
- Write facts from story
- Use story/winter vocabulary

Instructional Materials/Resources:

Evan-Moor More Read and Understand Gr. 1 "Mr. Snowman"; More Read and Understand Gr. 2 "It's Snowing!"

Oxford Picture Dictionary for Kids-"Snowy Winter" Topic 57

foam alphabet letters & index cards

Winter scenes posters (Harcourt Brace & Company, "Sheltered English/ESL Posters")

Scholastic; My Picture Dictionary of Winter Words

www.everythingsl.com

Suggested Vocabulary:

boots	cap	earmuffs	fireplace
hibernating	ice skates	icicles	jacket
mittens	scarf	skiing	sled
snowflake	snowman	snowmobile	

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduce unit by creating Winter Word Web; elicit vocabulary by looking at "Snowy Winter" scene in KPD.
- Show Students realia (jacket, mittens, earmuffs) and photographs of Winter scenes/snow.
- My Picture Dictionary of Winter Words; Students create mini-book; read words, match pictures to words.
- students name words, write words & color.
- Read Winter/Snow themed book (by grade; see below)
- Create snowflakes (follow multi-step directions from text & modeling)
- TPR; Students create snow/winter word foam letter word cards, choosing words learned from unit.
- Vocabulary Activities; Word searches, crossword puzzles, "Think Snow," Compound Words
- Gr. 1 Read Mr. Snowman-Students put together their own books
 - discuss/practice using reading strategies
 - preview/identify vocabulary-make connections to Winter Words
 - read and discuss story
 - "What Did the Story Say?" comprehension/ sequencing activity/assessment
 - TPR; Students put story's sentence strips in order on the board

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Curriculum Guide

Grades 1 - 2 Content Area: ESL

- Compound Word Lessons; Discuss; List snow ones known.
- "Snow Words" worksheet; Students cut, color and paste the pictures that match the word.
- "On a Sunny Day" ws Students cut and paste and sequence another snowman story (snowman in the sun)
- Students write sentences to go with story pictures.
- Gr. 2 Students write their own winter word list in their composition books; ones learned from vocabulary lessons. Students copy from text, board and write from realia/photos in the classroom.
- Read It's Snowing!
 - preview story; discuss reading strategies students know
 - Teacher reads story/text aloud.
 - Comprehension Ws; Students read questions, re-read story and find information in text; highlighting answers.
 - identify sounds of "ow" (snow vs. cow)
 - "What Happened Next?" –discuss fiction vs. non-fiction
 - Students put pictures in order and then write what happens in each picture to tell a story.
 - Students analyze their own story; fiction or non-fiction? Discuss.
 - "What Does it Mean?"; Students match word to definitions on paper. Students use words in oral sentences.
 - "Two Sounds of OW" & "Two ways to Spell the Same Sound" worksheets; discuss sounds, practice saying, writing words.
 - "Er vs. Or" words; continue to explore sounds from text with worksheets.
 - Students recall a fact from the story and use in an oral sentence.

Extension Strategies/Activities:

Science

Explore all seasons; Addison Wesley ESL B/C

Oxford Picture Dictionary for Kids; Fall, Spring & Summer

Modification Strategies/Activities:

Advanced Students; Students identify pictures/words from book that rhyme with snow.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Picture Dictionary- writing
- Snowflake (following directions)
- Story worksheets (phonics, vocabulary, comprehension & sequencing)
- Comprehension activity (finding information in text)
- Students reading of story
- Create Word Cards
- Matching word to language activities/worksheets

Unit: Transportation
ESL Focus: Listening/Speaking

Suggested Sequence:
February

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- develop vocabulary list of transportation vehicles
- use transportation vocabulary
- review transportation vocabulary

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Grades 1 - 2 Content Area: ESL

- identify vehicles
- locate vehicles
- label pictures
- follow oral directions by comparing them to a model or example
- discuss vehicles in America and around the world
- practice presenting vehicle information
- present student-created Transportation Picture Dictionary
- listen attentively to classmate
- express compliment to speaker
- create questions to ask student speaker(s)

Instructional Materials/Resources:

Magazines (e.g. *Budget Travel*)

Mini-realia, photographs

Suggested Vocabulary:

car	truck	airplane	helicopter
jet	train	bus	bicycle
ship	taxicab	motorcycle	horse
hot air	balloon	four-wheeler	jet ski
sailboat	canoe	pontoon boat	
biplane	dogsled	skis	snowshoes

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Discuss types of transportation that students know about
- Create class list of transportation vehicles
- Show visuals (realia, photographs) to elicit more vehicles
- Ask students what vehicles they know from their native country that we don't have in America
- Tell students they will create their own "picture dictionary" of transportation vehicles.
- Review vehicle list with word cards and pictures; elicit vehicle names reinforcing with word cards.
- Model picture dictionary page by showing students an example of teacher's page of a dogsled, and pontoon plane (unusual examples to emphasize just how many different types of vehicles there are in the world; ask how might these be used for transportation? where?)
- Provide pages of pictures and magazines for students to find examples of vehicles to cut out for their dictionary.
- Review steps to create a picture dictionary.
- Students find and cut out vehicle pictures (show teacher first and review vehicle names) from magazines.
- Students "lay out"/organize pictures onto construction paper.
- Students glue pictures.
- Students label pictures; copy vocabulary.
- Students create cover and assemble picture dictionary.
- Model presentation of picture dictionary.
- Students practice with partner (high-intermediate/advanced) or with teacher (beginner/low-intermediate)
- Students present picture dictionary to classmates
- Classmates ask questions and express compliment to presenter
- Review of transportation vehicle vocabulary (word list, word cards, magnetic playset, realia, photographs, etc.)

Extension Strategies/Activities:

Read Traveling, *Evan Moor, Stories to Read and Understand, Gr. 2*
(Reading lessons would add an additional week to this unit for Grade 2 students; see Reading Unit activities for basic format).

Modification Strategies/Activities:

Vocabulary
Non-Speaker/Beginner-point to picture for student, guiding them to aurally connect word to picture
Advanced-show word card as reinforcing vocabulary
-review other vocabulary in picture; reinforce

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Vocabulary matching game with Transportation Magnetic playset and word cards.

Connections to The Oxford Picture Dictionary for Kids

lessons, mini-units on:

-“Here Comes the School Bus”

-“Can we Cross Now?” (truck, motorcycle, taxi)

-“Sunday in the City” (transportation)

Following Directions

Non-Speaker/Beginner-model activity and reinforce directions

Reading

Beginner- teacher work one-on-one with student

Intermediate & Advanced-partner discussion

Using Media

Beginner-provide pages with transportation vehicles for students to cut out.

Advanced-students search through magazine on their own to find examples of vehicles to cut out.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Creation of students' "My Own Transportation Picture Dictionary"
- Student presentation of picture dictionary
- Vocabulary words; oral review, use and writing
- Observation of specific steps to be followed to create dictionary

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Grades 1 - 2 Content Area: ESL

Unit: Weather

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

February - March

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

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Grades 1 - 2 Content Area: ESL

Students will be able to:

- Name weather words
- Review weather vocabulary
- Describe the weather
- Read weather words
- Recognize weather words
- Discuss weather
- State weather expressions
- Use weather words
- Illustrate weather words
- match written words to pictures
- Identify weather words
- Write weather words
- Practice weather vocabulary
- Match related objects
- Express feelings about weather
- Describe weather activities
- Describe weather-related clothes
- Use future tense (will) to describe weather
- Follow multi-step directions

Grade 1

- Apply knowledge of weather
- Match language to picture and picture to language
- Illustrate weather symbol
- Compare animal traits to weather traits
- Differentiate weather vocabulary
- Write weather vocabulary
- Read for information
- Discuss rainbows
- Identify rainbow colors
- Create rainbow
- Explain weather through lion/lamb simile
- Differentiate noun vs. adjective
- Choose weather symbols
- Write weather words
- Apply simile to weather
- Illustrate picture/word cards
- Assemble mobile

Grade 2

- Name weather words in literature
- Name weather report terms
- Discuss how weather affects our lives
- Differentiate weather-related situations
- Match sentences to weather category
- Apply knowledge from chart
- Choose weather vocabulary
- Collect information/definition on other weather terms
- Write definitions/information
- Present information
- Compare weather conditions
- Review knowledge from weather charts
- Write weather condition activities, food and clothes
- Explore website information
- Locate word and definition
- Write definition
- Create definition card
- Read for information
- Choose interesting fact from weather research
- Present information
- Review extreme weather words
- Select new weather fact
- Choose vocabulary to match picture
- Create mobile using vocabulary pictures and words
- Illustrate weather conditions-
- Write weather condition words
- Label topic
- Create word cards
- Assemble mobile
- Recall weather words

Instructional Materials/Resources:

Weather photograph/flashcards (Bruce Coleman, Inc./Grant Hellman Photography/Root Resources)

Addison Wesley ESL Level B (for Grade 1)

Cloudy With a Chance of Meatballs by

www.everythingsl.com Gr. 2; "How Weather Affects our Lives"
Gr. 1 " Be a Weather Reporter"

A Rainbow All Around Me & When it Rains

Oxford Picture Dictionary for the Content Areas

March Monthly Activities Teacher Created Resources, Inc.

Suggested Vocabulary:

rainy	stormy	cloudy	windy
cold	cool	warm	hot
tornado	hurricane	lightning	sleet
hail	breeze	sunshine	fog
snow	rain	temperature	weather
condition			

Grade 1

rainbow	indigo	violet
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Grade 2

blizzard	drought	flood	thunder
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Technology:

Webpath Express (research-Gr. 2)

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Grades 1 - 2 Content Area: ESL

Evan Moor Corp. Giant Science Resource Book Teacher-created ideas	www.weather.com www.accuweather.com
Recommended Instructional Activities: <u>Grade 1</u> <ul style="list-style-type: none">• Elicit weather vocabulary; reinforce with weather photographs/word cards.• Addison Wesley ESL B student pg. 42 lesson; TE pg. 87-Students describe weather & Discuss weather symbols, types of weather, weather-related clothes.• "Be a Weather Reporter" Lesson from www.everythingsl.com; Students are introduced to and use basic weather expressions by creating a weather turtle. Students cut out weather symbols and discuss and use to support oral language,• Teacher reads aloud Cloudy with a Chance of Meatballs to elicit more weather vocabulary/reinforce vocabulary.• Revisit Weather Turtle; Students express feeling about weather using their Weather Turtle to support oral language.• Expand language by asking Students what they do and wear in different types of weather.• Students describe future weather using "will"• Students sort sentence strips for each weather type and hang strips onto large weather condition charts (TPR)• Cloze Activity/Writing Frame; Advanced; Students work in pairs to complete paragraph on weather conditions• Beginner/Intermediate; Complete paragraph as a class, guided by Teacher.• "March Comes in Like a Lion, Goes out like a Lamb," lessons; Students explore simile and compare weather to animal traits.• Connect weather conditions and temperatures to lamb or lion. Students track March weather on their lion/lamb calendar.• Students explain in writing if the saying is true.• Discuss rainbows; read about rainbows; Chant rainbow chant and color rainbow.• Discuss value of diversity found in book, A Rainbow All Around Me.• Culminating Project; "My Weather Words" rainbow vocabulary mobile; Students create weather word picture cards to hang from their expanded rainbow (students match colors to add to their "rainbow chant" rainbow for their mobile). Students color picture cards and write weather words on the back. <u>Grade 2</u> <ul style="list-style-type: none">• Teacher reads aloud Cloudy with a Chance of Meatballs to elicit weather vocabulary.• Elicit more weather vocabulary; elicit more with weather photographs. Discuss• "BrainSTORM" charts; Teacher lists on poster charts students' ideas for activities and appropriate clothes for rainy, sunny, stormy, and snowy weather. Students sort sentence strips for each weather type. Students hang strips on charts (TPR)• Cloze Activity/Writing Frame; Students work in pairs to complete paragraph on weather conditions ("How Weather Affects Our Lives," www.everythingsl.com. Students compare weather conditions.• Students read paragraphs aloud.• Students research extreme weather conditions through Webpath Express weather sites. Students read information to write word/definition cards.• Students present their weather card research to the class.• Culminating Project; "My Weather Words" cloud vocabulary mobile; Students assemble their weather word cards to create a mobile. Students present their mobiles to the class.	
Extension Strategies/Activities: <u>Language Arts</u> Practice days of the week and calendar skills by discussing the weather...e.g. "On Sunday it will be rainy." <u>Math</u>	Modification Strategies/Activities: See appendix

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Grades 1 - 2 Content Area: ESL

Create a chart from the Lion/Lamb calendar to count the number of lion/lamb days for March	
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Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Writing Frame paragraph writing
- Weather Word Mobiles
- Gr. 1 March Weather Saying Chart project
- Gr. 2 Extreme weather research
- Students reading of story
- Create Word Cards
- Matching word to language/symbols activities/worksheets

Unit: Opposites <i>ESL Focus: Listening/Speaking/Reading/Writing</i>		Suggested Sequence: March
WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
NJSLS: 2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b-Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c-Decode regularly spelled two-syllable words with long vowels. 2.RF.3d-Decode words with common prefixes and suffixes. 2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f-Recognize and read grade-appropriate irregularly spelled words. 2.RF.4-Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a-Read on-level text with purpose and understanding. 2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue 2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communicating, thinking, and learning The ability to read a variety of texts requires independence, comprehension and fluency.		
Essential Questions: <ul style="list-style-type: none">• How does a listener understand a message?• How do speakers express their thoughts and feelings?• How does understanding a text's structure help me better understand its meaning?	Enduring Understandings: <ul style="list-style-type: none">• Effective listeners are able to interpret and evaluate increasingly complex messages.• Questioning and contributing help speakers convey their message, explore issues and clarify their thinking• Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.	

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Grades 1 - 2 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Discuss opposites
- Identify opposites
- Choose opposites
- Match opposites
- Write opposites
- Illustrate opposite pair words
- Use opposites
- Read opposites
- Differentiate opposites

Instructional Materials/Resources:

Scholastic; My Picture Dictionary of Opposite Words

Dr. Seuss Opposite Cards

"Memory Match" Opposite Cards

teacher-created shamrock opposite cards

Word Picture Dictionary CD—"Opposite Song"

The Wonder of Learning Opposites Big Book

-colored pencils & index cards

Webpath Express; library catalog of internet resources

Suggested Vocabulary:

big & little	boy & girl	man & woman
open & close	front & back	happy & sad
hot & cold	up & down	in & out
wet & dry	on & off	
heavy & light		
far & near		
short & long		
over & under		
above & below		

Technology:

Webpath Express websites;
Fun With Words
Vocabulary Builder

Recommended Instructional Activities:

- Introduce unit by Teacher reading big book, The Wonder of Learning Opposites.
 - when done reading show Students back page of book; Teacher point to an opposite (with picture) and invite Students to tell & point to its opposite
- Ask Students what other opposites they know...create class list of opposites
- Shamrock TPR Matching Activity;
 - Show student a paper shamrock (connection to St. Patrick's Holiday this month); shamrock is cut in half and the other side contains opposite pairs. Ask Students what the opposite is? Ask Students to tell opposite. Then hand out shamrock halves. Students walk around the room to find the classmate with their opposite pair word... the other half of the shamrock (TPR matching activity)
- My Picture Dictionary of Opposite Words;
 - Students cut pages to create their mini book; Invite Students to read the opposites words. Then give Students the pictures for these words. Students cut out, match, and glue picture above the word. When complete and checked, Students write each opposite word and pair. Students take turns reading book aloud and with a partner.
- "Memory Match" Show Students picture word cards of an opposite. Students guess its opposite. Teacher shows card. Teacher states opposite words; Students repeat
 - Teacher explains that not all opposites have just one opposite pair word (e.g. big and little could also be big & small OR open & close could be open & shut)
- "The Opposite Song;" Have Students listen to the song. Ask what new opposite word pairs they heard...Teacher adds them to class list. Play song again to get all new pairs.
- Students create opposite pair cards with illustrations, of the new opposites they just learned. Students show their

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Grades 1 - 2 Content Area: ESL

picture cards to classmates. Students see if they can guess the words Students then reveal the words on the other side.

- Learning Center Activities
 - Dr. Seuss opposite cards
 - "Memory Match" opposite cards
 - Reading Opposite big book
 - Shamrock opposite cards

Extension Strategies/Activities:

Language Arts

Synonyms

Prepositions; some of the opposites studies are "location" words/prepositions

Modification Strategies/Activities:

See appendix

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- mini-book picture dictionary; writing, matching picture to word, reading and identifying opposites
- reading of text
- vocabulary activities
- TPR matching activity
- create opposite word cards
- learning center activities

Unit: Recycling <i>ESL Focus: Listening/Speaking/Reading/Writing</i>		Suggested Sequence: April (on or around Earth Day)
WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
NJSLS: 2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b-Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c-Decode regularly spelled two-syllable words with long vowels. 2.RF.3d-Decode words with common prefixes and suffixes. 2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f-Recognize and read grade-appropriate irregularly spelled words. 2.RF.4-Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a-Read on-level text with purpose and understanding. 2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue 2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communicating, thinking, and learning The ability to read a variety of texts requires independence, comprehension and fluency.		
Essential Questions: <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? • How does understanding a text's structure help me better understand its meaning? 	Enduring Understandings: <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking • Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text. 	

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Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Discuss recycling
- Practice using reading strategies
- Use reading strategies
- Apply recycling information to own life
- Write recycling information
- Explain recycling
- Choose recycling idea
- Explain reuse idea
- Model reuse/recycling idea

Instructional Materials/Resources:

Evan Moor Corp. Giant Science Resource Book

realia (plastic, cans, tissue box, glass, bottle caps, etc.)

Evan Moor Corp. More Read and Understand, Gr. 1 "Recycling Story Dictionary"

Suggested Vocabulary:

recycling	reuse	trash	garbage
throw away	landfill	shredded	pulp
process	plastic	aluminum	melted
molds	chopped	crushed	sterilized
furnace	gobs	layers	seep
bulldozers	liner	mash	

Grade 2

solid	waste	disposal
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Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Elicit Students knowledge of recycling and Earth Day; Discuss
- Read Recycling Story Dictionary book; Students make their own book
 - Preview book; discuss vocabulary; Teacher reads aloud; Students whisper read; Students take turns reading pages aloud
 - Students complete "What did the Story Say?" worksheet writing about what recycling is, why it's good and how they recycle.
 - "Working with Word Families" explore -ash word family (trash) and complete sentences with -ash words.
 - "Using Things Again" Show Students a soup can, food container, old tee shirt, tissue box. Pass items around and ask students how they can be reused. Discuss difference between reuse and recycle. Students write sentences about how they could reuse various items.
- Show students tissue box, bottle caps, and balls. Elicit ideas for a game and model it; Students discuss.
- "Remember to Recycle;" Students draw, color and cut out bookmarks with recycling ideas. Students write their own idea.
- Explore recycling further. Give each Student the packet, "Where Did All the Garbage Go?"
 - Explore illustration of a landfill; Read aloud; review vocabulary. Discuss landfill parts in illustration.
 - Look at pictures of the recycling process for paper, glass, aluminum and plastic.
 - Preview vocabulary. Read and discuss. Students trace the path of the recycled item with their finger.

Extension Strategies/Activities:

Technology

research recycling & reuse; Find pictures of real landfills, recycling plants and recycling processes. research how children can help the environment

Modification Strategies/Activities:

See appendix

Technology/21st Century/Cross-curricular Connections/Standards:

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8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Book/story & worksheets;
- Reading of text and comprehension of story
- Recycling writing activity
- Reusing writing activity
- Exploring –ash word family vocabulary & writing activity
- Recycle bookmarks activity
- Reuse games activity

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Grades 1 - 2 Content Area: ESL

Unit: Hats of the World –“Hats Off to You!”

ESL Focus: Listening/Speaking

Suggested Sequence:

May

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communication, thinking, and learning.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name reasons we wear hats
- Discuss reasons we wear hats
- List types of hats

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Grades 1 - 2 Content Area: ESL

- Categorize hats and hat types
- Review categories
- Discuss examples in each category
- Compare and contrast categories

Instructional Materials/Resources:

realia (hats and hatbox)

www.everythingsl.com "Hats Off to You!"

books; Do You Have a Hat? By Eileen Spinelli

Suggested Vocabulary:

Technology:

Smartboard
Ipad

Recommended Instructional Activities:

- Ask students what they think is inside the round box (hat box); Look at collection of hats and discuss who wears these hats, why, when, etc. (chef hat, baseball cap, football helmet, winter cap, visor, sombrero)
- Create class list of hats
- Read aloud, Do You Have a Hat? Ask students why we wear hats; create list of reasons; invite students to bring in their own hats to "show and tell."
- Show pictures of other types of hats, noting different types worn all over the world ; Label pictures of hats for students
- "Hat Drawings"
- Review reasons we wear hats (protection, uniform, work, fun)
- Students complete "Why do people wear different kinds of hats" ; categorizing list of hats
- Review category chart and discuss
- Students share hats brought in from home
- Use student realia to reinforce reasons we wear certain types of hats.
- Find/connect to the reasons on our class list
- Discuss idea of culture and geography of the world and hats.
- Discuss differences between hats we've learned about by comparing and contrasting categories and types of hats.

Extension Strategies/Activities:

-Students cut out hats from magazines and describe the hat and tell when and why it is worn.

-Students label pictures of new hats they have learned about.

Modification Strategies/Activities:

Beginners/Low Intermediate; partner work for chart completion

Advanced; independent work on categorizing charts

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

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Grades 1 - 2 Content Area: ESL

Suggested Assessments:

- Categorizing activity

Unit: Summer/Beach

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

June

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

2.RF.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.RF.3b-Know spelling-sound correspondences for additional common vowel teams.

2.RF.3c-Decode regularly spelled two-syllable words with long vowels.

2.RF.3d-Decode words with common prefixes and suffixes.

2.RF.3e-Identify words with inconsistent but common spelling-sound correspondences.

2.RF.3f-Recognize and read grade-appropriate irregularly spelled words.

2.RF.4-Read with sufficient accuracy and fluency to support comprehension.

2.RF.4a-Read on-level text with purpose and understanding.

2.RF.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.SL.1b-Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

2.SL.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

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Grades 1 - 2 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name objects in summer picture
- State vocabulary
- Match language to picture
- Write vocabulary
- Identify vocabulary
- Write feelings about the beach
- Express understanding of text
- Describe perfect beach day

Instructional Materials/Resources:

The Oxford Picture Dictionary for Kids-Topics; "Hot Summer," (Topic 55), "Beach Day," (Topic 41), "We Found a Tidepool" (Topic 42).

Shells realia

Shells resource book

Creative Teaching Prestudents; Solving Writing Problems with Easy Mini-Lessons "The Beach."

Teacher Created Materials, Inc. May Monthly Activities

Additional Resources:

Addison Wesley ESL Level B

Evan Moor Corp. Giant Science Resource Book

Suggested Vocabulary:

pool	baseball	tennis	waterskiing
skates	picnic	hamburger	hot dog
clouds	wind	lightning	thunderstorm
seagull	sand	wave	sunburn
sunblock	lifeguard	surfboard	bathing suit
kite	swim	dive	float
pail	shovel	stones	shells
clams	crabs	snail	minnows
seaweed	duck	goose/geese	pelican

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduce Students to the season of summer. Discuss when, how different from other seasons. Use poster calendar to find first day of summer date.
- Kids Picture Dictionary lessons: "Hot Summer"
 - Students look at picture and tell what they see. Teacher reinforces vocabulary words stated with word cards and by directing Students to point to the word below the picture. Teacher states all vocabulary; Students repeat.
 - Word cards: Give each Students 2 sets of vocabulary word cards to match word to picture TE pg.233-236
 - Games: Play "go fish" and "concentration" with vocabulary word/picture cards
- The Beach....."Please Touch" Table
 - Teacher sets up a table for Students to explore shells in the sand.
 - Students write a sentence about what they felt and how it made them feel. Students share experiences about the beach table and any real experiences from the beach.
 - Teacher reads non-fiction book, Shells to students. Discuss the types of shells Students explored on the table, that we see in the book.
 - With a partner, Students match shell names in text to real shells.
- "The Beach" Reading/Writing activity
 - Teacher reads aloud paragraph, "The Beach." Students get own copy of paragraph.
 - Ask Students what the writer did or saw at the beach. Teacher writes on board what Students say. Comprehension check.
 - Students tell/draw or write to describe their perfect day at the beach;
 - Gr. 1--draw then write a sentence; tell about their picture/read sentence
 - Gr. 2—write a short paragraph; read paragraph
- Kids Picture Dictionary lessons, "Beach Day " & "We Found a Tidepool."
 - vocabulary/writing/TPR/ TE pgs 173-180.

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Grades 1 - 2 Content Area: ESL

Extension Strategies/Activities:

Art

Students cut out magazine pictures to make a summer or beach collage poster

Science

chart daily temperature

Health & Safety

summer sun protection lessons on safety rules (sunscreen, hats, sunglasses, drink water); summer activities; Sports (baseball)

Social Studies

Summer holidays; Independence Day/4th of July

Math

ice cream scoop measurements & pattern activity

Modification Strategies/Activities:

Beginners reinforce vocabulary with word/picture cards throughout all lessons

Intermediate/Advanced write a story about the KPD topic pictures, using topic vocabulary.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- vocabulary worksheets
- vocabulary activities
- writing activities
- picture/word card games
- reading activities

Grades 3 - 4 Curriculum

Unit: At School <i>ESL Focus: Listening/Speaking</i>		Suggested Sequence: September
<p>WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>		
<p>NJSLS: 4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.RF.4-Read with sufficient accuracy and fluency to support comprehension. 4.RF.4a-Read on-level text with purpose and understanding. 4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary 4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles. 4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.SL.3-Identify the reasons and evidence a speaker provides to support particular points. 4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		
<p>Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communication, thinking, and learning</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? 		<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
<p>Knowledge, Skills, and Instructional Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Express favorites (oral/written) • Discuss how alike/different • Identify classroom items • Ask for/give directions • Practice asking for/giving directions 		

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Curriculum Guide

Grades 3 - 4 Content Area: ESL

- Identify places in school
- Ask for/give personal information
- Practice asking for/giving personal information
- Introduce self
- Ask for/give personal preferences
- Express likes/dislikes (oral/written)

Instructional Materials/Resources:

Addison- Wesley ESL Level C

-Unit 1 "At School"

-TE pg. 17-29

Classroom scene poster

"My Favorite Things" worksheet

magazine pictures/index cards

activity word cards

Suggested Vocabulary:

chalkboard	chair	clock	door
table	window	desk	wall
bookcase	name	animals	books
vegetables	games	fruit	like
dance	draw	swim	skate
run	read	sing	

Technology:

Smartboard

Ipads

Recommended Instructional Activities:

- Teacher introduce/reviews "bubble" conversation format
- Review Students name; Use "Name Game Chant.
- Getting to Know You" activities; complete "My Favorite Things" worksheet; Students share how they are different/alike
 - Sit down/Stand up game; Teacher names favorites from students' papers;. All sit and stand when they hear one of their favorites. Students stand back up when they hear another.
- Model classroom language; Teacher touches item and states name; affix word card to item. Students repeat words.
 - Teacher gives cards to Students to find classroom items and/or mix up word cards on wrong items and students correct cards.
- Use student book picture (pg. 3) to introduce new vocabulary & assess vocabulary.
- Activity Book; label items.
- Go on school tour. Teacher holds up word cards for each location (office, library, gym, etc.). Students name locations
- Use school map to practice identifying school locations (student book, pg. 4)
- Students role play asking for and giving directions; use pg. 4 map
- Students role play asking for/giving personal information (pg. 6). Teacher models; students practice
- Discuss likes/dislikes
- Students cut out pictures from magazines of things they like or don't like & things they like to do or don't like to do; mount on index cards and use for role playing.
- Student book pg. 7 - Model language and students practice asking, "Do you like..." Use their mounted pictures to support language.
- Activity book; express dislikes/likes (writing/ illustrate) favorites; express dislikes/likes of activities
- Pantomime activities; Students match action to language (dance, run, swim, draw, skate, etc.)
- Chain Drill Game Students sit in a circle & ask each other about activities through pantomime, then language.

Extension Strategies/Activities:

See appendix

Modification Strategies/Activities:

Advanced Students; name & label additional classroom items (e.g. flag, globe, flag, map, cabinet).

Low/Beginners; Use yes/no cards for Listening Comprehension assessment vs. written yes/no.

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Grades 3 - 4 Content Area: ESL

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Role play activities
- TPR vocabulary labeling activity (classroom items)
- Matching sentences to pictures WS
- Language experience activity
- TPR pantomime activity
- Discussion
- Illustrations
- games

Unit: Happy Birthday!

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

September

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4-Read with sufficient accuracy and fluency to support comprehension.

4.RF.4a-Read on-level text with purpose and understanding.

4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary

4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

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- 4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.
- 4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.
 Oral language is a tool for communicating, thinking, and learning
 The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Identify months • Identify calendar vocabulary; days of week, months of year • Name objects in birthday picture • Explain birthday celebration vocabulary • Match language to picture • Write vocabulary • Identify vocabulary • Discuss birthday celebrations in native culture/county • Write feelings about your birthday • Express understanding of text | <ul style="list-style-type: none"> • Describe birthday celebrations • write birth date • State birthday, birth date and age • Illustrate birthday paper • Order class birthdays • Create class timeline of birthdays • Discuss birthday celebrations in native culture/county • Compare birthday celebrations around the world • Read text for information • Identify important information in text • State important information from text |
|---|--|

Instructional Materials/Resources:

Happy Birthday Everywhere! By Arlene Erlbach
 The Oxford Picture Dictionary for Kids (KPD)-Topics; "Happy Birthday!" Topic 32
 KPD Appendix (pg. 130)
 birthday celebration realia (signs, banners, crepe paper)
 Calendar poster
 "My birthday is....." paper

Suggested Vocabulary:

birthday	balloon	present	card
ribbon	wrapping paper	helicopter	baseball bat
jewelry	puzzle	Piñata	candy
cake	candles	gift	invitation
party favors	crafts	you are welcome	polite
thank you			celebration

Technology:

Smartboard
 ipads

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Grades 3 - 4 Content Area: ESL

Recommended Instructional Activities:

- Kids Picture Dictionary lesson topic 32, "Happy Birthday!"
 - Students look at picture and tell what they see. Teacher reinforces vocabulary words stated with word cards and by directing Students to point to the word below the ---picture. Teacher states all vocabulary; Students repeat.
 - Word cards; Give each Students 2 sets of vocabulary word cards to match word to picture TE pg. 135-138
 - Games; Play "go fish" and "concentration" with vocabulary word/picture cards
- Use poster calendar to name days of week, months of year.
 - Students come up to find and mark their birth date on poster calendar.
 - Students state then chant days of week, then months of the year.
- "My Birthday is..." Teacher models sentence; Students state their birthdays. Students then write birthday to complete sentence. Students illustrate page showing things they would have at their birthday party celebration.
- Using poster calendar & their papers Students order themselves in birth date order (Sept. to August)
- Students and teacher create birthday timeline (prior mini lesson on "timelines")
- Happy Birthday Everywhere!
 - Teacher reads aloud information on a Native American's tribe's birthday celebrations. Discuss this and how Americans celebrate birthdays. Invite Students to tell about their native country's birthday celebrations. (Native American extension lesson inserted here);
 - Give Students copy of this text. Read again and teach Students how to pick important facts out (reading for information). Model for Students. Discuss. Ask Students to tell what the important facts are. Teacher writes Students input on board.
 - Partner activity; Students work together to "read for information" about birthday celebrations in India, Egypt, Ecuador, etc. Provide text of Students native country if in book. Students then share important facts from text. Partner Students by mixed levels, with advanced supporting beginner ELL.

Extension Strategies/Activities:

Art

create birthday card

Health & PE

Students create healthy birthday party menu & activities for a birthday party

Students learn traditional American birthday party games

Math

teach ordinal numbers (1st birthday, 2nd birthday, etc.)

Social Studies

Native Americans

Modification Strategies/Activities:

Beginners reinforce vocabulary with word/picture cards throughout all lessons

Intermediate/Advanced write a story about the KPD topic pictures, using topic vocabulary.

Gr. 3 or 4 newcomers/beginner ELLs

Modified Activities:

- "Happy Birthday!" workbook and worksheet lessons (vocabulary, matching, writing)
 - count objects -express wishes - sequencing skills
- Stories: Reading lessons for reproducible mini-book
- Beats: Students chant birthday story chants to practice language].

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

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Grades 3 - 4 Content Area: ESL

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- vocabulary worksheets
- vocabulary activities
- writing activities
- reading for information activity
- calendar activities/order TPR activity
- picture/word card games

<p>Unit: Around Town <i>ESL Focus: Listening/Speaking</i></p>		<p>Suggested Sequence: October</p>
<p>WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS: 4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.RF.4-Read with sufficient accuracy and fluency to support comprehension. 4.RF.4a-Read on-level text with purpose and understanding. 4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary 4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles. 4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.SL.3-Identify the reasons and evidence a speaker provides to support particular points. 4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		
<p>Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communication, thinking, and learning</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. 	
<p>Knowledge, Skills, and Instructional Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Discuss community life • Read for information • Listen for information • Identify actions, people and places • Describe actions, people and places 		

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Grades 3 - 4 Content Area: ESL

- Write facts about community workers
- Write facts about the community
- State vocabulary
- Identify vocabulary
- Use vocabulary
- Compare towns
- Pantomime community workers actions

Instructional Materials/Resources:

Addison- Wesley ESL Level D

Unit 1 "Around Town"

-maps

-magazine pictures/index cards

-word cards

-writing journals

May Monthly Activities by Teacher Created Material, Inc
Community Whole Language Unit

Suggested Vocabulary:

the mayor	the council	police
fire	sanitation	utilities
transportation	schools	community
town	village	city

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduce unit by asking Students what a community is and where do they live? Put town name on the board. Differentiate vocabulary for Students (community vs. town vs. county, etc.)
- SB pg. 4. Ask Students to look at the picture (aerial) of the town. Ask...What do you see? Who do you see? What are the people doing? Students work in partners to discuss what they see.
- Introduce vocabulary on pg. 5 Teacher points to the picture, says the word, Students repeat. Use clapping to say each syllable. Students repeat.
- "Look & Listen": Teacher reads aloud story of the town of Sunnyville...Students listen with their books closed; teacher pointing to pictures of people in story; then Students open books and Teacher reinforces vocabulary. Teacher asks Students questions about the story.
- Activity Book pg. 3.vocabulary development & map reading.
- Pantomime Activity; Students role play different members of the community. One at a time Students pantomime and actions. Students guess who the Students is portraying; Variation; Give each Students a community member name card and they must hold it up when they see the Teacher pantomime the worker's actions.
- Students write 3 things they have learned about this community and 3 things about people who work there.

Extension Strategies/Activities:

Language Arts

use the local newspaper to explore the community

Writing: Ask students to notice the community workers they see on the way home or to school and write about them in their journal.

Art

Students make a collage of community workers, members

Social Studies

map reading activities; map directions; use students level community street map (Scholastic, Inc.)
discuss "neighborhoods" and other types of "communities," like the community of a school

Modification Strategies/Activities:

Low/Beginners Use yes/no cards for Listening Comprehension assessment vs. written yes/no.

Newcomers Give Students Around Town "lift the flap" story/picture book for picture to language reinforcement for map reading skills

Advanced Students write about a person in the community and write a description of what that person does.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize

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Grades 3 - 4 Content Area: ESL

information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- partner activities; speaking
- worksheets
- TPR Pantomime Activity
- vocabulary activities
- discussions
- writing activities

Unit: Say the Right Thing...Polite Conversations

ESL Focus: Listening Speaking

Suggested Sequence:

November

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4-Read with sufficient accuracy and fluency to support comprehension.

4.RF.4a-Read on-level text with purpose and understanding.

4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary

4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communication, thinking, and learning

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Practice polite conversation
- Understand polite conversation sequence
- Create new dialogue
- Match written language with illustrations

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- Describe health
- Understand bubble conversation format
- Role play conversations
- Express answers

Instructional Materials/Resources:

Addison- Wesley ESL Level D

TE pg. 10-11

-Students Activity Book
-writing journals
-sentence strips
-world map

Suggested Vocabulary:

terrific fine awful good terrible

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Introduce by greeting several students; Teach the Greeting Chant (Students in circle and turn to classmate to say hi and "how are you?" Teacher models). Students practice by starting the chant.
- Teacher models the language about how someone might feel with puppets & happy/sad faces;
- SB pg. 6. Encourage Students to talk about the page. Explain bubble conversation format. Teacher points to bubbles to show how the conversation is read. Teacher reads aloud. Teacher reads again with Students reading along. Invite Students to role play parts with teacher, then with partners.
- Students then use different expressions from "data bank" in their role play/dialogue practice. Give beginner Students sentence strips with expressions to reinforce the language.
- Matching appropriate response to question; SB pg. 7. Teacher writes dialogue on board. Teacher reads dialogue several times, reviewing different combinations. Invite Students to volunteer to model for the class. Teacher shows the flow by drawing red lines to the responses that the Students says and explaining ones that might be said wrong (teacher crosses out). Other Students pairs practice the dialogue.
- Students practice with new scenarios.

Extension Strategies/Activities:

Language Arts

explore words of feelings/emotions.

Art

Create happy/sad chart with magazine pictures of people.
Students draw conversation bubbles and fill in greetings.

Social Studies

Students share their native language's greetings ; Students write "Hello, how are you?" in their native language; post on class world map

Modification Strategies/Activities:

Low/Beginners Provide sentence strips for role playing to reinforce, guide the language.

Advanced Students create own dialogue scenarios.
Students write out scenarios/conversation bubbles.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

Westampton Township School District

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Grades 3 - 4 Content Area: ESL

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- dialogue practice
- vocabulary activities
- worksheets
- greeting chant
- partner role playing
- discussions
- writing activities

Unit: Animals <i>ESL Focus: Listening/Speaking</i>		Suggested Sequence: December
WIDA Standards:		
English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.		
English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
NJSLS:		
4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.		
4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
4.RF.4-Read with sufficient accuracy and fluency to support comprehension.		
4.RF.4a-Read on-level text with purpose and understanding.		
4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary		
4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.		
4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.		
4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
Big Ideas:		
Listening is an active process to gain understanding.		
Oral language is a tool for communicating, thinking, and learning.		
Essential Questions:	Enduring Understandings:	
<ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? 	<ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. 	
Knowledge, Skills, and Instructional Objectives:		
<i>Students will be able to:</i>		
<ul style="list-style-type: none"> • develop vocabulary list of animals • use animal vocabulary • review animal vocabulary • identify animals • discuss how animals move 	<ul style="list-style-type: none"> • label animals • follow oral directions by comparing them to a model or example • discuss animals across the world • practice presenting animal information 	

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Grades 3 - 4 Content Area: ESL

- review/identify the 5 senses
- discuss how animals feel/might feel
- write sentences using feel words (soft, furry, fuzzy, rough, smooth).
- locate animals
- present student-created Animal Picture Dictionary
- listen attentively to classmate
- express compliment to speaker
- create questions to ask student speaker(s)
- match picture to language (vocabulary)

Instructional Materials/Resources:

Magazines (*National Geographic*)
 Mini-realia, photographs
 --information picture cards
 Animal Big Books
 Zaner –Bloser alphabet animal cards
www.philadelphiazoo.com
www.everythingsl.com “Amazing Animals”
 Remedia Publications; “Here They Come”
Oxford Picture Dictionary for Kids, Topics 49, 50, 51& 52
 -Who Lives at the Zoo? –I’m in Australia –I’m in Africa - I’m in Asia
 “Let’s Exercise” cards
 Poem; “The Seven Continents” (source unknown—teacher’s personal files)

Suggested Vocabulary:

Animals

elephant	cheetah	lion	tiger
horse	cat	dog	hippopotamus
rhinoceros	llama	wolf	bear
ape	chimpanzee	(see resources)	

5 senses

see	hear/listen	taste	feel/touch
smell			

Movement

slither	trot	crawl	waddle
scamper	strut	slink	lumber
stroll	darts	dangle	amble
flutter			

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Discuss types of animals that students know about
- Create class list of animals
- Create K-W-L chart
- Read poem, “The Seven Continents;” highlighting an animal from each continent
- Find these animals in the Oxford Picture Dictionary for Kids (KPD--Topics 49-52); Look at pictures of animals in their natural lands/environments. Discuss ones known.
- Students cut and read the topics’ KPD picture/word flash cards to learn world animals’ vocabulary (matching/concentration game).
- Show visuals (realia, photographs) to elicit more animals
- Ask students what animals they know from their native country that we don’t have in America
- Describe how different animals move (slither, crawl, run, hop, gallop, etc.)
- Explore animal movement by comparing to the ways we move; TPR activity; Show picture card of people movement and students demonstrate. Students then demonstrate animals’ movements.
- Students read questions on paper with “feel” words covered in answers. Students answer, then write answers to other animal “feel” questions.
- Explore the 5 senses; Discuss how animals feel/might feel;
 - Students feel realia (leather gloves, blanket, mirror, brushes, sandpaper, etc) to elicit “feel” words.
 - Teacher reinforces with word cards. Students then match word cards to realia objects
 - Students create the feel of a bear and elephant by using fake fur & fake hide (furry, soft, rough, smooth) to glue onto pictures of both animals.
- Students describe the feel sense of animals (furry, rough, smooth, fluffy, soft) through their creations.
- Reinforce 5 senses and feel words vocabulary through word card matching.
- Tell students they will create their own “picture dictionary” of animals.
- Review animal list with word cards and pictures; elicit animal names reinforcing with word cards.
- Students draw picture of favorite animal and write sentences about this animal.

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Grades 3 - 4 Content Area: ESL

- Model picture dictionary page by showing students an example of teacher's picture dictionary of animals, cover and labeling
- Provide pages of pictures and magazines for students to find examples of animals to cut out for their dictionary.
- Review steps to create a picture dictionary.
- Students find and cut out animal pictures (show teacher's first and review animal names) from magazines.
- Students "lay out"/organize pictures onto construction paper.
- Students glue and label pictures; copy from vocabulary cards or other sources around the classroom.
- Students create cover and assemble picture dictionary.
- Model presentation of picture dictionary.
- Students practice with partner (high-intermediate/advanced) or with teacher (beginner/low-intermediate)
- Students present picture dictionary to classmates
- Classmates ask questions and express compliment to presenter
- Review of animal vocabulary (word list, word cards, realia, photographs, etc.).

Extension Strategies/Activities:

The Oxford Picture Dictionary for Kids lessons, extend units by teaching reading, writing lessons on each "animals of the world" topic in the KPD;

"I'm in Australia, "I'm in Africa," "I'm in Asia."

Internet/Book- research (Webpath Express/Library Resources)

Addison Wesley ESL D Level; TE pg. 145
Animal Life (Unit 6)

Listening & Reading Comprehension; "Zebras"
Assessment pg. 195-6

Reading & Work Study Skills & Writing "Animal Homes" TE pg. 197-199

Modification Strategies/Activities:

Vocabulary

Non-Speaker/Beginner-point to picture for student, guiding them to aurally connect word to picture

Advanced-show word card as reinforcing vocabulary

-review other vocabulary in picture; reinforce

Following Directions

Non-Speaker/Beginner-model activity and reinforce directions

Reading

Beginner- teacher work one-on-one with student

Intermediate & Advanced-partner discussion

Using Media

Beginner-provide pages with animals for students to cut out.

Advanced-students search through magazine on their own to find examples of animals to cut out.

Animal Movement: "Here They Come"

Beginners-Teacher works on more challenging vocabulary with beginner/intermediate Students & any newcomer ELLs; elicit basic movement vocabulary (run, swim, climb, fly)

Intermediate/Advanced- students categorize animals by how they move.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

Westampton Township School District

Curriculum Guide

Grades 3 - 4 Content Area: ESL

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Animal "Feel" Illustration
- Creation of students' "My Picture Dictionary of Animals"
- Student presentation of picture dictionary
- Vocabulary words; oral review, use and writing
- Observation of specific steps to be followed to create dictionary
- Worksheets (animal movements, Oxford Kids Picture Dictionary)
- TPR activities (animal movements)

Unit: Winter (snow)

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

January

WIDA Standards:

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English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

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4.RF.4-Read with sufficient accuracy and fluency to support comprehension.

4.RF.4a-Read on-level text with purpose and understanding.

4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary

4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

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Grades 3 - 4 Content Area: ESL

Students will be able to:

- read winter words
- recognize winter words
- discuss winter words
- write winter words
- match written words to pictures
- identify winter words
- identify reading strategies
- practice reading strategies
- use reading strategies
- practice following directions
- follow multi-step directions
- apply reading strategies
- demonstrate understanding of story
- add suffixes to words
- identify pronouns
- use pronouns
- discuss past and present tense
- write past tense of words
- write long a sound/words
- differentiate between synonyms and opposites
- discuss story vocabulary
- write meanings
- use vocabulary to label picture
- demonstrate understanding of story by writing answers to comprehension questions
- discuss activities on a snowy day
- find words in text
- create snowflakes
- create word cards

Instructional Materials/Resources:

Oxford Picture Dictionary for Kids-“Snowy Winter” Topic 57
 Evan Moor Corp. More Read and Understand Grade 3 “Fun in the Snow”
 foam alphabet letters & index cards
 Winter scenes posters (Harcourt Brace & Company, “Sheltered English/ESL Posters”)
 realia
www.everythingsl.com

Suggested Vocabulary:

earmuffs	sleigh	wool	scarf
wrap	suddenly	tugged	huge
striped			

Technology:

Smartboards
 ipads

Recommended Instructional Activities:

- Introduce unit by creating Winter Word Web; elicit vocabulary by looking at “Snowy Winter” scene in KPD.
- Show Students realia (jacket, mittens, and earmuffs) and photographs of Winter scenes/snow.
- Read Winter/Snow themed story; Fun in the Snow
- “Add a Suffix” ws
- Pronouns ws; use pronouns in place of nouns
 - write past and present tenses
- “Spell Long a”-students choose correct a sound letters (a-e, ay, ai, eigh)
- “Same/Opposite” students differentiate between synonyms & opposites; Discuss and practice
- “What Does it Mean?” Students match vocabulary word to definitions
 - students label vocabulary words on “snow” picture
- “Questions About Fun in the Snow”-Discuss story; read questions aloud, Students read story again and write answers to comprehension questions.
- “Think About It”- students discuss then write about what they’d do on a snowy day.
- Create snowflakes (follow multi-step directions from text & modeling)
- TPR; Students create snow/winter word foam letter word cards, choosing words learned from unit.
- Vocabulary Activities; Word searches, crossword puzzles, “Think Snow,” Compound Words

Extension Strategies/Activities:

Explore all seasons; Addison Wesley ESL
 Oxford Picture Dictionary for Kids; Fall,
 Spring & Summer

Modification Strategies/Activities:

See appendix

Technology/21st Century/Cross-curricular Connections/Standards:

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8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Story worksheets (suffixes, pronouns, past and present tenses, long a sounds, same vs. opposite, defining story vocabulary, label picture with vocabulary, comprehension questions and answers, discussion).
- Comprehension activity (finding information in text)
- making snowflake (following multi-step directions)
- Students reading of story
- Create Word Cards

Unit: Transportation <i>ESL Focus: Listening/Speaking</i>		Suggested Sequence: February
<p>WIDA Standards:</p> <p>English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.</p> <p>English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS:</p> <p>4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>4.RF.4-Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.RF.4a-Read on-level text with purpose and understanding.</p> <p>4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		
<p>Big Ideas:</p> <p>Listening is an active process to gain understanding.</p> <p>Oral language is a tool for communicating, thinking, and learning.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. 	
<p>Knowledge, Skills, and Instructional Objectives:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • develop vocabulary list of transportation vehicles • use transportation vocabulary • review transportation vocabulary • identify vehicles • locate vehicles 		

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- label pictures
- look up definitions of vehicles
- write definitions
- follow oral directions by comparing them to a model or example
- discuss vehicles in America and around the world
- practice presenting vehicle information
- present student-created Transportation Picture Dictionary
- listen attentively to classmate
- express compliment to speaker
- ask questions to student presenter(s)

Instructional Materials/Resources:

Magazines (e.g. *Budget Travel*)

Mini-realia, photographs

Information books

Elementary level dictionary

Suggested Vocabulary:

car	truck	airplane	helicopter
jet	train	bus	bicycle
ship	taxicab	motorcycle	horse
hot air	balloon	four-wheeler	jet ski
sailboat	canoe	pontoon boat	
biplane	dogsled	skis	snowshoes

Technology:

Smartboards
ipads

Recommended Instructional Activities:

- Discuss types of transportation that students know about
- Create class list of transportation vehicles
- Show visuals (realia, photographs) to elicit more vehicles
- Ask students what vehicles they know from their native country that we don't have in America
- Tell students they will create their own "picture & definition dictionary" of transportation vehicles.
- Review vehicle list with word cards and pictures; elicit vehicle names reinforcing with word cards.
- Model picture/definition dictionary page by showing students an example of teacher's page of a dogsled, and pontoon plane (unusual examples to emphasize just how many different types of vehicles there are in the world; ask how might these be used for transportation? where?)
- Provide pages of pictures and magazines for students to find examples of vehicles to cut out for their dictionary.
- Review steps to create a picture dictionary.
- Students find and cut out vehicle pictures (show teacher first and review vehicle names) from magazines.
- Students look up definitions/descriptions of their vehicles.
- Students design "lay out"/organize pictures onto construction paper.
- Students glue & label pictures; copy vocabulary word and definition onto label/note card.
- Students create cover and assemble picture dictionary.
- Students use checklist to self-check project requirements
- Teacher models presentation of picture/definition dictionary.
- Students practice with partner (high-intermediate/advanced) or with teacher (beginner/low-intermediate)
- Students present picture/definition dictionary to classmates
- Classmates ask questions and express compliment to presenter
- Review of transportation vehicle vocabulary (word list, word cards, realia, photographs, etc.).

Extension Strategies/Activities:

Grade 3:

Read *Traveling, Evan Moor, Stories to Read and Understand, Gr. 2*

(Reading lessons would add an additional week to this unit)

Modification Strategies/Activities:

Vocabulary

Non-Speaker/Beginner point to picture for student, guiding them to aurally connect word to picture

Advanced show word card as reinforcing vocabulary

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for Grade 3 students; see Reading Unit activities for basic format).

Grade 4:

Students read vehicle information books from school library; (Reading content information reading lessons as part of this extension)

Presentation

Students take notes to answer teacher questions after classmate presents their dictionary

review other vocabulary in picture; reinforce

Following Directions

Non-Speaker/Beginner model activity and reinforce directions

Reading

Beginner teacher work one-on-one with student
Intermediate & Advanced-partner discussion

Project

Advanced Students add text to vehicle labeling/definition, to describe in more detail or tell facts about vehicle (uses, for example)

Newcomer/Low Beginner Students create picture dictionary vs. picture/definition dictionary

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Creation of students' "My Own Transportation Picture/Definition Dictionary"
- Student presentation of their dictionary
- Vocabulary words/definitions; oral review, use and writing
- Student Checklist
- Note-taking/Q& A activity (extension activity)

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Grades 3 - 4 Content Area: ESL

Unit: Weather

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

February - March

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4-Read with sufficient accuracy and fluency to support comprehension.

4.RF.4a-Read on-level text with purpose and understanding.

4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary

4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

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Students will be able to:

- Name weather words
- Review weather vocabulary
- Describe the weather
- Read weather words
- Recognize weather words
- Discuss weather
- State weather expressions
- Use weather words
- Illustrate weather words
- match written words to pictures
- Identify weather words
- Write weather words
- Practice weather vocabulary
- Match related objects
- Express feelings about weather
- Describe weather activities
- Describe weather-related clothes
- Use future tense (will) to describe weather
- Follow multi-step directions
- Name weather words in literature
- Name weather report terms
- Discuss how weather affects our lives
- Differentiate weather-related situations
- Match sentences to weather category
- Apply knowledge from chart
- Choose weather vocabulary
- Collect information/definition on other weather terms
- Write definitions/information
- Present information
- Compare weather conditions
- Review knowledge from weather charts
- Write weather condition activities, food and clothes
- Explore website information
- Locate word and definition
- Write definition
- Create definition card
- Read for information
- Choose interesting fact from weather research
- Present information
- Review extreme weather words
- Select new weather fact
- Choose vocabulary to match picture
- Create mobile using vocabulary pictures and words
- Illustrate weather conditions
- Write weather condition words
- Label topic
- Create word cards
- Assemble mobile
- Recall weather words

Instructional Materials/Resources:

-Weather photograph/flashcards (Bruce Coleman, Inc./Grant Hellman Photography/Root Resources)

-Addison Wesley ESL Level C

Cloudy With a Chance of Meatballs storybook

-www.everythingsl.com "How Weather Affects our Lives"

Oxford Picture Dictionary for the Content Areas

Evan Moor Corp. Giant Science Resource Book

March Monthly Activities Teacher Created Materials, Inc.
Teacher-created ideas

Suggested Vocabulary:

rainy	stormy	cloudy	windy
cold	cool	warm	hot
tornado	hurricane	lightning	sleet
hail	breeze	sunshine	fog
snow	rain	temperature	
weather condition			
blizzard	drought	flood	thunder
precipitation			

Technology:

Webpath Express (research-Gr. 2)

www.weather.com

www.accuweather.com

Recommended Instructional Activities:

- Teacher reads aloud Cloudy with a Chance of Meatballs to elicit weather vocabulary.
- Elicit more weather vocabulary; elicit more with weather photographs. Discuss
- "BrainSTORM" charts; Teacher lists on poster charts students ideas for activities and appropriate clothes for rainy, sunny, stormy, and snowy weather. Students sort sentence strips for each weather type. Students hang strips on charts (TPR)
- Cloze Activity/Writing Frame; Students work in pairs to complete paragraph on weather conditions ("How Weather Affects Our Lives," www.everythingsl.com. Students compare weather conditions.
- Students read paragraphs aloud.
- Students research extreme weather conditions through Webpath Express weather sites. Students read information to write word/definition cards.

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- Students present their weather card research to the class.
- Culminating Project; "My Weather Words" cloud vocabulary mobile; Students assemble their weather word cards to create a mobile. Students present their mobiles to the class.

Extension Strategies/Activities:

Science

Identifying the seasons and their weather; Addison-Wesley
ESL Level C (TE pg. 237)

Language Arts

Conversation expressing favorite season (Addison Wesley
Level C SB, pg. 113)

Social Studies

Exploring real weather events (Hurricane Katrina)
Exploring weather in different parts of the world

Math

Line Graphs - Students study a line graph showing
temperatures for a week and answer questions using the
graph's information.

Modification Strategies/Activities:

Advanced Students do more in-depth research for their
weather terms and write a short paragraph about the term vs.
a definition.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Writing Frame paragraph writing
- Weather Word Mobiles
- Extreme weather research
- Matching word to language/symbols activities/worksheets

Unit: Recycling <i>ESL Focus: Listening/Speaking/Reading/Writing</i>		Suggested Sequence: April (on or around Earth Day)
WIDA Standards: English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting. English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
NJSLS: 4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words. 4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.RF.4-Read with sufficient accuracy and fluency to support comprehension. 4.RF.4a-Read on-level text with purpose and understanding. 4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary 4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles. 4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.SL.3-Identify the reasons and evidence a speaker provides to support particular points. 4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
Big Ideas: Listening is an active process to gain understanding. Oral language is a tool for communicating, thinking, and learning The ability to read a variety of texts requires independence, comprehension and fluency.		
Essential Questions: <ul style="list-style-type: none"> • How does a listener understand a message? • How do speakers express their thoughts and feelings? • How does understanding a text's structure help me better understand its meaning? 	Enduring Understandings: <ul style="list-style-type: none"> • Effective listeners are able to interpret and evaluate increasingly complex messages. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking • Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text. 	

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Grades 3 - 4 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Discuss recycling
- Practice using reading strategies
- Use reading strategies
- Apply recycling information to own life
- Write recycling information
- Explain recycling
- Compare recycling vs. reusing
- Choose recycling idea
- Explain reuse idea
- Model reuse/recycling idea
- Write vocabulary

Instructional Materials/Resources:

Evan Moor Corp. Giant Science Resource Book, "Where Did All the Garbage Go?"

Evan Moor Corp. More Read and Understand Stories Gr. 1 (writing resources)

realia (plastic, cans, tissue box, glass, bottle caps, etc.)

Suggested Vocabulary:

recycling	reuse	trash	garbage
throw away	landfill	shredded	pulp
process	plastic	aluminum	melted
molds	chopped	crushed	sterilized
furnace	gobs	layers	seep
bulldozers	liner	mash	pollution
solid waste disposal		natural resources	
scraps	molten glass	purification	

Technology:

Smartboard
ipads

Recommended Instructional Activities:

- Elicit Students knowledge of recycling and Earth Day; Discuss
- "Where Did All the Garbage Go?" packet; Put this question on board and brainstorm with students. Where do they think it goes?
- Students preview packet; Discuss now what do they think happens?
- Read through packet. Teacher read. Partner read. Students read and present recycling process information.
 - Explore illustration of a landfill; Read aloud; review vocabulary. Discuss landfill parts in illustration.
 - Look at pictures of the recycling process for paper, glass, aluminum and plastic.
 - Preview vocabulary. Read and discuss. Students trace the path of the recycled item with their finger.
- Vocabulary activities;
 - Teacher gives definition & Students match with word card in hand.
 - Students highlight key vocabulary in packet.
- Students complete "What did the Story Say?" worksheet writing about what recycling is, why it's good and how they recycle. Discuss.
- "Using Things Again" Show Students a soup can, food container, old tee shirt, tissue box. Pass items around and ask Students how they can be reused. Discuss difference between reuse and recycle. Students write sentences about how they could reuse various items.
- Recycling conversation bubbles; Read together and discuss. Students write their own "recycling statement." Students share their statement.
- Show students tissue box, bottle caps, and balls. Elicit ideas for a game and model it; Students discuss.

Extension Strategies/Activities:

Language Arts

create K-W-L chart for "recycling" topic

Technology

research recycling & reuse

Find pictures of real landfills, recycling plants and recycling processes.

research how children can help the environment

Modification Strategies/Activities:

Beginners Teacher works 1 on 1 with beginners on reading strategies & comprehension.

Content modification; Students read Recycling Story Dictionary (Evan Moor Corp; see Gr. 1-2 Curriculum Guide)

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Art

create class landfill model using media such as food or clay.
make Recycling poster from "recycling statement" activity

Science

explore water pollution
apply knowledge to understanding the reasons for Earth Day
and how students can make a difference for our environment

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Reading Packet & worksheets
- reading of text and comprehension
- vocabulary activities
- recycling writing activity
- reusing writing activity
- conversation bubble activity; Students "recycling statement"
- reuse games activity

Unit: Hats of the World –“Hats Off to You!”

ESL Focus: Listening/Speaking

Suggested Sequence:

May

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

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4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communication, thinking, and learning.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name reasons we wear hats
- Discuss reasons we wear hats
- List types of hats
- Categorize hats and hat types
- Review categories

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Grades 3 - 4 Content Area: ESL

- Discuss examples in each category
- Compare and contrast categories
- Research hats
- Complete chart
- Present information
- Write notes
- Discuss hats and culture
- Discuss hats similarities and differences

Instructional Materials/Resources:

realia (hats and hatbox)

-www.everythingsl.com "Hats Off to You!"

-graphic organizer/chart

books Hats, Hats, Hats by Ann Morris

A World of Hats (Curriculum Associates).

drawings/photographs

Suggested Vocabulary:

all hat names

Technology:

School library's "Web Express" websites on hats

Recommended Instructional Activities:

- Ask students what they think is inside the round box (hat box); Look at collection of hats and discuss who wears these hats, why, when, etc. (chef hat, baseball cap, football helmet, winter cap, visor, sombrero, graduation cap)
- Create class list of hats
- Read aloud Hats, Hats, Hats. Ask students why we wear hats; create list of reasons; Invite students to bring in their own hats to "show and tell."
- Show pictures of other types of hats, noting different types worn all over the world ; Label pictures of hats for students "Hat Drawings"
- Review reasons we wear hats (protection, uniform, work, fun)
- Students complete "Hats From Around the World," listing country of each hat listed and checking off reason it is worn.
- Students work in partners to research these hats to complete organizer/chart (sources; books, websites & teacher's materials)
- Each pair researches a few hats.
- Students share their research. Teacher models first.
- Other Students take notes on hats presented so that chart is completed through partner work & note taking from classmates' presentations.
- Discuss idea of culture and geography of the world and hats (how are people around the world alike in regards to hats?)
- Discuss differences between hats we've learned about by comparing and contrasting categories and types of hats

Extension Strategies/Activities:

Students cut out hats from magazines and describe the hat and tell when and why it is worn.

Students label pictures of new hats they have learned about.

Students look at cut outs of children of the world in their native/cultural costumes. Students tell which type of hat they are wearing. Students match picture to language.

Modification Strategies/Activities:

Beginners/Low Intermediate partner work for chart/research work

Advanced independent work on chart/research

Technology/21st Century/Cross-curricular Connections/Standards:

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8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will

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develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Research and chart completion activity
- Hat research presentation
- Discussions/information sharing (show n tell)
- Hat list brainstorming activity

Unit: Summer/Beach

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

June

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

4.RF.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4-Read with sufficient accuracy and fluency to support comprehension.

4.RF.4a-Read on-level text with purpose and understanding.

4.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary

4.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.SL.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

4.SL.1c-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3-Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Westampton Township School District

Curriculum Guide

Grades 3 - 4 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name objects in summer picture
- State vocabulary
- Match language to picture
- Write vocabulary
- Identify vocabulary
- Read summer, beach & tide pool stories from KPD picture/scene
- Chant summer, beach & tide pool scenes to practice language
- Write feelings about the beach
- Express understanding of text
- Describe perfect beach day
- Write paragraph or multi-paragraph composition about the beach
- Explore sensory words in writing

Instructional Materials/Resources:

The Oxford Picture Dictionary for Kids Topics; "Hot Summer," (Topic 55), "Beach Day," (Topic 41), "We Found a Tidepool" (Topic 42).

Shells realia

Seashells by the Seashore by Marianne Berkes

Creative Teaching Prestudents; Solving Writing Problems with Easy Mini-Lessons "The Beach."

"Please Touch Table" Teacher Created Materials, Inc. May Monthly Activities

Addison Wesley ESL Level B

Evan Moor Corp. Giant Science Resource Book

Suggested Vocabulary:

pool	baseball	tennis	waterskiing
skates	picnic	hamburger	hot dog
clouds	wind	lightning	thunderstorm
seagull	sand	wave	sunburn
sunblock	lifeguard	surfboard	bathing suit
kite	swim	dive	float
pail	shovel	stones	shells
clams	crabs	snail	minnows
seaweed	duck	goose/geese	pelican

Technology:

-www.floridainfoguide.com

Recommended Instructional Activities:

- Introduce Students to the season of summer. Discuss when, how different from other seasons. Use poster calendar to find first day of summer date.
- Kids Picture Dictionary lessons, "Hot Summer"
 - Students look at picture and tell what they see. Teacher reinforces vocabulary words stated with word cards and by directing Students to point to the word below the picture. Teacher states all vocabulary; Students repeat.
 - Word cards: Give each Students 2 sets of vocabulary word cards to match word to picture TE pg.233-236
 - Games: Play "go fish" and "concentration" with vocabulary word/picture cards
 - KPD lessons continued; Independent work;
 - Students read KPD stories, reproducible mini books for KPD topic & "beats"--reproducible "chant" mini-books for KPD topic
- The Beach....."Please Touch" Table
 - Teacher sets up a table for Students to explore shells in the sand.
 - Students write a sentence about what they felt and how it made them feel. Students share experiences about the beach table and any real experiences from the beach.
 - Teacher reads non-fiction book, Seashells by the Seashore to students. Discuss the types of shells Students explored on the table that we see in the book.
 - With a partner, Students match shell names in text to real shells.
 - Students explore websites, such as www.floridainfoguide.us
- "The Beach" Reading/Writing activity
 - Teacher reads aloud paragraph, "The Beach." Students get own copy of paragraph.

Westampton Township School District

Curriculum Guide

Grades 3 - 4 Content Area: ESL

- Ask Students what the writer did or saw at the beach. Teacher writes on board what Students say. Comprehension check.
- Students write to describe their perfect day at the beach
 - Gr. 3—write a short paragraph; read paragraph
 - Gr. 4—write a multi-paragraph composition; read “essay”
- “Explode the Moment” graphic organizer
- Students write words that describe what you saw, smelled, tasted, heard, touched after reading, writing about “The Beach” and exploring shells at the “please touch” table.
- Extension topics
- Kids Picture Dictionary lessons for “Beach Day ” & “We Found a Tidepool.”
 - vocabulary/writing/TPR/reading mini-books, chanting topical language TE pgs 173-180.

Extension Strategies/Activities:

Art

Students cut out magazine pictures to make a summer or beach collage poster

Science

chart daily temperature

Health & Safety

summer sun protection lessons on safety rules (sunscreen, hats, sunglasses, drink water)

Summer Sports (baseball)

Social Studies

Summer holidays; Independence Day/4th of July

Modification Strategies/Activities:

Beginners reinforce vocabulary with word/picture cards throughout all lessons

Newcomers/Beginners exposure to reading/teach reading strategies with KPD stories; reproducible mini-books

Intermediate/Advanced write a story about the KPD topic pictures, using topic vocabulary.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- vocabulary worksheets
- vocabulary activities
- writing activities
- grammar activities
- picture/word card games
- reading activities

Grades 5 - 8 Curriculum

Unit: Coming to America
ESL Focus: Speaking/Listening

Suggested Sequence:
September

WIDA Standards:

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NJSLS:

CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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CCRA.R.3-Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCRA.R.4-Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.R.5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.R.6-Assess how point of view or purpose shapes the content and style of a text.

CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCRA.R.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCRA.R.10-Read and comprehend complex literary and informational texts independently and proficiently.

8.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8.SL.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.

8.SL.1b-Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.1c-Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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8.SL.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5-Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Listening is an active process to gain understanding.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Oral language is a tool for communication, thinking, and learning.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Write personal facts
- Express favorite things
- Complete personal timeline
- Discuss student's first trip to America
- Discuss freedom
- Review vocabulary
- Choose correct facts about Statue of Liberty
- Research listed information about USA and native country
- List information about USA and native country
- Compare and contrast student native country and America
- Recognize map of USA and its regions
- Locate New Jersey on the map
- Locate USA and native country on world map

Instructional Materials/Resources:

The Center for Applied Research in Education

- My Passport
- Coming to America
- Welcome to America!
- My Two Countries
- These United States

World and USA maps

internet websites for country data (see technology)

encyclopedias

books about Statue of Liberty

Suggested Vocabulary:

freedom	population
liberty	capital
passport	unit of money
timeline	National Anthem
symbol	

Technology:

-use of internet for country research

Recommended Instructional Activities:

- My Passport Lesson
 - Discuss with students how we are all more alike than different and that now they have two countries to call home.
 - Model how students create their own mini passports with facts about themselves, where they are from and when they came to America.
- Coming to America; students compete facts about their trip to America and create a timeline of their life.
- Welcome to America; read about the Statue of Liberty
 - discuss liberty, freedom and symbols of freedom
 - students complete cloze writing activity about the Statue of Liberty.
- My Two Countries
 - students look up information to complete chart to compare their native country and America.
 - students share their information with classmates (partners then whole class)
- These United States
 - review map of USA and locate New Jersey

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Curriculum Guide

Grade 5 - 8 Content Area: ESL

- show world map and students locate USA and their native countries
- TPR; students put yarn up to connect 2 countries (add their photo to map)
- review regional names and students complete fill-in-the-blanks about the USA regions and states.

Extension Strategies/Activities:

Math

Statue of Liberty - students measure out sizes of the statue's nose, mouth, etc.

Writing

Advanced students write their own personal story of their arrival in America;

Music

play national anthems of students' native countries and the USA.

Modification Strategies/Activities:

Writing Advanced students write a paragraph about freedom while beginners review the vocabulary words of freedom and liberty.

Social Studies Advanced students' facts on Statue of Liberty are covered up for completion of cloze activity.

Research Advanced students work independently on fact gathering at library/on-line and obtain additional facts as time permits.

Reading Beginners read low-level books on Statue of Liberty and the USA.

Vocabulary Reinforce for beginners/intermediate students through word cards.

Technology/21st Century/Cross-curricular Connections/Standards:

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CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- student passport
- student timeline
- research activity (My Two Countries)
- cloze writing activities (These United States and Welcome to America!)

Unit: After-School Activities

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

October

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NJSLS:

CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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CCRA.R.6-Assess how point of view or purpose shapes the content and style of a text.

CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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8.SL.1c-Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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8.SL.5-Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Listening is an active process to gain understanding.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Oral language is a tool for communicating, thinking, and learning
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Talk about after-school activities
- state likes and dislikes
- Ask and answer questions about activities
- Name after-school activities vocabulary
- Identify after-school activities vocabulary
- Use after-school activities vocabulary
- Tell time
- Write time using colon
- State simple past tense
- Use simple past tense
- Spell simple past tense verbs ending in consonant + y
- Write a friendly letter

Instructional Materials/Resources:

Visions Introductory ESL textbook; Unit 3 Chapter 1
program resources
workbook
Teacher resource book
audio,
CD-ROM
Student Activity Book
Picture Dictionary
Schedule/Agenda Book/Calendar

Suggested Vocabulary:

work do homework write e-mail meet friends
read listen to music play sports
play an instrument go shopping

Technology:

Smartboards
ipads

Recommended Instructional Activities:

- Preview Unit; Ask Students what do they do after-school? Complete the sentence..."Yesterday, after school, I ____my room." Direct Students to look at book pictures on the first page of Chapter 1; Name the words they know.
- Speak/Interact; Students listen to dialogue (tape or teacher) Dialogue is written on the board. Then Teacher role plays with each Student. Ask Students what they like to do after school. What do you always do? Sometimes? Never?
- Vocabulary; Teacher states activities vocabulary while Students follow word and picture clues. Students restate vocabulary words. Students then talk about these activities prompted by Teacher questions; What do you do often? Sometimes? Never?
 - Teacher states vocabulary for items needed for some of the activities discussed. Students restate vocabulary.
 - Students classify vocabulary; Students copy chart answering what is needed for each activity on the page. Students then discuss answers with a partner.
- Telling Time Teacher reads times on clocks in book; Students repeat times
 - Teacher explains using a colon to separate hours and minutes. Teacher says random times and Students

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Curriculum Guide

Grade 5 - 8 Content Area: ESL

- write times.
- Teacher explains the difference between a.m. and p.m. Teacher give examples and asks Students to volunteer other examples.
- Students practice time conversation; Students then write and say answers to time questions. Students use time words to ask and answer questions about after-school schedule.
- Students read dialogue and identify incomplete sentences vs complete sentences.
- Grammar Simple Past; Regular Verbs; Teacher reads aloud text description of simple past tense verbs.
 - Describe chart examples to students. Students look at pictures and use simple past regular verbs to tell their partner about the pictures.
 - Simple Past Irregular Verbs; Teacher reviews chart and examples with students. Students write 5 sentence using 5 irregular verbs. Practice: Give Students post-it notes with a regular or irregular verb on it. Have students use their notes to complete sentence frames, such as I _____ to the park or We _____ a snack.
 - Negative verbs; Teacher reads examples from text chart. Students follow along. Students write or say 3 things that they did do and 3 things that they didn't do last week.
 - Past of be; Explain "be" to students. Review/discuss chart of be forms and examples. Students practice be form by copying and completing sentences in text. Review answers.
- Spelling Changing y to I rule for simple past verbs ending in consonant + y, Write rule on board. Teacher reads examples; Students follow along
 - Students copy sentences, filling in correct form of verb. Students read sentences to a partner.
- Writing a Friendly Letter
 - Teacher points to parts of a friendly letter. Friendly letter on board; Teacher states letter part and Students come up and underline that part. Students write a friendly letter (See modifications)

Extension Strategies/Activities:

Social Studies

Time zones around the world

Art

Make an activities collage from magazine pictures

Language Arts

Word study; long e sounds; ee, ea

Writing a Friendly letter

Modification Strategies/Activities:

Advanced Students

Telling Time: Students practice using variations on time (ten after three vs. 3:10)

Newcomer/Beginner

Teacher works 1 on 1 or in small group with Students on irregular verb sentences. Ask Students to state a sentence and Teacher writes on sentence strip; hang sentence strips.

Intermediate/Adv Students

Write a friendly letter using text model, telling about their after-school activities. Beginners; provide friendly letter writing frame to complete.

Technology/21st Century/Cross-curricular Connections/Standards:

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Curriculum Guide

Grade 5 - 8 Content Area: ESL

Suggested Assessments:

- Speaking Activities
- Writing Activities
- Vocabulary activities
- matching definition to word & picture to language

Unit: Thanksgiving & Holidays

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

Mid-November

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Big Ideas:

Listening is an active process to gain understanding.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Oral language is a tool for communication, thinking, and learning.
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Define a holiday
- List American and world holidays
- Define "thankful"
- State what you are thankful for
- Define Thanksgiving/holiday vocabulary
- List "thanks" in students' native language
- Use Thanksgiving holiday vocabulary
- Discuss importance of Thanksgiving
- Compare/contrast to native country's holiday of thanks
- Order/sequence cartoon story of Thanksgiving
- Review Thanksgiving customs, holiday events
- Discuss meaning of holiday
- Name traditions
- Express what you are thankful for

Instructional Materials/Resources:

Thanksgiving Day packet Holiday Activities by Elizabeth Claire
-cartoon story
-thankful writing prompt
-vocabulary

Newspapers in Education (NIE) Thanksgiving facts

The First Thanksgiving, Scholastic Books

Suggested Vocabulary:

holiday	grateful/thankful
custom	Pilgrim
celebrate	Mayflower
symbol	Native Americans/Indians
feast	family
tradition	

Technology:

Smartboards
ipads

Recommended Instructional Activities:

- Discuss holidays; what are they? Why are they important? American ones they know? Their native country's?
- Discuss value of learning about world holidays to understand all cultures; what is valued; explore the similarities of many holidays (holiday unit focus)
- Review holiday and Thanksgiving vocabulary
- Read cloze paragraph about Thanksgiving.
- Discuss importance of this holiday in American culture
- Read cartoon story of the first Thanksgiving
- Students sequence the story after reading (partner beginner students with advanced)
- Students write/draw what they are thankful for ("What are you thankful for this year?" prompt)
- Students share writing/drawings
- True/False activity; students hold up true or false card to check comprehension of Thanksgiving facts/story.

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Grade 5 - 8 Content Area: ESL

- Students share if/how they celebrate American Thanksgiving; native culture influence or native culture "Thanksgiving"

Extension Strategies/Activities:

Thanksgiving Feast/Food tasting Teacher and students bring in samples of traditional Thanksgiving foods and tell around the classroom table what they are thankful for.

Thanksgiving Noun Collage Students bring in/find pictures of persons, places or things (nouns) that they are grateful for. Students make collage of these items and share their "thankful" noun/picture collage.

Modification Strategies/Activities:

Reading/Writing (Advanced); "Pilgrims to a New Land" prompt; Students read why Pilgrims came here and write about how they were like ESL students; today's Pilgrims/immigrants (compare/contrast) (Advanced) Student and teacher research the first Thanksgiving topics of the Wampanoag Native Americans and Plymouth Rock (www.plimoth.org).

Vocabulary: (Beginners)

- Reinforce Thanksgiving/holiday vocabulary through posted class word lists and student word cards.
- Complete word matching exercise

Reading: (Beginners) look through First Thanksgiving picture storybook to support learning/reading of cartoon text.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- cloze writing activity
- sequencing activity
- True/False activity
- Vocabulary matching exercise
- Discussion

Unit: World Holidays

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

December and January

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3-Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCRA.R.4-Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.R.5-Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.R.6-Assess how point of view or purpose shapes the content and style of a text.

CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCRA.R.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCRA.R.10-Read and comprehend complex literary and informational texts independently and proficiently.

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8.SL.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.

8.SL.1b-Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.1c-Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8.SL.1d-Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8.SL.2-Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3-Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.SL.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5-Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Listening is an active process to gain understanding.

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Curriculum Guide

Grade 5 - 8 Content Area: ESL

Oral language is a tool for communication, thinking, and learning.
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- | | |
|--|---|
| <ul style="list-style-type: none"> • list holidays • compare and contrast world holidays • discuss project • apply knowledge of holidays • read newspaper articles • review newspaper articles • discuss symbols in holidays • write paragraph • discuss holidays/cultures; symbols of "light" • create KWL chart • read story of holiday(s) • discuss story • apply knowledge (vocabulary word match-up) • discuss symbols of world holidays • demonstrate vocabulary knowledge • compare/contrast world holidays • discuss holiday customs • review World Holiday Project details • define a resolution • write a resolution • choose holiday for project | <ul style="list-style-type: none"> • define diversity • choose words that relate to diversity • listen to story • recognize meaning of light in story • identify holiday customs, traditions • demonstrate knowledge of world holidays (true-false quiz) • review library research tools • practice research • find holiday project information • review outline • list information on outline • write notes • organize notes • plan research • complete outline • create poster design plan • illustrate world holiday information • report/present project • express feedback to classmates on presentations • develop questions to ask classmates about their projects |
|--|---|

Instructional Materials/Resources:

Newspapers in Education (NIE) *Bucks County Courier Times*
"Symbols of the Holidays" supplement
pictures of holiday symbols
realia
WMS library encyclopedias, reference books and books
Fireflies by Wayne McLoughlin
Reading Activities for Every Month of the School Year by Sue Jones
Erlenbusch The Center for Applied Research in Education

Suggested Vocabulary:

symbol celebration light
tradition customs

Technology:

WMS Library research websites

Recommended Instructional Activities:

- Create class chart of students' native country and world holidays.
- Ask what are the symbols of these holidays? List.
- Compare and contrast to discover we are more alike than different.
- Introduce unit's culminating project to students. Explain activities of unit, components of the project and our class

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Grade 5 - 8 Content Area: ESL

plan

- Read "Symbols and Holidays" article and discuss (partner read)
- Read "The Power of Light" articles and discuss (partner read)
- Writing activity; "Think about a symbol"
 - Students think about an important winter holiday in their family or culture.
 - What role does light play in the celebration?
 - Students list different ways light is important and then write a short paragraph describing how light works for the holiday.
 - Students share paragraph.
- Revisit what we learned about light in holidays. Discuss similarities across cultures.
- KWL Chart Create class KWL chart for Hanukkah readings. Students partner read articles. Fill in KWL chart.
- Complete vocabulary word match-up independently
- Similar activities for Christmas and Kwanzaa articles.
 - also...look at holiday pictures and realia
 - discuss customs, symbols and traditions for each holiday.
 - find light symbols and other symbols on our class list of symbols and find holidays that have same or similar symbols.
 - Students express their overall favorite holiday and what new holiday they enjoyed learning about.
- Compare/contrast holidays we've read about using Alike/Different Graphic Organizer.
- Hand out "World Holiday Project" papers to students; review requirements and ask them to think about what holiday they'd like to learn about and research for their project.
- New Year's Holiday Activities
 - Discuss this holiday celebrated throughout the world; significance? Discuss resolutions students write one for the rest of the school year (connect to goal-setting).
- Students choose holiday for project.
- Diversity Activities
 - Diversity Acronym activity; students choose/find words that have to do with people of all races and cultures living together.
 - Read aloud book, Fireflies; guide students to find the themes of hope, power of light, diversity and overcoming obstacles in the story.
- Review all learned about symbols in holidays, especially light and the various customs and traditions of world holidays.
- Students take "true-false" quiz on holidays.
- World Holiday Project Research
 - Teacher introduce project; explain project, review project requirements, model presentation, and guide self and peer assessment of project
 - Library research; team teach with librarian to teach/review research tools
 - Review project outline paper for start of research
 - Practice research
 - 3 to 5 days in library to research holiday using internet, encyclopedias and books.
- Note taking students use outline and research notes to pull out required information for their oral and poster presentation.
- Students organize and check notes against required information
- Teacher provides organization of note cards (outline and samples structure).
- Students write speech note cards
- Teacher models presentation and shares sample poster
- Students plan poster design and create poster.
- Students practice speech with partner or teacher, and presentation of poster
- Presentations of projects

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Grade 5 - 8 Content Area: ESL

- Students give positive feedback to peer presenters and asks questions to presenter about their holiday

Extension Strategies/Activities:

Greeting Card Activity:

What holidays have greeting cards?

--Students research history of greeting cards.

--Students create greeting cards for American troops, or Nursing Home residents.

Language Arts

Cloze reading/writing activities, word searches, crossword puzzles.

Modification Strategies/Activities:

All unit activities modified for beginners through 1-on-1 work with teacher or partner with advanced ELL.

Technology/21st Century/Cross-curricular Connections/Standards:

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Suggested Assessments:

- Paragraph writing
- Vocabulary activities for each holiday
- True/False Quiz for unit
- Unit Project: Presentation and Poster
- Discussion

Unit: Snowy Language

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

February

WIDA Standards:

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English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

NJSLS:

CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

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Grade 5 - 8 Content Area: ESL

evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3-Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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8.SL.5-Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communication, thinking, and learning.

The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

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Curriculum Guide

Grade 5 - 8 Content Area: ESL

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- define similes
- identify similes
- create similes
- write similes
- illustrate similes
- define "snow" words
- identify compound words
- look up snow words in dictionary to differentiate if 1 or 2 words
- differentiate compound words
- follow multi-step, complex directions

Instructional Materials/Resources:

www.everythingsl.com "Snow Similes"

www.its.caltech.edu Snow Crystals

"First Snow" by Marie Louise Allen (www.everythingsl.com)

Elementary/Intermediate Student Dictionary

Snow/snowflake photographs

Snowman realia

Snowy scene poster

Popcorn. Marshmallows, cotton balls, pillows.

Suggested Vocabulary:

snow	snowstorm	snowflake
snowboard	snow bank	snowplow
snow angel	snowshoes	snowmobile
snowman	snow pea	snowball
intricate	crystal	

Technology:

Dave's Snowflake Page (www.everythingsl.com)

Recommended Instructional Activities:

- Introduce Snowy Language unit with similes. Show Students "First Snow" poem. Discuss how the words make us see the snowy bushes.
- Questioning What "figurative language" is used? Explain meaning of "figurative." Elicit answer of simile. What is the simile in the poem? Discuss.
- Give Students popcorn to eat in little bowls to show "popcorn balls" and visualize poems' simile. Show realia (cotton balls, marshmallows, etc.) to help Students understand the vocabulary and later elicit other simile comparisons.
- Brainstorm with Students ..."Snow is as white as_____"
- Snowflakes What is a snowflake? Discuss. Teacher provides information on snowflakes, shows pictures of snowflakes under a microscope.
- Show Students intricate snowflake made from a pattern. Discuss how they may have made simple cut out snowflakes. Show Students patterns. Students follow multi-step pattern to make their own intricate snowflakes.
- Students type up snow similes from prior lesson and cut and paste onto blue paper. Students glue their snowflake above their simile. Display on class/hall bulletin board.
- Tell Students yesterday we made snowflake. Ask does anyone know what we call that type of word? A compound word. Elicit other examples...and then other "snow" compound words. Make a list. Tell Students some snow words we know are 2 words, not 1 compound word;
- For example, "snow angel" is 2 words. Ask Students to explain what a snow angel is...show pictures and ask Students to pantomime making a snow angel. -----Students complete "Snow" word sentence completion.
- Snow Words & Dictionary Skills Students brainstorm as many snow words as possible. Which are compound words? Give Students "Snow" Vocabulary worksheet. Students choose if the snow word is 1 or 2 words. Students then check the dictionary to see if the words are compound or not.

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Grade 5 - 8 Content Area: ESL

Extension Strategies/Activities:

Science

Weather

Winter season

Social Studies

Life in snowy regions

Inuits, Laplanders, people living above the Arctic Circle

Language Arts

More Figurative Language; metaphors, personification, hyperbole

Analogies; "A snowman is to snow, as cookie is to dough"

Let it Snow! Crossword puzzle

Snowy word bingo using snowflake bingo chips

Modification Strategies/Activities:

Vocabulary: (Beginners); Teacher reinforces vocabulary with pictures and working with Students in small groups to discuss more challenging vocabulary.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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Suggested Assessments:

- Writing activities
- Vocabulary activities
- Snow simile activities & Snowflake creation/simile mini-project
- Vocabulary worksheets

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Curriculum Guide

Grade 5 - 8 Content Area: ESL

Unit: Weather

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

February - March

WIDA Standards:

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NJSLS:

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Big Ideas:

Listening is an active process to gain understanding.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

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Essential Questions:

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- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Name weather words
- Review weather vocabulary
- Read weather words
- Recognize weather words
- Discuss weather
- Use weather words
- Discuss extreme weather
- Write weather words
- Match written words to pictures
- Identify weather words
- Practice weather vocabulary
- Match related objects
- Express feelings about weather
- Describe weather activities
- Research weather terms, conditions

Instructional Materials/Resources:

Weather photograph/flashcards (Bruce Coleman, Inc./Grant Hellman Photography/Root Resources)

encyclopedias, almanacs, information books

www.everythingsl.com

Oxford Picture Dictionary for the Content Areas

March Monthly Activities Teacher Created Resources, Inc.

Evan Moor Corp. Giant Science Resource Book

teacher-created ideas/materials

Suggested Vocabulary:

climate	weather	extreme weather	cloud
temperature	humidity	precipitation	forecast
barometer	tornado	hurricane	meteorologist
anemometer	cyclone	typhoon	monsoon
hail			

Technology:

Webpath Express (research) websites-WMS Library

www.weather.com

www.accuweather.com

Recommended Instructional Activities:

- Discuss weather, using questions: "What is weather? Brainstorm definition...why do we say "brainstorm?" How does that word relate to weather?"
- Discuss "extreme weather;" list extreme weather conditions; teacher reinforces with photos/word cards
- Create KWL chart for the topic of "weather"
- Preview weather packet; "What is Weather?"
- Students list all the weather types they know
- "Weather Search Questions" research mini-project; in class & library work
- Use Webpath Express website to research questions

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Grade 5 - 8 Content Area: ESL

- Students write answers to search questions
- Students work with partner to share their answers and discuss; clarify
- Students share website information
- Students write vocabulary definition for teacher directed weather terms to be found on weather websites
- Students present their "Weather Search Questions" answers
- Read weather vocabulary cards; Students cut and tape to make study cards
- Give students 2nd vocabulary word card set for students to play vocab. matching game
- Weather Folklore; Students read sayings in packet; Discuss what they mean and if they are "based" on fact

Extension Strategies/Activities:

Extension of Unit - Oxford Picture Dictionary for the Content Area; Topic 54 Weather

Social Studies

Exploring real weather events (Hurricane Katrina); Exploring weather in different parts of the world

Science

"Extreme Weather: Hurricanes" www.everythingsl.com

Language Arts

Weather paragraph writing (describe weather)

Vocabulary

Poetry Survey/Charting

Writing

Speaking (express favorite weather)

Modification Strategies/Activities:

Vocabulary: (Beginners); Teacher reinforces vocabulary with pictures and working with Students in small groups to discuss more challenging, scientific vocabulary.

Writing: (Beginners) Teacher works with 1 or 2 Students to support writing any technical language.

Technology/21st Century/Cross-curricular Connections/Standards:

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CRP1. Act as a responsible and contributing citizen and employee.

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CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Weather search questions research
- Weather terms list
- Vocabulary activities
- KWL chart
- speaking activities
- matching definition to word & picture to language

Unit: Recycling

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

April (on or around Earth Day)

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CCRA.R.7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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CCRA.R.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCRA.R.10-Read and comprehend complex literary and informational texts independently and proficiently.

8.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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8.SL.5-Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Listening is an active process to gain understanding.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Oral language is a tool for communicating, thinking, and learning
The ability to read a variety of texts requires independence, comprehension and fluency.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?
- How does understanding a text's structure help me better understand its meaning?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking
- Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Discuss recycling • Use reading strategies • Apply recycling information to own life • Write recycling information • Explain recycling • Explain recycling processes | <ul style="list-style-type: none"> • Compare recycling vs. reusing • Choose recycling idea • Explain reuse idea • Model reuse/recycling idea • Write vocabulary • Create poster |
|---|---|

Instructional Materials/Resources:

Evan Moor Corp. Giant Science Resource Book, "Where Did All the Garbage Go?"

-realia (plastic, cans, tissue box, glass, bottle caps, etc.)

-library books & website resources

Suggested Vocabulary:

recycling	reuse	trash	garbage
throw away	landfill	shredded	pulp
process	plastic	aluminum	melted
molds	chopped	crushed	sterilized
furnace	gobs	layers	seep
bulldozers	liner	mash	
solid waste disposal		natural resources	
pollution	scraps	molten glass	purification

Technology:
N/A

Recommended Instructional Activities:

- Elicit Students knowledge of recycling and Earth Day. Discuss.
- "Where Did All the Garbage Go?" packet; Put this question on board and brainstorm with students. Where do they think it goes?
- Packet - Students preview packet. Discuss now what do they think happens? Read through packet. Teacher reads parts aloud. Students are partner read and then share information from an assigned section.
 - Explore illustration of a landfill; Read aloud; review vocabulary. Discuss landfill parts in illustration.
 - Look at pictures of the recycling process for paper, glass, aluminum and plastic.
 - Preview vocabulary. Read and discuss. Students trace the path of the recycled item with their finger.
- Vocabulary activities Teacher gives definition & Students match with word card in hand. Students highlight key vocabulary in packet.
- Recycling conversation bubbles -Read together and discuss. Students write their own "recycling statement." Students share their statement.
- Research recycling & reuse - Find pictures of real landfills, recycling plants and recycling processes.
 - Research how children can help the environment
 - Students make recycling poster from research and "recycling statement" activity
- Show Students empty tissue box, bottle caps, and balls. Elicit ideas for a game and model it; Students discuss. Students come up with creative idea to reuse materials.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Extension Strategies/Activities:

Language Arts

create K-W-L chart for "recycling" topic

Art

create class landfill model using media such as food or clay.

Science

explore water pollution; apply knowledge to understanding the reasons for Earth Day and how students can make a difference for our environment

Modification Strategies/Activities:

Beginners Teacher works 1 on 1 with beginners on reading strategies & comprehension.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- recycling research
- reading of text and comprehension
- vocabulary activities
- recycling poster
- conversation bubble activity; Students "recycling statement"
- reuse games activity & reuse project

Unit: Hats of the World –“Hats Off to You!”

ESL Focus: Listening/Speaking

Suggested Sequence:

May

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS:

CCRA.R.1-Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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8.SL.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas:

Listening is an active process to gain understanding.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Oral language is a tool for communication, thinking, and learning.

Essential Questions:

- How does a listener understand a message?
- How do speakers express their thoughts and feelings?

Enduring Understandings:

- Effective listeners are able to interpret and evaluate increasingly complex messages.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Identify hat categories/types
- Discuss hats in different cultures
- Discuss "hat" idioms
- Review main ideas about importance of hats
- Categorize hats
- Review categories of hats
- State reasons for wearing hats
- Compare and contrast categories

Instructional Materials/Resources:

realia (hats and hatbox)

www.everythingsl.com "Hats Off to You!"

Hat idiom list

Graphic organizers/Charts; "Why Do People Wear Different kinds of Hats?" and "Hats From Around the World."

Hat Drawings

Hat pictures; on-line encyclopedia information (handouts/reference)

Suggested Vocabulary:

Technology:

Smartboards
I-pads

Recommended Instructional Activities:

- Ask students what they think is inside the round box (hat box); Look at collection of hats and discuss who wears these hats, why, when, etc. (chef hat, baseball cap, football helmet, winter cap, visor, sombrero)
- Discuss and create class list of hats
- Ask students why we wear hats; create list of reasons; invite students to bring in their own hats to share information about their native country and cultural hats.
- Review list of reasons eliciting "work, protection, uniform, fun and culture/religion."
- Students complete "Why do people wear different kinds of hats" independently (graphic organizer)
- Review graphic organizer
- Ask for meaning of an "idiom." Review; provide simple examples. Ask students if they know any hat idioms.
- Share the many hat idioms there are; List on board. Elicit meaning. Discuss.
- Introduce pictures of other types of hats, noting different types worn all over the world ;
- Discuss reasons why these hats are worn
- Students complete "Why is the hat worn?" chart (Hats From Around the World) reinforcing new hat vocabulary.
- Students share hats brought in from home
- Use student realia to reinforce reasons/make connections to why we wear certain types of hats.
- Examine idea of culture and geography related to hats.
- Review differences between hats we've learned about by comparing and contrasting categories and types of hats
- Ask students why they think this is important to learn about.
- Apply this to understanding importance of cultural symbols and how appreciating reasons for why we wear certain clothes or value certain things can help people get along better.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Extension Strategies/Activities:

Students cut out hats from magazines and describe the hat and tell when and why it is worn.

Students label pictures of new hats they have learned about. (vocabulary)

illustrate hat idioms

Modification Strategies/Activities:

Beginners/Low Intermediate
partner work for chart completion

Advanced
independent work on categorizing charts and independently read internet information on hats around the world.

Technology/21st Century/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively within reason

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Categorizing activities
- Discussion
- Idiom illustrations
- cultural hat report

Unit: Exploring Words

ESL Focus: Listening/Speaking/Reading/Writing

Suggested Sequence:

June

WIDA Standards:

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

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NJSLS:

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Big Ideas:

Listening is an active process to gain understanding.

Oral language is a tool for communicating, thinking, and learning

The ability to read a variety of texts requires independence, comprehension and fluency.

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

<p>Essential Questions:</p> <ul style="list-style-type: none">• How does a listener understand a message?• How do speakers express their thoughts and feelings?• How does understanding a text's structure help me better understand its meaning?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• Effective listeners are able to interpret and evaluate increasingly complex messages.• Questioning and contributing help speakers convey their message, explore issues and clarify their thinking• Understanding of a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.																		
<p>Knowledge, Skills, and Instructional Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none">• Define homonyms/homophones• Name homonyms/homophones• Discuss homonyms/homophones• Differentiate meanings through sentence use• Review homonyms• Explain homonyms• Write homonym pair meaning• Select correct homonym to match meaning or situation• Differentiate homonyms• Review similar sounding words/confusing words• Explain contraction homonyms• Find homonym definitions• Match homonym words of pairs• Practice homonyms• Define homonym pairs• Illustrate homonym pairs• Write sentences using homonym pairs• Discuss homonym meanings																			
<p>Instructional Materials/Resources: <u>Homonyms</u> Prentice Hall Learning Systems, 1977</p> <p>Barron's <u>Write English Right</u></p> <p>"Homonym Bingo" Sentence packet (teacher created)</p> <p><u>Just the Right Word</u> multiple meaning word packet</p> <p>Remedia Publications, <u>Vocabulary Boosters 1</u></p> <p>Homonym realia (I do & dew, deer & dear, sent, scent, sent)</p> <p><u>ACCESTUDENTS</u> Word Wheel Graphic Organizer</p> <p><u>The King Who Rained</u> by Fred Gwynne</p> <p>"Think & Move" by Don Bouchard, WIDA Consortium, 2009</p> <p>"The Comforter" illustration by Mary Engelbreit</p>	<p>Suggested Vocabulary: homonym homophone contraction apostrophe</p> <table border="0"><tr><td colspan="2"><u>Homonym</u></td></tr><tr><td>Deer, dear</td><td>their, there, they're</td></tr><tr><td>Bawl, ball</td><td>it's its</td></tr><tr><td>Cent, scent</td><td>your, you're</td></tr><tr><td>Scents, sense</td><td>road, rowed, rode</td></tr><tr><td>Do, dew</td><td>to, too, two</td></tr><tr><td>Hair, hare</td><td>see, sea</td></tr><tr><td>Four, for</td><td>whether, weather</td></tr><tr><td>Fare, fair</td><td>which, witch</td></tr></table> <p>Technology: Webpath Express (research) websites-WMS Library</p> <p>Homonym websites; www.bbc.co.uk.skillswise www.owlenglish www.a4esl.org</p>	<u>Homonym</u>		Deer, dear	their, there, they're	Bawl, ball	it's its	Cent, scent	your, you're	Scents, sense	road, rowed, rode	Do, dew	to, too, two	Hair, hare	see, sea	Four, for	whether, weather	Fare, fair	which, witch
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Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

Recommended Instructional Activities:

- Give Students meaning of homonym and ask if they know what that type of word is called. Elicit list from Students. Reinforce with word cards & realia.
- Homophones - Challenge Students to come up with a list of homophones (words that are spelled and pronounced the same but have different meanings) Tell some homophones are pairs, trios and even "quads!" Give students the word "trunk" and ask them for the four meanings.
- Students explain meanings of homonym pairs on the board
- Homonym Bingo sentence packet - Students read sentences and color code with highlighters the pairs, trios. Discuss meanings.
- "The Comforter"... Show Students this painted illustration of a Mom (the comforter) comforting her child, who is wrapped in a comforter.
 - Students write an explanation as to how "The Comforter" is an example of a homophone.
- Introduce confusing words; Tell Students that there are also many English words that sound similar, not the same...like risk and wrist. Teacher explains. STUDENTS work on "Which is Which?" worksheet on confusing words. Students work independently. Discuss each.
- Contraction Homonyms - Review, discuss. Teacher lists on board. Invite Students to explain meanings.
- Teacher reads aloud, The King Who Rained, a picture storybook of homonyms. Discuss those that Students don't understand.
- Library website exploration of homonyms; Students explore selected websites; play homonym matching game on www.bbc.co.uk
- Teacher gives each Students a card with homonym pairs on it. Students search for and write definitions for each and then report to the class.
- Sentence Completion Activity – Give students homonym pair pages with examples of their uses in sentences. Students independently complete sentences using correct homonym. STUDENTS self-check answers.
- Word Wheel Graphic Organizer-Give each Students a different homonym pair and write definition for each, sentences and illustrations.
 - Students present their word wheels to classmates.
- "Think & Move" TPR Activity - Students write list of any 5 homonym pairs they know; Students then walk around to each of their classmates with their lists and get one more, different pair from each of their classmates to add to their list. Students take turns telling their homonym pairs until all are named. Teacher writes all on the board. Students write additional ones they hear/see on the board.

Extension Strategies/Activities:

Writing & Grammar

Descriptive Adjectives: "The Beach" lesson

Source: Solving Writing Problems with Easy Mini-Lessons by Creative Writing Prestudents

Art

illustrate homonym pair words

Modification Strategies/Activities:

Vocabulary

(Beginners) Teacher reinforces vocabulary with pictures and working with Students in small groups to discuss more challenging vocabulary.

Pair up Students (low with advanced) to work on challenging vocabulary worksheets and/or Teacher works 1 on 1 with newcomers/low beginners.

Library Website homonym definition search activity;

Teacher "levels" the vocabulary to be searched by Students ELP level.

Sentence Completion Activity

Adv. Students work on additional higher level homonyms/sentences

Technology/21st Century/Cross-curricular Connections/Standards:

Westampton Township School District

Curriculum Guide

Grade 5 - 8 Content Area: ESL

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Suggested Assessments:

- Writing activities
- Vocabulary activities
- Word Wheel graphic organizer
- TPR "Think & Move" activity
- speaking activities
- matching definition to word & picture to language
- Vocabulary worksheets

Support Documents

World-Class Instructional Design and Assessment (WiDa)

English Language Proficiency Standards

English Language Proficiency Standard 1: English Language Learners communicate in English for Social and Instructional purposes within the school setting.

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English Language Proficiency Standard 3: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

English Language Proficiency Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

English Language Proficiency Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2000

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2000

2200 CURRICULUM CONTENT

M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

2210 CURRICULUM DEVELOPMENT

M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?

8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;

11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Westampton Township School District
Lesson Plan Template

Teacher:

Subject:

Week Of:

M__ T__ W__ T__ F__

1. Standards:
2. Essential Questions:
3. Enduring Understandings:
4. Objectives:
5. Assessment of Objectives:
6. Material/Resources:
7. Instructional Strategies:
8. Support for Special Needs:
9. Closure Activity:
10. Homework:

Westampton Township School District
Curriculum Map Template

School:
Teacher:

Subject:
Grade Level:

MONTH/YEAR	ESSENTIAL QUESTIONS	CONTENT/CONCEPT	SKILLS	ASSESSMENT	SUGGESTED ACTIVITIES/RESOURCES

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Practices that Support Students with Various Needs

(Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

Student Motivation

Rationale: Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies

Organize

Warm-ups
Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Examples:

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Examples:

Self-monitoring checklists
Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area processes in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changes test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

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