

ENGLISH AS A SECOND LANGUAGE GRADES K – 5

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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<p>In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.</p>
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INTRODUCTION

English as a Second Language (ESL) is a developmental program of instruction mandated by the State Department of Education for students who have been identified through testing to have limited English proficiency. The program provides instruction in the English language and the American culture for English learners in Grades K-5. The goal of instruction is to facilitate English language development and to help English learners develop the skills necessary to become active and successful participants in content-area classrooms where language development and social and academic success are paramount. The ESL curriculum is an integrated curriculum designed to prepare English learners to meet the following standards: TESOL (Teachers of English to Speakers of Other Languages), WIDA (World-Class Instructional Design and Assessment) Standards, and the New Jersey Student Learning Standards for English Language Arts. Student placement in ESL courses is based upon requirements set forth by the state of NJ.

PHILOSOPHY

The Ewing Public Schools' ESL program enables English learners (ELs) to gain long-term personal, social and academic success in the United States. Non-English speaking students arriving in the United States have often been separated from all that is familiar: family, friends, school, home, culture and the use of their own language in the greater community.

The education of the ELs is the responsibility of the Ewing Public Schools community. The ESL program does not relinquish responsibility for our ELs at the end of the ESL instructional period. With the help of ESL teachers, classroom content area teachers provide comprehensible input while the students are in the mainstream class by adopting Sheltered English Instruction strategies. Content area teachers have been trained in differentiating instruction and modified materials are provided for all beginning ESL students to be used throughout the school day.

The Ewing Public Schools ESL program strives to:

- Develop English learners' command of English in the language domains: listening, speaking, reading and writing
- Incorporate content into language and literacy development for students, so that they are prepared to meet the required language and content objectives in content area classes and on state-mandated assessments
- Facilitate success in the mainstream/content area classroom
- Measure success by multiple criteria
- Ease the transition of new ELs from one culture to another
- Provide instruction to ensure the ELs demonstrate growth in reading, writing, and mathematics proficiency from year to year
- Plan effective English language instruction for ELs which meets the New Jersey Student Learning Standards and the WIDA Standards
- Establish home/community exchanges of cultural information
- Enrich the instructional activities of the mainstream student population
- Use language to communicate in culturally sensitive ways
- Teach American culture

ESL METHODS AND TECHNIQUES

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what they bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

Sheltered English Instruction (SEI):

"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources, and assessments are modified as needed.

Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Technology:

Chromebooks and other forms of technology are integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer ELs a language-rich environment in which students are constantly engaged in language activities. The chromebook can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school.

Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

PARENT/GUARDIAN INVOLVEMENT

Involving parents/guardians of English learners (ELs) is not only mandated by the New Jersey Department of Education, but is an integral part of a successful ESL program. The ESL teachers should serve as a resource for classroom teachers and administrators since they are the professionals with training in multicultural awareness, and ESL parents/guardians should be valued as an important addition to the cultural heritage of the school.

Meetings between ESL and classroom teachers and with the parents/guardians of ELs should be held in order to discuss the goals of the ESL program, the school's culture, and the expectations of the ESL and content area teachers. These meetings may be held during Back-to-School Night, or during an individual parent-teacher conference with the student's guidance counselor and teachers.

Communication between home and school should be meaningful and must be accessible to all parents. Volunteers of different language backgrounds should be invited to collaborate in these meetings in order to help those parents/guardians with little or no English. Translations of important school information must be offered when possible.

ESL teachers should endeavor to provide resources and information that will help parents/guardians understand how their child/children can improve skills and meet class expectations. The parents/guardians of our linguistically and culturally diverse students can be invited to visit the ESL classroom so they can see and understand what is involved in developing their children's English language and academic skills.

Parents/guardians of ELs shall receive the following correspondence over the school year. This correspondence will be translated into home languages when possible. Copies of parent/guardian correspondence will be kept in each student's ESL file.

- Eligibility Letter: An entry letter will be sent to parents of students who are eligible and enrolled in ESL class.
- ACCESS Test Letter and Report: This letter will inform parents of their child's state-mandated ACCESS for ELLs 2.0 test results.
- Continuation Letter: This letter will be given to parents to advise that their child will be continuing in the ESL program.
- Exit Letter: This letter will be given to parents when a student meets the criteria to exit ESL. Students will need this letter in order to deregister from ESL and enroll in another class. If an exit letter is not sent by the district, parents may write a letter declining services, which will deregister their child from ESL. In the event that a parent declines ESL services, New Jersey code requires the student to continue participating in ACCESS testing until he/she meets the district's criteria to exit ESL.

ENTRY, MONITOR STATUS AND EXIT CRITERIA FOR THE ESL PROGRAM

Entry Criteria for the ESL Program

Eligibility for the ESL program is based on the results of the following measures:

- The Ewing Public Schools follow all mandates set forth by the New Jersey when making determinations regarding placement into the ESL program.
- Some criteria may include:
 - WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
 - ACCESS for ELLs 2.0 test results from the previous school year
 - Participation in an ESL program in another school district
 - Arrival to the United States from a country where Standard English is not the first language

Monitor Criteria for the ESL Program

Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes. ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

Students enrolled in the ESL Program will be tested annually with the ACCESS for ELLs 2.0 language proficiency assessment to determine their level of English language proficiency. The district goal, as determined by the State, is for all students to show growth of at least one proficiency level each year. Students who score at or above 4.5 are evaluated for exit from the ESL program.

ESL – Grades K-5 Thematic Units of Study

Why are these units important?

Within each unit of study, students will be exposed to a balance of high-quality informational texts and literature. Texts within each unit align with grade level text complexity requirements as communicated through the New Jersey Student Learning Standards, and lessons will help students build necessary reading and writing skills toward college and career readiness for all English language proficiency levels. Students will become familiar with conversational and academic vocabulary and will conduct close, analytical reading with complex texts. Students will develop the skills necessary to organize narrative, argument, and informational writing, and they will work toward competency of Language Standards application. The four language domains of reading, writing, speaking, and listening will be integrated daily. The Big Ideas embedded in these units of study will include the following:

- English language proficiency increases when one actively reads, writes, speaks, and listens on a daily basis.
- Social and academic vocabulary must be purposefully and strategically taught; doing so improves one's ability to read independently and comprehend a text.
- Close reading is the purposeful reading and rereading of a text for the purpose of increased understanding. Closely reading and annotating a text does improve comprehension.
- One must extrapolate evidence from a text when responding to a text-based prompt verbally or in writing.
- When writing a narrative, argument, or informational piece, organization of ideas is important.
- Applying the rules of Standard English and grade level Language Standards is important to help a writer communicate his/her message.

Core Instructional Materials

Frames for Fluency (Ballard & Tighe, 2010)
Kid-Inspired
Raz- Plus
ESL kidstuff

Supplemental Instructional Materials

Flipgrid
Brainpop jr
Brainpop ESL
Imagine Learning

Interdisciplinary Connections

- Units and lessons within the ESL curriculum are aligned with NJSLA and WIDA standards, covering the content areas of language arts, math, science, and social studies.

Technology Connections

- Canvas, Google Classroom and Drive, and other internet-based resources will be used to assign tasks, submit work, and provide feedback
- Google Apps will be used to promote collaboration through technology
- Websites
 - Google Translate will be used to help students build academic vocabulary knowledge.
 - Kid-Inspired
 - Raz- Plus
 - ESL kidstuff
 - Flipgrid
 - Brainpop jr
 - Brainpop ESL
 - Imagine Learning

Accommodations or Modifications

- The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.
- Differentiation in materials, assignments, and assessments can be provided (e.g., 99 *Ideas and Activities for Teaching English Learners with the SIOP Model*)

Kindergarten

Unit and Theme	Essential Question	Acquired Knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1: Getting to Know You Duration: 4 weeks Timeframe: Sep/Oct	<p>How can we introduce ourselves in school in English?</p> <p>What are the names of the colors we see around us?</p>	<ul style="list-style-type: none"> -Identify and use greetings -Follow simple instructions -Identify colors -Answer "what" questions about colors 	<p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 1: Greetings Lesson 2: Colors</p> <p>Read Aloud Videos: Welcome to Kindergarten Copy of Kindergarten Library - Menjivar</p> <p>Reading A-Z https://www.raz-plus.com/ Carlos Goes to School Maria Goes to School Bird Colors</p>	<p>Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class</p> <p>-Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards</p>	<p>Wida ELD Standard 1 Wida ELD Standard 2</p> <p>NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4</p> <p>NJSLSA.SL1 SL.K.1</p> <p>NJSLSA.L1 L.K.1 L.K.4 L.K.5</p>
Unit 2: Our Favorite Fruit Duration: 2 weeks Timeframe: Oct	<p>What are some fruits we enjoy eating?</p> <p>How do we celebrate Halloween in America and around the world?</p>	<ul style="list-style-type: none"> -Identify fruit -Express opinions about fruit "I like_" -Answer "what" questions about fruit 	<p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 3: Fruit Special Lesson: Halloween</p> <p>Reading A-Z https://www.raz-plus.com/ Fruit Colors Bananas Sometimes Maria's Halloween</p>	<p>Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words</p>	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5</p> <p>NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4</p> <p>NJSLSA.SL1 SL.K.1</p> <p>NJSLSA.L1 L.K.1 L.K.4</p>

				-Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	L.K.5
Unit 3: Bodies and Shapes Duration: 4 weeks Timeframe: Oct/Nov	What numbers can we use to count to ten? What are the parts of the body called? What feelings can we experience? What are some harvest celebrations in America and around the world?	-Identify numbers 1-10 -Follow simple movement commands (jump, clap your hands, etc) -Identify body parts -Answer "what" questions about body parts -Identify shapes -Answer questions about feelings and use greetings in conversation -Identify Thanksgiving vocab	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 4: Numbers 1-10 Lesson 5: Parts of the Body Lesson 6: Shapes Special Lesson: Thanksgiving Reading A-Z https://www.raz-plus.com/ Maria Counts Pumpkins Carlos Counts Kittens My Body My Face Shapes in Nature City Shapes On Thanksgiving Mash the Potatoes	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5
Unit 4: On the Farm and at the Zoo Duration:	What animals live on the farm and in the zoo? What noises do they make?	-Identify farm and zoo animals and their noises -Answer "what" questions about animals -Identify Christmas vocab	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 7: Farm Animals Lesson 8: Zoo Animals Special Lesson: Christmas 1	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i>	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 RL.K.1

4 weeks Timeframe: Nov/Dec	What are the winter holidays celebrated in America and around the world? How do people celebrate them?		Reading A-Z https://www.raz-plus.com/ On the Farm Baby Animals What is at the Zoo? Christmas Eve Christmas Cookies YouTube Christmas for Kids Winter Holidays Around the World	-Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5
Unit 5: Having Fun at Home and at School Duration: 3 weeks Timeframe: Jan	What different items do we use when we learn and when we play?	-Identify classroom objects and toys -Ask and answer "what" questions about classroom objects and toys -Identify colors of different objects in classroom setting	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 9: Classroom Objects Lesson 10: Toys Read Aloud Videos: Respecting our school supplies Copy of □ Back to School (Respecting Our Supplies) Library - Menjivar Reading A-Z https://www.raz-plus.com/ Busy at School My Teacher Toys	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5

				-Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	
Unit 6: How Is the Weather Today? Duration: 3 weeks Timeframe: Jan/Feb	What kinds of weather do we have in our community and around the world?	-Identify natural features of the Earth -Ask and answer "what" questions about natural features of the Earth -Identify types of weather -Ask and answer "what" questions about types of weather -Observe and record daily weather	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 11: Our World Lesson 12: Weather Reading A-Z https://www.raz-plus.com/ I Love the Earth Rain in the City Snow Falls Too Hot! What Season Is it?	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 4 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5
Unit 7: How Are You Feeling Today? Duration: 2-3 weeks Timeframe: Feb	What feelings and emotions can we have? When would we have these feelings and emotions? What would other people feel at different times?	-Identify feelings and emotions -Ask and answer questions about different feelings in a given situation	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 13: Feelings and Emotions Reading A-Z https://www.raz-plus.com/ Feelings What I Want Make Me Laugh Valentines All Around	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5

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Unit 8: Our Favorite Vegetables Duration: 2-3 weeks Timeframe: March	What vegetables do we like? What vegetables do we not like? What spring holidays do people in America and around the world celebrate? How do they celebrate them?	-Identify vegetables -Express opinions about vegetables (I like/ don't like _" -Identify Easter vocab -Identify prepositions of location -Ask and answer questions about locations of objects using prepositions	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 14: Vegetables Special Lesson: Easter Reading A-Z https://www.raz-plus.com/ Grow, Vegetables, Grow! Healthy Snacks It Is Spring The Easter Egg Hunt	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5
Unit 9: Getting Ready for School Duration:	How do we get to school and other places in our community?	-Identify types and features of transportation -Identify clothes -Ask and answer questions about clothes of different people and in different situations	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 15: Traveling Lesson 16: Clothes Lesson 17: "I Can"	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i>	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 RL.K.1 RF.K.3

4 weeks Timeframe: April/May	<p>What clothes do we wear in different situations?</p> <p>What activities can we do? What activities can't we do?</p>	<ul style="list-style-type: none"> -Follow simple commands -Identify action words -Ask and answer questions about ability "Can you _? I can/ can't _" 	Reading A-Z https://www.raz-plus.com/ How Many Wheels? Go Animals Go Going Away Going Places Getting Dressed My Closet I Bet I Can	<ul style="list-style-type: none"> -Review worksheet (in-class or homework) <i>Listening:</i> <ul style="list-style-type: none"> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> <ul style="list-style-type: none"> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5
Unit 10: What's in Our Classroom? Duration: 3 weeks Timeframe: May/ June	<p>How can we describe an object's location and movement?</p> <p>How can we ask for different things we need in the classroom?</p>	<ul style="list-style-type: none"> -Identify direction words (left, right, front, etc) -Identify action words -Follow commands using direction words -Identify classroom materials -Request different items for a given situation 	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 18: Directions Lesson 19: Classroom Stationery Reading A-Z https://www.raz-plus.com/ Swing, Sydney, Swing! You Can Go Taking Turns Carlos and His Teacher	Modes of Communication: <i>Reading:</i> <ul style="list-style-type: none"> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> <ul style="list-style-type: none"> -Review worksheet (in-class or homework) <i>Listening:</i> <ul style="list-style-type: none"> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> <ul style="list-style-type: none"> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5

				-Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	
Unit 11: Our Families and Favorite Foods Duration: 3 weeks Timeframe: June	What do different foods taste like? What foods do we enjoy or dislike? Who is in our family? How can we describe them?	-Identify foods and traits of foods -Express opinions about food -Identify family members -Ask and answer questions about families and social situations	ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 20: Likes and Dislikes Lesson 21: Family Reading A-Z https://www.raz-plus.com/ Jack and Lily's Favorite Food Birthday Party For Mom My Family	Modes of Communication: <i>Reading:</i> -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Review worksheet (in-class or homework) <i>Listening:</i> -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words -Using vocab words in context to answer teacher questions -Singing song for lesson -Answering RAZ discussion cards as a class -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 RL.K.1 RF.K.3 RF.K.4 NJSLSA.SL1 SL.K.1 NJSLSA.L1 L.K.1 L.K.4 L.K.5
Newcomer Teacher Resources	Language Line Picture Cards				

ESL – Grades 1-2

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1: All About ME Classroom expectations and rules Duration: 2 weeks Time Frame: September	What are some adjectives that describe me? Who are my classmates? What are some rules and expectations in my ESL classroom?	Listening Skills Speaking Skills Classroom Rules and Expectations Analyze Character Capitalization Punctuation	<p><u>The First 6 Weeks of School</u> book by Paula Denton - games and activities designed for beginning of the school year. <u>First Six Weeks of School</u></p> <p>All about Me posters/ graphic organizers (example from Teachers Pay Teachers)</p> <p>Raz- Plus Books <u>https://www.raz-plus.com/</u> <u>If I Were in Charge</u> - Level J</p> <p>Back to School Read-Aloud Books <u>Back to school virtual library</u> <u>Respecting our supplies</u></p> <p><u>All about me poster</u></p> <p><u>Get to know you folder game</u></p> <p><u>Get to know you Uno game</u></p> <p><u>M&M game</u></p> <p><u>Get to know you questions</u></p> <p><u>Dice Game</u></p>	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 2: My community and the world around us Duration: 6 weeks Time Frame: October/ Nov.	What are the characteristics of a good citizen? How can we protect our community? What are some responsibilities of people in a community? What are some symbols of USA?	Content Vocabulary Main idea/details Verbs Adjectives Initial and final consonants classify information Question marks Make Inferences/ Draw Conclusions Short Vowel sounds Plural Nouns Synonyms and Antonyms Sequence Events Simple Subjects Homophones Cause and Effect Author's Purpose Prepositions Story Elements Writing in response to Reading Predictions/Connections	Raz- Plus Books https://www.raz-plus.com/ <u>Jobs we do at School</u> Level E <u>Community Helpers</u> - Level D <u>Community Workers</u> - Level F <u>Why can't I?</u> - Level D <u>Firefighters</u> - Level F <u>Election Day</u> - Level F <u>Caretakers</u> - Level D <u>Using Less Energy</u> - Level F <u>American Symbols</u> - Level G <u>Build a World</u> - Level C <u>My Neighborhood</u> - Level D <u>Our Class Flag</u> - Level F Brainpop Jr: https://jr.brainpop.com/ ESL Kidstuff: https://www.eslkidstuff.com Lesson 18: Jobs Lesson 21: Preposition of Location KID-Inspired: https://member.kid-inspired.com/ My Family (L1.01) My Family's Activities (L2.01) Citizenship - Low /Inter. Reader Jobs - Discussion Starter (L3.05) Food and Community - Discussion (I3.03) Video practice: Connections/Predictions	<ul style="list-style-type: none"> - Leveled Book Comprehension questions - Leveled Book Comprehension Quiz - Leveled Books Skill worksheets - Brainpop Junior Skills worksheets - Brainpop Junior Quiz - Kid Inspired Discussion prompts - Kid Inspired Reading Passages worksheets 	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R10., RI.1.10., RF.1.4.A. NJSLSA.R2., NJSLSA.R3., RL.1.1., RL.1.2., RL.1.7., RI.1.1., RI.1.2., RI.1.6., RI.1.7., RI.1.8. NJSLSA.R3., RL.1.3., RL.1.7., RI.1.3. NJSLSA.R3., NJSLSA.R5., RL.1.3., RL.1.7. SL.1.1.C., SL.1.2., SL.1.3. NJSLSA.W2., NJSLSA.W8., NJSLSA.L3., NJSLSA.L6., W.1.2., W.1.5., W.1.8., L.1.6. RF.1.4.B. Accuracy, rate, and expression NJSLSA.W8., RL.1.7., RI.1.5., RI.1.6., RI.1.7. L.1.5.A., L.1.5.B. L.1.1.B., L.1.1.C., L.1.1.E. NJSLSA.L2., RF.1.2.A., RF.1.2.B., RF.1.3.A., RF.1.3.D., L.1.2.D., L.1.2.E.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 3: Thanksgiving Duration: 1 week Time Frame: November	What is Thanksgiving? Why do we celebrate Thanksgiving? What are some things we can be thankful for?	Content Vocabulary Sequence Events Short Vowels Possessives Compound Words	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ <i>Carlos's First Thanksgiving</i> - Level H Speaking - <i>What are you thankful for and why?</i> recording on Flipgrid https://info.flip.com/ Vowel slides: vowels Bitmoji Classroom Thanksgiving videos	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4 NJSLSA.R2., SL.2.1.C., SL.2.2., SL.2.3.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 4: Winter Holidays Duration: 3 week Time Frame: December	What are some winter holidays celebrated around the world? Why do we celebrate winter holidays? What are some ways we can celebrate winter holidays? What are similarities and differences between different holidays?	Content Vocabulary Key facts about: Christmas Hanukkah Kwanzaa St. Lucia Diwali Los Posados Sinterclaus Author's Purpose Verbs Alphabetical Order Problem/Solution Past tense verbs Compound Sentences	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ <i>Kaden's Kwanzaa</i> - Level E <i>Nami's Gifts</i> - Level H Speaking - <i>What holidays do I celebrate and how do I celebrate them?</i> recording on Flipgrid https://info.flip.com/ Teachers Pay Teachers project and mini-books: Chit Chat cards Would you rather cards Compound Sentences Winter Books Winter Books online library	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Final project - <i>Winter around the World lapbook</i>	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4 NJSLSA.R2., SL.2.1.C., SL.2.2., SL.2.3.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 5: Living Things and their Environments Duration: 5 weeks Time Frame: January/February	What are living things and what do they need to live? What are different places plants and animals can live? How do animals rely on their habitat? How do living things adapt to live in their environment? How can we protect living things?	Content Vocabulary Key facts about: Hibernation Spring Yellowstone Ocean Animals Scorpions Pond Life Dogs Main Idea & Details Character, Setting, Plot Phonics - vowel digraphs (ee, ea) - Consonant blends (ng, sh, sp, tr, th) Suffix -ing Common Nouns / Plural Nouns Alphabetical Order Classify Information Short vowel 'o' Verbs Conjunctions Adjectives Declarative Sentences Quotation Marks	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ <u>Hibernation</u> - Level F <u>Spring is Here</u> - Level H <u>At the Watering Hole</u> - level F <u>Yellowstone: A place of Wild Wonders</u> - H <u>Ocean Animals</u> - level J <u>Scorpions</u> - Level G <u>Life at the Pond</u> - Level I <u>Caring for your dog</u> - Level G <u>The animal Bridge</u> - Level I Speaking - <i>How do animals adapt to their environment? Give examples of at least 3 animals.</i> recording on Flipgrid https://info.flip.com/	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Brainpop Junior Skills worksheets Brainpop Junior Quiz	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 4 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4 NJSLSA.R2., SL.2.1.C., SL.2.2., SL.2.3.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 6: Black History Month Duration: 3 week Time Frame: February	Who are some famous African Americans? What are some key facts about each famous African American? Why do we celebrate Black History Month?	Content Vocabulary Key Facts About: Barack Obama Rosa Parks Kathrine Johnson George Washington Carver Ruby Bridges Martin Luther King Jr. Harriet Tubman Garrett Morgan KWL - Ask and answer questions strategy Past tense verbs Alphabetical order Elements of a Biography Open vowel Y Verbs Author's Purpose VCe pattern Past -tense verbs	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ Dr. King's Memorial - Level H Garrett Morgan and the Traffic Signal - J Harriet Tubman - Level G Speaking - <i>What did I learn about one famous African American person?</i> recording on Flipgrid https://info.flip.com/ Google slides: Black History month slides timelines Bitmoji Classroom: bitmoji library Various Library Books Pebble Go: https://site.pebblego.com/	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Brainpop Junior Skills worksheets Brainpop Junior Quiz	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4 NJSLSA.R2., SL.2.1.C., SL.2.2., SL.2.3.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
UNIT 7: Social and Emotional Concepts Duration: 5 weeks Time Frame: March/April	What does it mean to be honest? Why are manners important? What are feelings and how can they change? How can we be kind to others?	Retelling Cause and Effect Segment Syllables Sequence Events VCe pattern Nouns Alphabetical order Compare/Contrast Long Vowel Sounds Quotation Marks Problem/Solution Homophones Verbs Synonyms Antonyms Analyze Character Traits "ee" digraph Figurative Language Visualizing Present Tense Verbs Manipulate Initial Sounds Consonant digraph "sh" Adjectives Conjunctions Writing in Response to Reading	Raz- Plus Books https://www.raz-plus.com/ <u>I Broke It</u> - Level J <u>Stella Storyteller</u> - Level F <u>Math Test Mix-up</u> - Level H <u>Gordon Finds His Way</u> - Level G <u>Brother Messy, Brother Neat</u> - Level H <u>Are you Okay?</u> - Level F <u>Cool as a Cuke</u> - Level H <u>Billy Gets Lost</u> - Level G <u>Cinderella</u> - Level H <u>Rent a Llama</u> - Level J Brainpop Jr: https://jr.brainpop.com/ ESL Kidstuff: https://www.eslkidstuff.com Feelings and Emotions Health and Sickness KID-Inspired: https://member.kid-inspired.com/ Character Traits Anchor Chart Character Profile Graphic Organizer Feelings Vs. Traits Anchor Chart Long vowel A B3.03 Long vowel Ai, Ay B3.04 Long vowel E B3.05 Long vowel I B3.06 Long vowel O B3.08 Long Vowel U B3.09 Beginner 3 Fluency Reader #16, 17, 18, 19, 20, 21, 22,23, 24, 25, 26, 27, 28 Conjunctions I1.03, I1.04, I1.05, I1.06, I1.07, I1.08, I2.01, I2.02	<ul style="list-style-type: none"> - Leveled Book Comprehension questions - Leveled Book Comprehension Quiz - Leveled Books Skill worksheets - Brainpop Junior Skills worksheets - Brainpop Junior Quiz - Kid Inspired Discussion prompts - Kid Inspired Reading Passages worksheets 	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R10., RI.1.10., RF.1.4.A. NJSLSA.R2., NJSLSA.R3., RL.1.1., RL.1.2., RL.1.7., RI.1.1., RI.1.2., RI.1.6., RI.1.7., RI.1.8. NJSLSA.R3., RL.1.3., RL.1.7., RI.1.3. NJSLSA.R3., NJSLSA.R5., RL.1.3., RL.1.7. SL.1.1.C., SL.1.2., SL.1.3. NJSLSA.W2., NJSLSA.W8., NJSLSA.L3., NJSLSA.L6., W.1.2., W.1.5., W.1.8., L.1.6. RF.1.4.B. NJSLSA.W8., RL.1.7., RI.1.5., RI.1.6., RI.1.7. L.1.5.A., L.1.5.B. L.1.1.B., L.1.1.C.L.1.1.E. NJSLSA.L2., RF.1.2.A., RF.1.2.B., RF.1.3.A., RF.1.3.D., L.1.2.D., L.1.2.E. NJSLSA.R4., NJSLSA.SL6., NJSLSA.L3., NJSLSA.L4., NJSLSA.L5., NJSLSA.L6., RL.1.7., RI.1.4., RI.1.5., RI.1.6., RI.1.7., RF.1.4.C., L.1.4.A., L.1.5.C., L.1.6. NJSLSA.W2., NJSLSA.W8., NJSLSA.L3., NJSLSA.L6., W.1.2., W.1.5., W.1.8., L.1.6.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 8: Earth Day Duration: 3 weeks Time Frame: April	How can we take care of our planet? What is Earth Day and why do we celebrate Earth Day? What do people do to celebrate Earth Day?	Content Vocabulary Fact v. Opinion Brainstorming Using Transition words Persuasive Writing Spelling Finding information in the text	Brainpop Jr videos and activities https://jr.brainpop.com/ Persuasive Writing Earth Day Slides Earth Day Virtual Library Speaking - <i>What are some ways we can help planet Earth?</i> recording on Flipgrid https://info.flip.com/ Teachers pay Teachers resources: Facts/opinions about Earth Making Words Helping Planet Earth Earth hat Planet Earth and continents Mini Book Earth Day Promises for Earth Day mini poster- Earth Day Bingo - Earth Day	Teacher observation of student interactions Teacher observation of speaking activities Students' Persuasive Writing	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 4 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4 NJSLSA.R2., SL.2.1.C., SL.2.2., SL.2.3.

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EXTRA Unit : Duration: as needed 4 weeks total Time Frame: ANY time between units to practice listening comprehension and speaking skills		Listening Comprehension Retelling stories	Google Slides: 5 min stories Speaking -recording on Flipgrid https://info.flip.com/ National Day Calendar		Wida ELD Standard 1 Wida ELD Standard 2

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 9: Summer and Reflections of past school year Duration: 3 week Time Frame: June	What are we most proud of from this past school year? What are we looking forward to this summer? What are we looking forward to in the next school year?	Reflections of the past school year. (past tense) Plans for summer (future tense) Talking about feelings Plans for next school year (future tense) Writing about past school year Writing advice for next year's students	Brainpop Jr videos and activities https://jr.brainpop.com/ Speaking -What are some of my summer plans? recording on Flipgrid https://info.flip.com/ Virtual Library Beach Books School Year Reflections	Teacher observation of student interactions Teacher observation of speaking activities Brainpop Junior Skills worksheets Brainpop Junior Quiz School Year Reflections writing activities	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 NJSLSA.R3 RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 NJSLSA.W4 NJSLSA.R2., SL.2.1.C., SL.2.2., SL.2.3.

ESL – Grades 3-5

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1: All About ME Classroom expectations and rules Duration: 2 weeks Time Frame: September	What are some adjectives that describe me? Who are my classmates? What are some rules and expectations in my ESL classroom?	Listening Skills Speaking Skills Classroom Rules and Expectations Author's Purpose Proper Nouns Cause and Effect Diphthongs Quotation Marks Compound words Make Inferences Contractions	<u>The First 6 Weeks of School</u> book by Paula Denton - games and activities designed for beginning of the school year. <u>First Six Weeks of School</u> All about Me posters/ graphic organizers (example from Teachers Pay Teachers) <u>Raz- Plus Books</u> <u>https://www.raz-plus.com/</u> <u>New Planet, New School</u> - Level K <u>The Hoppers Start school</u> - Level M <u>First Day of School</u> - Level Q Back to School Read-Aloud Books <u>Back to school virtual library</u> <u>All about Me Poster</u> <u>Back to School Survey</u> <u>Get to know you folder game</u> <u>Get to know you Uno game</u> <u>M&M game</u> <u>Get to know you questions</u> <u>Bingo</u> <u>Dice Game</u>	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 NJSLSA.R3 RL.3.1 RL.3.2 RL.3.3 RL.3.7 RL.3.9 NJSLSA.W4

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 2: Civics, Government, Citizenship Duration: 6 weeks Time Frame: October/ Nov.	What makes a strong Leader? How can a person fight for and improve the rights of others? How do people fight for their own freedom? What common values bring people together?	Content Vocabulary Visualizing Irregular Past tense Verbs Syllable patterns Proper Nouns Alphabetical Order Ask and Answer questions to understand text Main idea and details Prepositional Phrases Homophones Summarize Using commas Elements of Biography Author's Point of View Adjectives Sequence Events Compound Subject Cause and Effect Synonyms	Raz- Plus Books https://www.raz-plus.com/ <u>Remembering Sept. 11</u> - Level R <u>Abigail Adams</u> - Level H, K or N <u>Famous First Ladies</u> - Level Q <u>Alexander the Great</u> - Level R or X <u>Cesar Chavez Migrant Hero</u> - Level Q <u>Labor Day</u> -Level P, S or V <u>A Crafty Escape</u> - Level R, U or X <u>The Nobel Prize</u> - Level T, W or Z <u>Amelia Earhart</u> - Level Q or T <u>Barack Obama</u> - Level K, O or S <u>John Muir</u> - Level S, V or Y Brainpop Jr: https://jr.brainpop.com/ KID-Inspired: Video practice: Connections/Predictions	<ul style="list-style-type: none"> - Leveled Book Comprehension questions - Leveled Book Comprehension Quiz - Leveled Books Skill worksheets - Brainpop Junior Skills worksheets - Brainpop Junior Quiz - Kid Inspired Discussion prompts - Kid Inspired Reading Passages worksheets 	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R2., NJSLSA.R3., RL.3.2., RI.3.2. NJSLSA.SL1., RL.3.1., RI.3.1., SL.3.1.C., SL.3.2., SL.3.3. NJSLSA.R10., RL.3.10., RF.3.4.A. NJSLSA.R2., RI.3.1., RI.3.2. NJSLSA.R2., SL.3.1.C., SL.3.2., SL.3.3. NJSLSA.SL1., SL.3.1.A., SL.3.1.B., SL.3.1.C., SL.3.1.D., SL.3.2., SL.3.3. NJSLSA.W2., NJSLSA.W4., NJSLSA.W10., NJSLSA.L6., RI.3.8., W.3.2.A., W.3.2.B., W.3.2.C., W.3.2.D., W.3.4., W.3.10., L.3.3.A. NJSLSA.R4., NJSLSA.W8., NJSLSA.L3., NJSLSA.L4., NJSLSA.L6., RL.3.7., RI.3.4., RI.3.5., RI.3.7., W.3.8., L.3.4.D., L.3.6. L.3.1.A., L.3.1.D., L.3.1.E. NJSLSA.L2., L.3.2.A.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 3: Thanksgiving Duration: 1 week Time Frame: November	What is Thanksgiving? Why do we celebrate Thanksgiving? What are some things we can be thankful for?	Content Vocabulary Analyze Plot Exclamation Marks Homographs Main idea and details Make Predictions Text- to Text connections	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ <u>The Best Worst Thanksgiving - Level S</u> <u>The First Thanksgiving</u> - shared reading Speaking - <i>What are you thankful for and why?</i> recording on Flipgrid https://info.flip.com/ Bitmoji Classroom Thanksgiving videos	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1-3 RL.3.1-3 RI.3.1-3 NJSLSA.SL1-6 SL.3.1-6

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 4: Winter Holidays Duration: 3 week Time Frame: December	What are some winter holidays celebrated around the world? Why do we celebrate winter holidays? What are some ways we can celebrate winter holidays? What are similarities and differences between different holidays?	Content Vocabulary Key facts about: Christmas Hanukkah Kwanzaa St. Lucia Diwali Holi Los Posados Sinterclaus Compare/Contrast Verbs Suffixes Problem/Solution Past tense verbs Compound sentences	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ Holidays Around the World: Level T Speaking - <i>What holidays do I celebrate and how do I celebrate them?</i> recording on Flipgrid https://info.flip.com/ Teachers Pay Teachers Would you rather speaking and writing Chit Chat cards template : Holidays around the world Reading: Christmas Traditions Reading, writing: Winter Holidays Traditions compound sentences Winter Books Winter Books online library	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Final project - <i>Winter around the World lapbook</i>	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLA.SL.1-6 SL.3.1-6 NJSLA.RI.3-4 RI.3.1-6 NJSLA.W.3 W.3.1-3

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 5: Living Things and Their Environment Duration: 5 weeks Time Frame: January/February	What traits help living things survive? How have living things adapted to their environment? How are living things alike and different? How does the Earth's changing environment impact living things?	Content Vocabulary Main Idea and details Adjectives Compound words Connecting to prior knowledge Compound sentences Multiple meaning words Subject-verb agreement Author's purpose Synonyms and antonyms Plural nouns Cause and effect Suffixes Prepositions Compare and contrast Alphabetizing Commas Conjunctions Vowel digraphs Adverbs Facts and details Homophones Hyphenated compound adjectives Syllables	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ <u>Blue Whales:</u> Giant Mammals: R <u>Strange Plants:</u> Q <u>The Hards stuff:</u> All about bones: R <u>Book of Blood:</u> V <u>Animal Groups:</u> Strength in Numbers: S <u>The Magic of Migration:</u> O <u>Glow in the Dark Animals:</u> R <u>Camouflage:</u> T <u>Awesome Ants:</u> Q <u>Monkey Business:</u> S <u>Plight of the Polar Bear:</u> Q <u>Penguins:</u> S <u>Coral Reefs:</u> U Speaking - recording on Flipgrid https://info.flip.com/	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Brainpop Junior Skills worksheets Brainpop Junior Quiz	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 4 NJSLSA.SL1., RL.3.1., RI.3.1., SL.3.1.C., SL.3.2., SL.3.3. NJSLSA.R4., NJSLSA.SL6., NJSLSA.L3., NJSLSA.L4., NJSLSA.L5., NJSLSA.L6., RL.3.4., RI.3.4., RF.3.4.C., L.3.3.A., L.3.4.A., L.3.4.D., L.3.5.A., L.3.5.B., L.3.6. NJSLSA.SL1., SL.3.1.A., SL.3.1.B., SL.3.1.C., SL.3.1.D., SL.3.2., SL.3.3. NJSLSA.W2., NJSLSA.W4., NJSLSA.W10., NJSLSA.L6., RI.3.8., W.3.2.A., W.3.2.B., W.3.2.C., W.3.2.D., W.3.4., W.3.10., L.3.3.A.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 6: Black History Month Duration: 3 week Time Frame: February	Who are some famous African Americans? What are some key facts about each famous African American? Why do we celebrate Black History Month?	Content Vocabulary Key Facts About: Barack Obama Rosa Parks Kathrine Johnson George Washington Carver Ruby Bridges Martin Luther King Jr. Harriet Tubman Garrett Morgan Mae Jemison Katherine Johnson Percy Lavon Julian Jesse Ernest Wilkins Jr. Rebecca Lee Crumpler Alexa Canady Annie Easley Walter Lincoln Hawkin Lonnie George Johnson KWL - Ask and answer questions strategy Past tense verbs Alphabetical order Elements of a Biography Open vowel Y Verbs Author's Purpose VCe pattern Past -tense verbs Summarize to understand a text Cause and effect Recognize and use pronouns Synonyms and antonyms Compound predicates	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ Martin Luther King Jr (multilevel) Harriet Tubman and the Underground Railroad (multilevel) Teachers Pay Teachers: Rosa Parks Time Lines George W. Carver Famous Quotes Black History Scientists Speaking - <i>What did I learn about one famous African American person?</i> recording on Flipgrid https://info.flip.com/ Google slides: Black History month slides Bitmoji Classroom: bitmoji library Various Library Books Pebble Go: https://site.pebblego.com/	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Brainpop Junior Skills worksheets Brainpop Junior Quiz	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R2 NJSLSA.R3 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10 RI.3.1-4, 9 NJSLSA.W2 W.3.2 NJSLSA.SL1 SL.3.1-2 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L5 NJSLSA.L6 L.3.1-5

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
UNIT 7: Earth, Sky and Space Duration: 5 weeks Time Frame: March/April	How does weather of different regions compare? How can weather and natural disasters impact people? What are some ways Earth has changed over time? What are some ways people interact with space?	Compare and contrast Use and identify adjectives Summarizing Alphabetizing Making inferences Drawing conclusions Consonant blends Identify main idea and details Recognize and form compound and complex sentences Suffixes: -ist, -ful, -ing Using commas Content vocabulary Recognize and use verbs Identify and form compound words Subject-verb agreement Identify and use homographs Possessive Nouns Distinguish between fact and opinion Identify and use past-tense verbs	Raz- Plus Books https://www.raz-plus.com/ Explorer's Guide to World Weather: R Amazing Antarctica: P Grasslands: V Storm Chasers: R Severe Weather: T Floods: V Sinkhole Science : Q Tsunamis: S Space Camp: S A visit to Kitt Peak: Q Voyagers in Space: S Brainpop Jr: https://jr.brainpop.com/ KID-Inspired: https://member.kid-inspired.com/	<ul style="list-style-type: none"> - Leveled Book Comprehension questions - Leveled Book Comprehension Quiz - Leveled Books Skill worksheets - Brainpop Junior Skills worksheets - Brainpop Junior Quiz - Kid Inspired Discussion prompts - Kid Inspired Reading Passages worksheets 	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.SL1., RL.3.1., RI.3.1., SL.3.1.C., SL.3.2., SL.3.3. NJSLSA.R4., NJSLSA.SL6., NJSLSA.L3., NJSLSA.L4., NJSLSA.L5., NJSLSA.L6., RL.3.4., RI.3.4., RF.3.4.C., L.3.3.A., L.3.4.A., L.3.4.D., L.3.5.A., L.3.5.B., L.3.6. NJSLSA.R2., RL.3.1., RL.3.2., RI.3.1., RI.3.2. NJSLSA.R2., NJSLSA.W4., NJSLSA.W8., NJSLSA.W10., RI.3.2., W.3.4., W.3.8., W.3.10.

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 8: Earth Day Duration: 3 weeks Time Frame: April	How can we take care of our planet?	Content Vocabulary Fact v. Opinion Brainstorming Transitions words Persuasive writing	Brainpop Jr videos and activities https://jr.brainpop.com/ Persuasive Writing Earth Day Slides Earth Day Virtual Library Speaking - <i>What are some ways we can help planet Earth?</i> recording on Flipgrid https://info.flip.com/ Teachers pay Teachers resources: Facts/opinions about Earth Flip Book Going Green Mini Unit Mini Book Earth Day Impact of School Supplies Earth Day Word Work Earth Day Opinion Writing (Digital Copy Instructions) (Answer Key)	Teacher observation of student interactions Teacher observation of speaking activities Writing activity - Persuasive Writing	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 4 NJSLSA.R1 NJSLSA.R3 RI.3.1 RI.3.2 RI.3.3 RI.3.7 RI.3.9 NJSLSA.W4 NJSLSA.R2., SL.3.1.C., SL.3.2., SL.3.3. NJSLSA.W1 NJSLSA.W4 W.3.1 W.3.4

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
EXTRA Unit : Duration: as needed 4 weeks total Time Frame: ANY time between units to practice listening comprehension and speaking skills		Listening Comprehension Retelling stories	Google Slides: 5 min stories Speaking -recording on Flipgrid https://info.flip.com/ National Day Calendar		Wida ELD Standard 1 Wida ELD Standard 2

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 9: Summer and Reflections of past school year Duration: 3 week Time Frame: June	What are we most proud of from this past school year? What are we looking forward to this summer? What are we looking forward to in the next school year?	Reflections of the past school year. (past tense) Plans for summer (future tense) Talking about feelings Plans for next school year (future tense)	Brainpop Jr videos and activities https://jr.brainpop.com/ Raz- Plus Books https://www.raz-plus.com/ Speaking -What are some of my summer plans? recording on Flipgrid https://info.flip.com/ Virtual Library Beach Books School Year Reflections	Teacher observation of student interactions Teacher observation of speaking activities Raz- plus skills worksheets Raz- plus questions answers - orally Raz- plus questions answers -in writing Raz- plus book comprehension test Brainpop Junior Skills worksheets Brainpop Junior Quiz	Wida ELD Standard 1 Wida ELD Standard 2 NJSLSA.R1 NJSLSA.R3 RL.3.1 RL.3.2 RL.3.3 RL.3.7 RL.3.9 NJSLSA.W4 NJSLSA.R2., SL.3.1.C., SL.3.2., SL.3.3.

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Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1: My Community Duration: 5 weeks Timeframe: Sep/Oct	How can we name and describe people and objects in our community?	-Naming people, places, and things -Responding to and issuing commands -Using social language (please, thank you, you're welcome, etc) -Asking and answering simple yes/no questions -Answering "how many" questions with numerals -Describing things -Making statements	- <i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1) - <i>Creative Ideas</i> workbooks (Unit 1) ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 1: Greetings Lesson 21: Family Lesson 9: Classroom Objects Lesson 4: Numbers 1-10 Lesson 2: Colors Lesson 5: Parts of the Body Reading A-Z https://www.raz-plus.com/ Getting Ready for School Gordon Finds His Way Carlos' Family Celebration Maria's Family Celebration Families Maria Counts Pumpkins Carlos Counts Kittens Fruit Colors Bird Colors My Body My Face Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Classroom Items Set 1 Vocab Lesson: Nouns- Places Around Town National Day Calendar Books and activities by month	Modes of Communication: <i>Reading:</i> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <i>Writing:</i> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <i>Listening:</i> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>What is your name? Where do you go to school? Who are three people in your family and school that you know?</i> -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6

<p>Unit 2: My Larger Community</p> <p>Duration: 5 weeks Timeframe: Oct/Nov</p>	<p>How can we ask and answer questions and provide details about people, animals, and objects in our community?</p>	<ul style="list-style-type: none"> -Naming people, places, and things -Describing actions and possession -Asking for help -Answering simple "or" questions (is this a ___ or ___?) -Describing what kind, how many, and how for adjectives and adverbs -Responding to and issuing commands -Making statements -Answering yes/ no questions in complete sentences -Describing locations and qualities of nouns -Expressing ability and permission of actions -Connecting ideas -Answering "who" questions in complete sentences 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 2)</p> <p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 19: Classroom Stationery Lesson 17: "I Can" Lesson 3: Fruit Lesson 14: Vegetables Lesson 18: Directions Lesson 6: Shapes Special Lesson: Halloween</p> <p>Reading A-Z https://www.raz-plus.com/ Community Helpers A Pet for Jupe Hooray for the Farmer's Market! A Rainbow of Food Let's Make Shapes! Maria's Halloween Carlos' First Halloween Día for María</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Adjectives- Describing People and Animals Vocab Lesson: Nouns- Classroom Items Set 2 Vocab Lesson: Nouns- Pet Animals</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>What are four items we use in our classroom? What are three body parts and what do they help us do?</i> <ul style="list-style-type: none"> -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 3: Living and Working Together</p> <p>Duration: 5 weeks Timeframe: Nov/Dec</p>	<p>How can we categorize and give opinions about foods, animals, and people in our community?</p>	<ul style="list-style-type: none"> -Naming people and things -Describing actions and locations -Responding to and issuing commands -Describing verbs and feelings -Asking and answering "who, what, and where" questions -Making and responding to requests -Describing what kind and when -Expressing likes and dislikes -Comparing and contrasting 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 3)</p> <p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 16: Clothes Lesson 13: Feelings and Emotions Lesson 7: Farm Animals Lesson 20: Likes and Dislikes Special Lesson: Thanksgiving Special Lesson: Christmas 1</p> <p>Reading A-Z https://www.raz-plus.com/ Amazing Places to Work Caretakers Shoes Around the World What to Wear? Farm Friends All Kinds of Farms The Food We Eat Carlos' First Thanksgiving Maria's Thanksgiving Catching Santa Nami's Gifts</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Occupations Set 1 Vocab Lesson: Nouns- Boys and Girls Clothes Vocab Lesson: Nouns- Adult and Baby Animals Vocab Lesson: Nouns- Emotions Sets 1 & 2</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p>Reading:</p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p>Writing:</p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p>Listening:</p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p>Speaking:</p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>What do you want to be when you grow up? What clothes do you wear to school? What are your favorite foods to eat for lunch?</i> <ul style="list-style-type: none"> -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 4: Our Great Big, Busy World</p> <p>Duration: 4 weeks Timeframe: Dec/Jan</p>	<p>How can we ask questions and make connections about people, clothes, animals, and food from around the world?</p>	<ul style="list-style-type: none"> -Naming people and things -Asking and answering questions in complete sentences -Responding to and issuing commands -Connecting ideas -Describing and answering questions about possession -Comparing and contrasting -Answering "who" questions using "has/have" -Asking and answering questions about the past, present, and future -Asking and answering questions using "how many" -Making statements using "there is/ there are" -Describing "which one" using ordinal numbers -Answering "what" questions ordinal numbers -Making statements using ordinal numbers -Answering "why" questions -Expressing likes and dislikes 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1) -<i>Creative Ideas</i> workbooks (Unit 4)</p> <p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 8: Zoo Animals</p> <p>Brainpop Jr: https://jr.brainpop.com/ Topic: Winter Holidays</p> <p>Reading A-Z https://www.raz-plus.com/ Dogs at Work A Visit to the Zoo Animal Games New Year Celebrations</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Occupations Set 2 Vocab Lesson: Nouns- Wild Animals Set 1 Vocab Lesson: Nouns- Clothing Accessories</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p>Reading:</p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p>Writing:</p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p>Listening:</p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p>Speaking:</p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class <p>-Flipgrid assignment: https://info.flip.com/ <i>What is your favorite animal? Why is that animal your favorite? What are three foods you don't like? Why don't you like them?</i></p> <ul style="list-style-type: none"> -Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf -Teacher observation of student interactions -Brainpop Jr quiz -Reading A-Z quiz, worksheets, and discussion cards 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 5: The World Around Me</p> <p>Duration: 4 weeks Timeframe: Jan/Feb</p>	<p>How can we use different verb tenses and parts of speech to describe and find relationships between objects, vehicles, animals at different times?</p>	<ul style="list-style-type: none"> -Comparing and contrasting -Asking and answering questions -Describing objects in space by relative location -Classifying nouns -Describing actions in the past and future tense -Describing possession -Describing states of being -Identifying cause and effect relationships 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 5)</p> <p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 15: Wheels on the Bus Lesson 12: Weather Lesson 10: Toys</p> <p>Reading A-Z https://www.raz-plus.com/ Ships and Boats Trucking At the Airport A Week with Grandpa How Is the Weather Today? Two for Me, One for You To the Woods Moose on the Move Lily the Cat Valentine's Day Mystery Valentine</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Sports Vocab Lesson: Nouns- Wild Animals Set 2</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>How do you get to school in the morning? What is your favorite day of the week and why? What is your favorite kind of weather and why?</i> <p>-Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf</p> <ul style="list-style-type: none"> -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 4</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 6: My Environment</p> <p>Duration: 4 weeks</p> <p>Timeframe: Feb/March</p>	<p>How can we use prepositions, modals, and phrases to describe actions and express advice about times of the year, objects, and transportation?</p>	<ul style="list-style-type: none"> -Describing objects in space by relative location and placement -Comparing and contrasting -Connecting ideas -Expressing advice and needs -Describing actions -Asking and answering questions -Expressing attitude -Describing people and things -Describing how for actions using adverbs -Expressing likes and dislikes 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 6)</p> <p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com</p> <p>-Special Lesson: Easter</p> <p>Reading A-Z https://www.raz-plus.com/ Five Seconds to Blastoff Flying Kites Building a House Places People Live</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Discussion Starter: Months of the Year PWIM: Family Parents and Kids Playing at the Beach with Toys Discussion Starter: Your House</p> <p>Teachers Pay Teachers Easter Read and Color Activity</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>What month are we in now? What is the weather like today? What are two activities you can do outside during this month?</i> <p>-Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf</p> <ul style="list-style-type: none"> -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 7: Settings and Situations</p> <p>Duration: 4 weeks Timeframe: May</p>	<p>How can we classify and make predictions about money, time, numbers, animals, and places all over the world?</p>	<ul style="list-style-type: none"> -Classifying and categorizing parts of speech -Comparing and contrasting -Asking and answering questions -Describing actions -Describing when an event takes place -Describing how well an action is completed -Making and confirming predictions -Describing how much for countable and uncountable nouns -Expressing likes and dislikes -Renaming people, places, and things using indefinite pronouns -Describing animals and things -Expressing mood -Connecting ideas 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 7)</p> <p>ESL Kidstuff (ages 3-7): https://www.eslkidstuff.com Lesson 11: Our World</p> <p>Reading A-Z https://www.raz-plus.com/ To the Store Dollars and Cents Time of Day Ocean Animals In the Sea Amazing Beaches Caring for Earth Land and Water</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Discussion Starter: Neighborhoods and Saving Money Grammar Lesson: How Much Is It?</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>What is something you would like to buy? How much does it cost? What are three animals that live in the ocean? What do they look like?</i> <p>-Wrap-up activity/ exit ticket https://www.eslkidstuff.com/lesson-plans/pdf/wrap-up-lesson-plan.pdf</p> <ul style="list-style-type: none"> -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 4</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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Unit 8: On the Go Duration: 4 weeks Timeframe: June	How can we make inferences and summarize information about occupations, holidays, time, and animals in the world?	<ul style="list-style-type: none"> -Expressing likes and dislikes, and preferences -Describing people -Connecting ideas -Describing actions, events, and states of being -Making inferences -Asking and answering questions -Describing when events occur -Recounting speech (quoting and reporting) -Comparing and contrasting 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 8)</p> <p>Reading A-Z https://www.raz-plus.com/ My First Library Card We Go Out to Eat Changing Seasons The Four Seasons World Holidays</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Informational Reading Lesson: the Seasons</p> <p>National Day Calendar Books and activities by month</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -ESL Kidstuff readers -vocab cards and anchor charts -RAZ books <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -ESL Kidstuff review worksheet (in-class or homework) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Singing song for lesson -Answering RAZ discussion cards as a class -Flipgrid assignment: https://info.flip.com/ <i>What is your favorite holiday? How do you and your family celebrate that holiday? What are three activities you do at school every day? How long do they last and at what time do you do them?</i> -Teacher observation of student interactions -Reading A-Z quiz, worksheets, and discussion cards 	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6
Newcomer Teacher Resources	Language Line Picture Cards				

ESL – Newcomers Intermediate

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1: My Community Duration: 5 weeks Timeframe: Sep/Oct	How can we name and describe people and objects in our community?	-Naming people, places, and things -Responding to and issuing commands -Using social language (please, thank you, you're welcome, etc) -Asking and answering simple yes/no questions -Answering "how many" questions with numerals -Describing things -Making statements	- <i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1) - <i>Creative Ideas</i> workbooks (Unit 1) Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 1, Unit 1, Lessons 1-5 Level 1, Unit 2, Lessons 1-5 Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series School Fall Things Numbers Parts of the Body Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Classroom Items Set 1 Vocab Lesson: Nouns- Places Around Town	Modes of Communication: Reading: -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity Writing: -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab ("Word Play" activity) Listening: -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students Speaking: -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) -Flipgrid assignment: https://info.flip.com/ <i>What is your name? Where do you go to school? Who are three people in your family and school that you know?</i> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6
Unit 2: My Larger Community Duration:	How can we ask and answer questions and provide details about people,	-Naming people, places, and things -Describing actions and possession -Asking for help	- <i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1)	Modes of Communication: Reading: -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5

5 weeks Timeframe: Oct/Nov	animals, and objects in our community?	<ul style="list-style-type: none"> -Answering simple “or” questions (is this a ___ or ___?) -Describing what kind, how many, and how for adjectives and adverbs -Responding to and issuing commands -Making statements -Answering yes/ no questions in complete sentences -Describing locations and qualities of nouns -Expressing ability and permission of actions -Connecting ideas -Answering “who” questions in complete sentences 	<ul style="list-style-type: none"> -<i>Creative Ideas</i> workbooks (Unit 2) <p>Brainpop: https://www.brainpop.com/ Topic: Halloween</p> <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 1, Unit 3, Lessons 1-5 Level 1, Unit 4, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series My Neighborhood Animals Plants Shapes Around Us</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Adjectives- Describing People and Animals Vocab Lesson: Nouns- Classroom Items Set 2 Vocab Lesson: Nouns- Pet Animals Beginners 3 Fluency Readers #27: Haunted House</p>	<p>Writing: -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab (“Word Play” activity)</p> <p>Listening: -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students</p> <p>Speaking: -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab (“Word Play” activity) as a class -Practice saying Brainpop ELL vocab (“Hear It, Say It” activity) -Flipgrid assignment: https://info.flip.com/ <i>What are four items we use in our classroom? What are three body parts and what do they help us do?</i></p> <p>-Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets</p>	NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6
Unit 3: Living and Working Together Duration: 5 weeks Timeframe:	How can we categorize and give opinions about foods, animals, and people in our community?	<ul style="list-style-type: none"> -Naming people and things -Describing actions and locations -Responding to and issuing commands -Describing verbs and feelings -Asking and answering “who, what, and where” questions 	<ul style="list-style-type: none"> -<i>Frames for Fluency</i> teacher’s guide, sentence frames, picture and word cards, and theme pictures (set 1) -<i>Creative Ideas</i> workbooks (Unit 3) 	<p>Modes of Communication:</p> <p>Reading: -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL “Read It” activity</p> <p>Writing: -Teacher review of independent work in <i>Creative Ideas</i> workbook</p>	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2

Nov/Dec		<ul style="list-style-type: none"> -Making and responding to requests -Describing what kind and when -Expressing likes and dislikes -Comparing and contrasting 	<p>Brainpop: https://www.brainpop.com/ Topic: Thanksgiving Topic: Christmas Topic: Winter Holidays</p> <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 1, Unit 5, Lessons 1-5 Level 1, Unit 6, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series Jobs Feelings Clothes Animal Habitats Tastes Meals Winter Fun</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Occupations Set 1 Vocab Lesson: Nouns- Boys and Girls Clothes Vocab Lesson: Nouns- Adult and Baby Animals Vocab Lesson: Nouns- Emotions Sets 1 & 2</p>	<ul style="list-style-type: none"> -Write about Brainpop ELL vocab ("Word Play" activity) <i>Listening:</i> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <i>Speaking:</i> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) -Flipgrid assignment: https://info.flip.com/ <i>What do you want to be when you grow up? What clothes do you wear to school? What are your favorite foods to eat for lunch?</i> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets 	NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6
Unit 4: Our Great Big, Busy World Duration: 4 weeks Timeframe: Dec/Jan	How can we ask questions and make connections about people, clothes, animals, and food from around the world?	<ul style="list-style-type: none"> -Naming people and things -Asking and answering questions in complete sentences -Responding to and issuing commands -Connecting ideas -Describing and answering questions about possession -Comparing and contrasting -Answering "who" questions using "has/have" 	<ul style="list-style-type: none"> -<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 1) -<i>Creative Ideas</i> workbooks (Unit 4) <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 2, Unit 1, Lessons 1-5</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab ("Word Play" activity) <p><i>Listening:</i></p>	Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5 NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1

		<ul style="list-style-type: none"> -Asking and answering questions about the past, present, and future -Asking and answering questions using "how many" -Making statements using "there is/ there are" -Describing "which one" using ordinal numbers -Answering "what" questions ordinal numbers -Making statements using ordinal numbers -Answering "why" questions -Expressing likes and dislikes 	<p>Level 2, Unit 2, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series Basics of Economics How Animals Move Food Groups</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Occupations Set 2 Vocab Lesson: Nouns- Wild Animals Set 1 Vocab Lesson: Nouns- Clothing Accessories</p>	<ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) -Flipgrid assignment: https://info.flip.com/ <i>What is your favorite animal? Why is that animal your favorite? What are three foods you don't like? Why don't you like them?</i> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets 	<p>NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 5: The World Around Me</p> <p>Duration: 4 weeks Timeframe: Jan/Feb</p>	<p>How can we use different verb tenses and parts of speech to describe and find relationships between objects, vehicles, animals at different times?</p>	<ul style="list-style-type: none"> -Comparing and contrasting -Asking and answering questions -Describing objects in space by relative location -Classifying nouns -Describing actions in the past and future tense -Describing possession -Describing states of being -Identifying cause and effect relationships 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 5)</p> <p>Brainpop: https://www.brainpop.com/ Topic: Valentine's Day Topic: Lunar New Year</p> <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 2, Unit 3, Lessons 1-5 Level 2, Unit 4, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series Transportation Weather Sports After School Home Patterns</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Vocab Lesson: Nouns- Sports Vocab Lesson: Nouns- Wild Animals Set 2</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab ("Word Play" activity) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) -Flipgrid assignment: https://info.flip.com/ <i>How do you get to school in the morning? What is your favorite day of the week and why? What is your favorite kind of weather and why?</i> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 4</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
<p>Unit 6: My Environment</p>	<p>How can we use prepositions,</p>	<p>-Describing objects in space by relative location and placement</p>	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames,</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p>	<p>Wida ELD Standard 1 Wida ELD Standard 2</p>

<p>Duration: 4 weeks Timeframe: Feb/March</p>	<p>modals, and phrases to describe actions and express advice about times of the year, objects, and transportation?</p>	<ul style="list-style-type: none"> -Comparing and contrasting -Connecting ideas -Expressing advice and needs -Describing actions -Asking and answering questions -Expressing attitude -Describing people and things -Describing how for actions using adverbs -Expressing likes and dislikes 	<p>picture and word cards, and theme pictures (set 2) -<i>Creative Ideas</i> workbooks (Unit 6)</p> <p>Brainpop: https://www.brainpop.com/ Topic: St. Patrick's Day Topic: Ramadan</p> <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 2, Unit 5, Lessons 1-5 Level 2, Unit 6, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ My Earth Day Birthday April Fool's Day ELL Vocab Book Series Spring Things Beyond Earth Seasons Special Days Free Time</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Discussion Starter: Months of the Year PWIM: Family Parents and Kids Playing at the Beach with Toys Discussion Starter: Your House</p> <p>Teachers Pay Teachers Easter Figurative Language Task Cards</p> <p>Youtube Passover video Holi video</p>	<ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity <p>Writing: -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab ("Word Play" activity)</p> <p>Listening: -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students</p> <p>Speaking: -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) -Flipgrid assignment: https://info.flip.com/ <i>What month are we in now? What is the weather like today? What are two activities you can do outside during this month?</i></p> <ul style="list-style-type: none"> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets 	<p>Wida ELD Standard 5</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 7: Settings and Situations</p> <p>Duration: 4 weeks Timeframe: May</p>	<p>How can we classify and make predictions about money, time, numbers, animals, and places all over the world?</p>	<ul style="list-style-type: none"> -Classifying and categorizing parts of speech -Comparing and contrasting -Asking and answering questions -Describing actions -Describing when an event takes place -Describing how well an action is completed -Making and confirming predictions -Describing how much for countable and uncountable nouns -Expressing likes and dislikes -Renaming people, places, and things using indefinite pronouns -Describing animals and things -Expressing mood -Connecting ideas 	<p><i>-Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p><i>-Creative Ideas</i> workbooks (Unit 7)</p> <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 3, Unit 1, Lessons 1-5 Level 3, Unit 2, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series Money Fun in the City Fun in the Country The City Outside</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Discussion Starter: Neighborhoods and Saving Money Grammar Lesson: How Much Is It?</p> <p>Teachers Pay Teachers Mothers Day project Fathers Day project</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab ("Word Play" activity) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) <p>-Flipgrid assignment: https://info.flip.com/ <i>What is something you would like to buy? How much does it cost? What are three animals that live in the ocean? What do they look like?</i></p> <ul style="list-style-type: none"> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 3 Wida ELD Standard 4</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
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<p>Unit 8: On the Go</p> <p>Duration: 4 weeks Timeframe: June</p>	<p>How can we make inferences and summarize information about occupations, holidays, time, and animals in the world?</p>	<ul style="list-style-type: none"> -Expressing likes and dislikes, and preferences -Describing people -Connecting ideas -Describing actions, events, and states of being -Making inferences -Asking and answering questions -Describing when events occur -Recounting speech (quoting and reporting) -Comparing and contrasting 	<p>-<i>Frames for Fluency</i> teacher's guide, sentence frames, picture and word cards, and theme pictures (set 2)</p> <p>-<i>Creative Ideas</i> workbooks (Unit 8)</p> <p>Brainpop ELL: https://ell.brainpop.com/ *20 minutes per lesson, 2-3 lessons per week Level 3, Unit 3, Lessons 1-5 Level 3, Unit 4, Lessons 1-5</p> <p>Reading A-Z https://www.raz-plus.com/ ELL Vocab Book Series People Who Create Holidays Daily Routines Summer Fun</p> <p>Kid-Inspired Learning https://member.kid-inspired.com/login Informational Reading Lesson: the Seasons</p>	<p>Modes of Communication:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> -Class read aloud books -Vocab cards and sentence frames -Brainpop ELL "Read It" activity <p><i>Writing:</i></p> <ul style="list-style-type: none"> -Teacher review of independent work in <i>Creative Ideas</i> workbook -Write about Brainpop ELL vocab ("Word Play" activity) <p><i>Listening:</i></p> <ul style="list-style-type: none"> -Identifying vocab using vocab cards and theme pictures -Comprehension of read alouds and videos -Follow commands and instructions from teacher and other students <p><i>Speaking:</i></p> <ul style="list-style-type: none"> -Repeating vocab words and sentence frames -Using sentence frames to hold conversations with teacher and other students -Discuss Brainpop ELL vocab ("Word Play" activity) as a class -Practice saying Brainpop ELL vocab ("Hear It, Say It" activity) <p>-Flipgrid assignment: https://info.flip.com/ <i>What is your favorite holiday? How do you and your family celebrate that holiday? What are three activities you do at school every day? How long do they last and at what time do you do them?</i></p> <ul style="list-style-type: none"> -Teacher observation of student interactions -Brainpop ELL quizzes -RAZ worksheets 	<p>Wida ELD Standard 1 Wida ELD Standard 2 Wida ELD Standard 5</p> <p>NJSLSA.R1 NJSLSA.R.10 NJSLSA.W2 NJSLSA.W4 NJSLSA.SL1 NJSLSA.SL4 NJSLSA.SL6 NJSLSA.L1 NJSLSA.L2 NJSLSA.L4 NJSLSA.L6</p>
<p>Newcomer Teacher Resources</p>	<p>Language Line Picture Cards</p>				

GLOSSARY OF TERMS

ACCESS 2.0: a standards-based, criterion referenced English language proficiency test designed to measure English language learners' academic proficiency in reading, writing, speaking and listening; this assessment is administered to students in grades K-12 and is computer-based in grades 1-12.

Accommodation: modifying spoken or written language to make it comprehensible to second language learners.

Adapted: modified for English language learners. This usually refers to materials that have simplified language, but concepts are not watered down.

Affective filter: an imaginary wall that a language learner puts up that impedes language **acquisition**. A learner must be receptive to language input. When anxiety is high, the wall is high and input is screened out.

Basic Interpersonal Communication Skills (BICS): the language ability required for verbal face-to-face social communication.

Bilingual: able to communicate in two languages.

Bilingual Education: an instructional program that uses more than one language as the vehicle for instruction.

Cognitive Academic Language Proficiency (CALP): the academic language of the content classroom that takes from five to seven years for ELs to acquire.

CAN DO Descriptors: general performance indicators that describe typical behaviors of ELs in each language domain at each level of English language proficiency.

Comprehensible Input: according to Stephen Krashen, this is communication that is just above the learners' level of English ability. ELLs learn best when they can understand the input but are challenged.

Content-Based ESL Instruction: an approach to second language teaching that utilizes content-area subject matter to teach language. Concepts are not watered down, but the language of the subject area is simplified.

Cooperative Learning: when students from varied backgrounds and abilities work together in small groups.

Culture Shock: the feelings people have when they move to an unfamiliar culture.

Culturally and Linguistically Diverse Students: Refers to students who come from a language and cultural background other than that of the mainstream population.

English Learners (ELs): limited English proficient students, usually those in an ESL or bilingual program.

English language development standards (ELDs): criteria that express the language development of ELLs across the language domains.

English as a Second Language (ESL): the name of a program to teach English in the English language to non-English speakers.

Heritage/Home/Primary Language: the student's native language.

Language domains: the four main subdivisions of language: listening, speaking, reading and writing.

Language Acquisition: learning a language through meaningful conversation that is similar to the way children learn their first language. Language is learned with no formal study of forms and grammar.

Language Experience Approach (LEA): an approach to reading instruction based on information and stories developed from the personal experiences of the students. The stories are written down by the teacher and read together until the student associates the written form of English with the spoken form.

Limited English Proficient (LEP): describe students whose English language skills are limited. Although this term is used in most legal documents such as administrative code and law, it is considered pejorative by educators in the field of second language acquisition.

Non-verbal communication: physical communication such as gestures, facial expressions, and physical proximity that support oral communication.

Primary/Native Language: a student's first language and the language normally used in the home.

Realia: physical items that are used in teaching English.

Sheltered Instruction: is a program where teachers simplify the language of instruction to teach content area subjects such as social studies or science. This makes the content accessible to ELLs.

Sheltered Instruction Observation Protocol (SIOP): a research-based sheltered instruction model used to describe instructional practices that help teachers make content accessible to ELLs. Content information and language instruction is scaffold to provide support to ELLs.

Teachers of English to Speakers of Other Languages (TESOL): is the international professional organization for those concerned with the teaching of English as a second or foreign language and of Standard English as a second dialect.

Total Physical Response (TPR): is a teaching technique devised by James Asher where the learners respond to language with gestures and body motions. "Simon Says" is an example of TPR for beginning language learners.

World-Class Instructional Design and Assessment (WIDA): English language proficiency (ELP) standards designed as a curriculum planning and assessment preparation tool. They help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels.