

# TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut



## Grades K-5

## English as a Second Language

## (ESL)

## 2023

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## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

## VISION

Trumbull Public Schools recognizes every Multilingual Learner's right to access all of the opportunities available in the TPS community. Families and students are actively engaged and involved in the academic process. TPS sets high expectations for academic achievement. We foster a culturally responsive environment that values linguistic and cultural diversity. MLs' individual strengths and experiences contribute to the community at large. The TPS community partners with families to support the ML population. The Trumbull community is enriched by the linguistic and cultural diversity of our students and families. Through an environment that cultivates a joy of learning, TPS enables students to develop their personal agency so that they may make meaningful contributions to their communities and become lifelong learners.

## INTRODUCTION

The Multilingual Learner (ML) enrolled in the Trumbull Public Schools is a student who is in the process of acquiring English. There are many factors affecting English language acquisition. MLs come from a wide variety of backgrounds and they may arrive in Trumbull with diverse schooling experiences. Some factors that will influence English language acquisition include (but are not limited to): quality of previous education, prior English learning experiences, family literacy and family expectations of schooling, socio-economic status, mobility, cultural isolation, exposure to social unrest or war, and cultural differences between educational systems. (CAPELL Guidelines. 2003) Given these factors, MLs will attain proficiency and competence in English at varying rates of progress.

Research shows that it can take MLs at least 7 years to develop the cognitive academic linguistic proficiency (CALP) in English necessary to perform on standardized tests at a level comparable to native English speakers. Therefore, Trumbull's ESL program is aligned with guidelines set forth by the CSDE to allow MLs equal access to the general education curriculum.

## PROGRAM GOALS AND STANDARDS

The TPS ESL program standards are based on those articulated within the [CT English Language Proficiency \(CELP\) Standards](https://portal.ct.gov/SDE/English-Learners/English-Learners/CELP-Standards). The CELP Standards were adopted by the Connecticut Board of Education. Beyond understanding common English usage, MLs need to understand the language used for grade-level instruction in English language arts, mathematics, science, social studies and other content areas. The standards highlight and amplify the critical language, knowledge about language, and skills for using language that are necessary for MLs to be successful in school. (<https://portal.ct.gov/SDE/English-Learners/English-Learners/CELP-Standards>)

## PROGRAM ENDURING UNDERSTANDINGS

Students will understand ...

- they are part of a family and a community
- there are many diverse cultures around the world
- the importance of communicating with other people, academically and socially
- the various reasons for and methods of travel
- how their environment influences their lives
- the impact of science, technology, and innovation

## PROGRAM ESSENTIAL QUESTIONS

- How do people around the world participate in celebrations?
- How do people around the world communicate with one another?
- How does culture affect who we are and how we live?
- How are communities different depending on their location?
- How are lives different based on where people live in the world?
- What is the impact of evolving technology on our daily lives?

## 21ST CENTURY SKILLS

**Creative and Innovative Thinking** - Leveraging cultural differences to encourage creativity and variety in problem-solving

**Critical Thinking** - Using personal experiences to retell or evaluate texts

**Communication and Collaboration** - Using English to communicate and cooperate with others

**Cultural, Global and Environmental Awareness** - Utilizing multicultural backgrounds to initiate discussions on environmental concerns

**Digital Literacy** - Assessing data and understanding how to research topics

## ESL YEAR AT A GLANCE - Starter

<b>Starter / English in My Pocket (EIMP)</b>	
<b>September</b>	At School (LOOK Unit 2)
<b>October</b>	Let's Play (LOOK Unit 10)
<b>November</b>	All About Me (LOOK Units 6 & 8)
<b>December - January</b>	Rainbow of Clothes (LOOK Unit 9)
<b>February</b>	Let's Eat (LOOK Unit 5)
<b>March</b>	Set the Table (EIMP Unit 6 and LOOK Level 1, Unit 10)
<b>April</b>	My Family and Home (LOOK Unit 7)
<b>May - June</b>	Up and Down (EIMP Unit 8)
* Timeline may be adjusted to allow for district-wide assured assessments	

## ESL YEAR AT A GLANCE - Levels 1-5

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>September - October</b>	Things for School (Look Unit 1)	Back to School (Look Unit 1)	Around the World (Look Unit 1)	Let's Celebrate (Look Unit 3)	Making Contact (Look Unit 1)
<b>October - November</b>	My Family (Look Unit 4)	Let's Play (Look Unit 4)	On My Way (Look Unit 2)	Sports (Look Unit 4)	The Animal Kingdom (Look Unit 5)
<b>November - December</b>	Homes (Look Unit 6)	Let's Celebrate (Look Unit 8)	I Love My Town (Look Unit 9)	Life in the Past (Look Unit 7)	Helping the Environment (Look Unit 6)
<b>January - February</b>	On the Farm (Look Unit 8)	Fantastic Food (Look Unit 7)	Helping Out (Look Unit 3)	Fresh Food (Look unit 8)	Life in Space (Look Unit 7)
<b>March - April</b>	Eat and Drink (Look Unit 10) AND Beach Vacations (Look Unit 11)	Animals (Look Unit 9)	Yesterday and Long Ago (Look Unit 10)	The World of the Future (Look Unit 9)	The World Outside (Look Unit 9)
<b>May - June</b>	Free Time (Look Unit 12)	Weather (Look Unit 10)	Outdoor Adventure (Look Unit 11)	City Life (Look Unit 11)	Discoveries (Look Unit 12)

\* Timeline may be adjusted to allow for district-wide assured assessments

## **LOOK Starter and English in My Pocket (EIMP)**

**LOOK Starter and English in My Pocket (EIMP) are appropriate for the following levels:**

- Newcomers (Less than 10 months in the USA)
  - Gr. K beginner
  - Gr. K intermediate
1. **At School** - LOOK-Starter Level, Unit 2
    - Topic Focus: Classroom objects
    - Language Focus: Identify classroom objects, ask and answer questions about classroom objects, plurals. “We have \_\_\_\_.” “This is a \_\_\_\_.” sentence patterns
  2. **Let’s Play**- LOOK-Starter Level, Unit 10
    - Topic Focus: playground activities
    - Language Focus: Identify play time activities, use the verb *can/can’t*, ask a friend to play, ask and answer questions about their activities
  3. **All About Me**-LOOK Starter Levels, Units 6 & 8
    - Topic Focus: body parts
    - Language Focus: identify and name body parts, identify and name feelings, ask for help if they are hurt, manipulate the verb *to be*, possessive nouns
  4. **Rainbow of Clothes**-LOOK- Starter Level, Unit 9
    - Topic Focus: clothing items
    - Language Focus: Identify clothing items, singular and plural nouns, the verb *to be*, possessive pronouns *my/your*
  5. **Let’s Eat**-LOOK - Starter Level, Unit 5
    - Topic Focus: food items
    - Language Focus: Identify foods and drinks, express preferences with *Yes, I do* and *No, I don’t*, polite language for making requests, counting item
  6. **Set the Table** EIMP Unit 6
    - Topic Focus: kitchen utensils and numbers 1-10
    - Language Focus: *There is/there are, have/has*, counting items, singular and plural, commands with the word *put*
  7. **My Family and Home**-LOOK - Starter Level, Unit 7
    - Topic Focus: family members and rooms in a house
    - Language Focus: Identify family members, pronouns, feelings of others, ask and answer questions about location, wh- questions
  8. **Up and Down**- EIMP - Unit 8
    - Topic Focus: transportation and safety
    - Language Focus: prepositions, *goes and go*, opposites

**STARTER / EIMP**

**Unit 1: At School (LOOK Unit 2)**

**Time frame :**  
September

**Essential Questions:**

- What do students need at school?
- How do we get ready to learn?
- Why is it important to go to school?

**Big Ideas:**

- We use many items in school.
- Manners are helpful in our school community.

**Vocabulary:**

pencil, books, crayons, markers, bookshelf, garbage can, markers, boys, girls, chairs, cubes, paper, computer, tapes, ball, have, has, in, one, school, we

**Standards:**

CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** Identify classroom objects, ask and answer questions about classroom objects, plurals

**Students will be able to:** Identify classroom objects, ask and answer questions about classroom objects, plurals. “We have \_\_\_\_.” “This is a \_\_\_\_.” sentence patterns, sing a song about school items, write about classroom items, - read a book about classroom items

**Common Summative Assessments:**

- EIMP Unit 1 Assessment

**Assured Formative:**

- EIMP Unit 1 writing prompt

**Alternative Assessment**

- Put on a concert - sing a personalized version of the song learned from lesson 3 to small audience

**Informal Observation of Students Language:**

- Informal observation of students oral responses should be recorded and used to monitor individual student growth in language proficiency over the course of the unit and to drive future instruction

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Starter Level, Unit 2, RAZ Plus, ELL Edition, ELL Library in SeeSaw



**STARTER / EIMP**

**Unit 2: Let's Play (LOOK Unit 10)**

<b>Time frame:</b> October	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why is it important to play?</li><li>• Is playing fun?</li><li>• How do you play with friends?</li></ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• There are many ways to play with friends.</li><li>• Being active is important.</li></ul>	<b>Vocabulary:</b> Play, swing, run, walk, rest, jump, read, slide, tree, grass, slides, swings, ladder, sky, eat, I, in, park, run, the, sit
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics

CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** Identify play time activities, use the verb *can*,

Students will be able to: - identify playtime activities, -sing a song about playtime activities, - write about playtime activities, - read a book about the park, - talk about what they are able to do using *I can...*, - talk about themselves and others using *I have... / You have ...*-use sentence pattern "I \_\_\_ in the park."

**Common Summative Assessments:** EIMP Unit 2 Assessment

**Assured Formative:**

- EIMP Unit 2 Writing Prompt

**Alternative Assessment**

- Flash-Card Memory Game - review of units 1 and 2 vocabulary

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Starter Level, Unit 10

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**STARTER / EIMP**

**Unit 3: All About Me (LOOK Units 6 & 8)**

<p><b>Time frame:</b> November</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the different parts of your body?</li> <li>• How do people use their body?</li> <li>• Why is it important to take care of your body?</li> </ul>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• There are many different parts of your body.</li> <li>• It is important to take care of your body.</li> <li>• You are important and unique.</li> </ul>	<p><b>Vocabulary:</b> Ears, eyes, nose, mouth, arms, hands, feet, happy, sad, surprised, angry, shy, scared, teeth, lips, cheek, eyebrow, chin, forehead, elbow, knee, finger, toe, hair, body, have, my, one, two</p>
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** Labels for body parts, words for feelings

**Students will be able to:** use *is* and *are*, identify and name body parts, identify and name feelings, sing a song about body parts, sing a song about feelings, write about body parts, - read a book about body parts

**Common Summative Assessments:** EIMP Unit 3 Assessment

**Assured Formative:**

- EIMP Unit 3 Writing Prompt

**Alternative Assessment**

- Follow the Leader - students work in pairs and identify body parts using a stuffed animal

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Starter Level, Units 6 & 8

\*Supplemental materials: LOOK - Level 1, Unit 5 My Body

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**STARTER / EIMP**

**Unit 4: Rainbow of Clothes (LOOK Unit 9)**

<b>Time frame:</b> December - January	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>● Why do you wear clothes?</li><li>● Why do we need clothing?</li><li>● How is clothing made?</li><li>● Why are clothes important?</li></ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"><li>● There are a variety of kinds of clothing.</li><li>● Clothing is important for many reasons.</li></ul>	<b>Vocabulary:</b> Blue, yellow, green, purple, red, black, shirt, pants, t-shirt, shorts, baseball, catcher's mitt, radio, backpack, soccer ball, am, four, I, my, one, three
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language Focus):** Identify clothing items, singular and plural nouns, the verb *to be*, possessive pronouns *my/your*

**Students will be able to:** - identify clothing items, - talk about their clothes, - describe their own and other people's clothes using *My \_\_\_ is \_\_\_* and *Your \_\_\_ is \_\_\_*. - sing a song about clothes, - write about clothes, - read a book about clothes

**Common Summative Assessments:** EIMP Unit 4 Assessment

**Assured Formative:**

- EIMP Unit 4 Writing Prompt

**Alternative Assessment**

- Dress-up day: Students will wear an outfit used for a special occasion to class. Students will ask and answer questions about their clothing.

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Starter Level, Unit 9

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**STARTER / EIMP**

**Unit 5: Let's Eat (LOOK Unit 5)**

**Time frame:**

February

**Essential Questions:**

- What is food?
- Why is food important?
- What is your favorite/least favorite food and drink?
- How do different cultures use food?

**Big Ideas:**

- Food and drink are important for survival.
- There are many different kinds of food and drink.

**Vocabulary:**

Eat, morning, anytime, banana, breakfast, bread, carrot, tomato, pizza, apple, doughnut, orange, refrigerator, carton, container, bottle, milk, orange juice, water, ketchup, mustard, lettuce, eggs, lunch, top, middle, bottom, some, no, like, my, I

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language Focus):** Identify foods and drinks, express preferences

**Students will be able to:** - identify foods and drinks, - state preferences using *I like ...*, - state preferences using *I like...*, - state dislikes using *I don't like...*, - sing a song about food, - write about food, -read a book about food

**Common Summative Assessments:** EIMP Unit 5 Assessment

**Assured Formative:** EIMP Unit 5 Writing Prompt

**Alternative Assessment:** End-of-Unit activity - set up a pretend restaurant - create a menu and order food

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Starter Level, Unit 5

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**STARTER / EIMP**

**Unit 6: Set the Table (EIMP Unit 6)**

<p><b>Time frame:</b> March</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Where do people eat?</li> <li>• Does your family sit at a table?</li> <li>• Do you eat together or by yourself?</li> <li>• What kind of utensils do you use to eat?</li> </ul>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• People eat meals together.</li> <li>• Sitting together as a family helps people to share and bond.</li> <li>• We use utensils and plates etc. in order to hold food.</li> </ul>	<p><b>Vocabulary:</b> sponge, plates, spoons, forks, knives, bowls, glasses, cups, sink, straw, numbers 1-10, a, is, one, this, time</p>
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** numbers 1-10, kitchen utensil names, plurals/singulars

**Students will be able to:** read a book about kitchen items, write about kitchen items, sing a song about kitchen items, use plurals

**Common Summative Assessments:** EIMP Unit 6 Assessment

**Assured Formative:**

- EIMP Unit 6 Writing Prompt

**Alternative Assessment:**

- End-of-Unit activity: Students will set a table and describe items

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Level 1, Unit 10 Eat and Drink

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**STARTER / EIMP**

**Unit 7: My Family and Home (LOOK Unit 7)**

<b>Time frame:</b> April	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Who are the members of my family?</li><li>• Why are families important?</li><li>• How are families related?</li></ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Families come in all shapes and sizes.</li><li>• Families are important and help us in many ways.</li></ul>	<b>Vocabulary:</b> brother, sister, mother, father, grandmother, grandfather, coming, here, in, is, the, where, not
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language Focus):** Identify family members, pronouns, and feelings of others

**Students will be able to:** - identify family members, - introduce family members using *This is my...*, - describe other people's feelings using *He's...* and *She's ...*, - sing a song about family members

**Common Summative Assessments:** EIMP Unit 7 Assessment

**Assured Formative:** EIMP Unit 7 Writing Prompt

**Alternative Assessment**

- Students will share pictures of their families and describe the photos using vocabulary from the unit. Students listening will ask questions using appropriate language from the unit.

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: LOOK - Starter Level, Unit 7

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**STARTER / EIMP**

**Unit 8: Up and Down (EIMP Unit 8)**

<b>Time frame:</b> May/ June	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is transportation important?</li> <li>• How do people get around?</li> <li>• What is your favorite kind of transportation?</li> <li>• What kind of transportation would you like to try?</li> </ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• Transportation takes many forms.</li> <li>• Transportation helps us in many ways.</li> <li>• Transportation is important for people and helps us go from place to place.</li> </ul>	<b>Vocabulary:</b> in, out, open, shut, up, down, on, off, left, right, door, kids, windows, lights, wipers, am, big, black, happy, I, is, it, just, little, sad, sometimes, too, white
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** names for different modes of transportation, prepositions, adjectives

**Students will be able to:** use adjectives to describe, tell about different modes of transportation, read a book about adjectives, write about transportation using adjectives, sing a song about adjectives

**Common Summative Assessments:** EIMP Unit 8 Assessment

**Assured Formative:** EIMP Unit 8 Writing Prompt

**Alternative Assessment:** Play Charades - students will use gestures to describe different modes of transportation and classmates will guess what the vehicle is using complete sentences

**Texts/Materials:**

English in My Pocket (EIMP)

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Look Level 1

**Level 1 is appropriate for the following levels:**

- Gr. K advanced
- Gr. 1 beginner
- Gr. 1 intermediate
- Gr. 2 beginner

**1. Things for School** (Look unit 1)

- Topic Focus: Classroom Objects
- Language Focus: Ask and answer questions about objects

**2. My Family** (Look unit 4)

- Topic Focus: Family Members
- Language Focus: Have/don't have, possessive pronouns

**3. Homes** (Look unit 6)

- Topic Focus: Where people live
- Language Focus: Contractions, prepositions of location

**4. On the Farm** (Look unit 8)

- Topic Focus: Life on a Farm
- Language Focus: can/can't, Use *can* to ask questions

**5. Eat and Drink** (Look unit 10)

- Topic Focus: Nutrition
- Language Focus: like/don't like, ask and answer questions about preferences

**6. Beach Vacations** (Look unit 11)

- Topic Focus: Travel experiences at home and away
- Language Focus: There isn't/there aren't, contraction, ask and answer questions(Is there...?/Are there...?)

**7. Free Time** (Look unit 12)

- Topic Focus: Fun Activities
- Language Focus: Commands using *let's*, Contractions -We're/We aren't



**Level 1**

**Unit 1: Things for School (Look Unit 1)**

**Time frame:**

September-  
October

**Essential**

**Questions:**

What do students  
need to succeed in  
school?

**Big Ideas:**

Students need  
things for school.

**Vocabulary:**

bag, book, crayon,  
eraser, pencil, pencil  
case, ruler, board,  
chair, desk, poster

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Ask and answer questions about objects

**Students will be able to:** - talk about classroom objects, - ask and answer questions about classroom objects using *What's This? It's a \_\_\_*, - read about a classroom, - ask questions about a classroom objects using *Yes it is/No it isn't*, - listen to and sing a song about a school bus, - identify and pronounce words with /ae/, /b/, /k/, and /d/ at the beginning, - watch a video about classrooms in other countries, - identify the value of taking care of your school things

**Common Summative Assessment:** Things for School Unit Test

**Assured Formative Assessment:** Worksheet 1.1

**Alternative Assessment:** Guess the school tools - put items in bags, students feel the item and take turns guessing what the item is using unit sentence frames to ask and answer questions and describe items

**Texts/Materials:** LOOK Level 1

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

<b>Level 1</b>			
<b>Unit 2: My Family (Look Unit 4)</b>			
<b>Time frame:</b> October - November	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What is a family?</li> <li>● How does your family make you feel?</li> </ul>	<b>Big Ideas:</b> Families are all different. Families come in all shapes and sizes. Love makes a family.	<b>Vocabulary:</b> aunt, baby, cousin, dad, grandma, grandpa, me, mom, uncle, birthday, cake, birthday party, middle
<p><b>Standards:</b></p> <p><b>CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b></p> <p><b>CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</b></p> <p><b>CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</b></p> <p><b>CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b></p> <p>CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems</p> <p>CELP 6: Analyze and critique the arguments of others orally and in writing</p> <p><b>CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing</b></p> <p><b>CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text</b></p> <p><b>CELP 9: Create clear and coherent grade-appropriate speech and text</b></p> <p><b>CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</b></p>			
<b>Students will know (language focus):</b> Have/don't have, his/her			
Students will be able to: - talk about families, talk about a family using <i>I have and I don't have</i> , - read about a birthday party, - use <i>His/her name is</i> to identify people, - listen to and sing a song about a family of monkeys, -identify and pronounce words with /m/, /n/, /a/, and /p/ at the beginning, - watch a video about cartoon families, - identify the value of giving things to your friends			
<b>Common Summative Assessment:</b> My Family Unit Test			
<b>Assured Formative Assessment:</b> Worksheet 1.4			
<b>Alternative Assessment:</b> Create an animal family - describe orally to classmates			
<p><b>Texts/Materials:</b> LOOK Level 1</p> <p>*Supplemental materials: RAZ Plus, ELL Edition</p> <p>*Supplemental materials: ELL Library in SeeSaw</p>			

Level 1

**Unit 3: Homes (Look Unit 6)**

<b>Time frame:</b> November - December	<b>Essential Questions:</b> What kind of home do you have? What is your living situation? Why are homes important? How do they help you?	<b>Big Ideas:</b> Families live in different places, there are many housing options in the world. As long as you are together you have a home.	<b>Vocabulary:</b> bathroom, bed, bedroom, cabinet, kitchen, living room, shower, TV, clock, house, water
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Contractions, prepositions of location

**Students will be able to:** - talk about homes, - talk about where things are using *Where's...? And It's in the ...*, - read about a bedroom under the water, - use *next to, on, and under* to talk about where things are, - listen to and sing a song about a game of hide-and-seek, - identify and pronounce words with /v/, /w/, /j/, and /z/ at the beginning, - identify and pronounce the words that include /ks/, - watch a video about homes in other countries, - identify the value of playing with your friends

**Common Summative Assessment:** Homes Unit Test

**Assured Formative Assessment:** Worksheet 1.6

**Alternative Assessment:** Students draw pictures of rooms in their homes, label items, share orally

**Texts/Materials:** LOOK Level 1

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

<b>Level 1</b>			
<b>Unit 4: On the Farm (Look Unit 8)</b>			
<b>Time frame :</b> January - February	<b>Essential Questions:</b> How do farms play a role in your life? How do farms and animals help us? Why are farms important to people?	<b>Big Ideas:</b> Farms/animals are important for our lives. Animals are important to people for many reasons.	<b>Vocabulary:</b> bee, bird, chicken, cow, dog, donkey, duck, sheep, farmer, food, pen
<b>Standards:</b> <b>CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b> <b>CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</b> <b>CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</b> <b>CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b> <b>CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems</b> CELP 6: Analyze and critique the arguments of others orally and in writing <b>CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing</b> <b>CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text</b> <b>CELP 9: Create clear and coherent grade-appropriate speech and text</b> <b>CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</b>			
<b>Students will know (language focus):</b> can/can't, Use <i>can</i> to ask questions			
<b>Students will be able to:</b> - talk about farm animals, - talk about things animals are able to do using <i>can and can't</i> , - read about a farm, - use <i>can</i> to ask about abilities, - listen to and sing a song about animals, - identify and pronounce words with /E/ in the middle, - watch a video about farm animals in other countries, - identify the value of being kind to animals			
<b>Common Summative Assessment:</b> On the Farm Unit Test			
<b>Assured Formative Assessment:</b> Worksheet 1.8 <b>Alternative Assessment/Activity:</b> Take a field trip to a farm - students journal about the trip			
<b>Texts/Materials:</b> LOOK Level 1 *Supplemental materials: RAZ Plus, ELL Edition *Supplemental materials: ELL Library in SeeSaw			

<b>Level 1</b>			
<b>Unit 5 : Eat and Drink (Look Unit 10)</b>			
<b>Time frame:</b> March	<b>Essential Questions:</b> What kinds of food and drink do you prefer? How is food a part of your life? When do you eat and drink? Why is food important?	<b>Big Ideas:</b> Food and drink are necessities for life. Every culture enjoys food and drink. Food plays an important role in many celebrations.	<b>Vocabulary:</b> Banana, bread, candy, lemon, milk, potato, rice, tomato, water, great, lunch, terrible, tray
<b>Standards:</b> <b>CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b> <b>CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</b> <b>CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</b> <b>CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b> CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems CELP 6: Analyze and critique the arguments of others orally and in writing CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing <b>CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text</b> <b>CELP 9: Create clear and coherent grade-appropriate speech and text</b> <b>CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</b>			
<b>Students will know (language focus):</b> like/don't like, ask and answer questions about preferences			
<b>Students will be able to:</b> - talk about food and drink, - talk about food preferences using <i>I like and I don't like</i> , -read about a school lunch, - use <i>Do you like...Yes, I do/don't/They're OK</i> to ask and answer questions about food, - listen to and sing a song about food, - identify and pronounce CVC words with /a/ in the middle, - watch a video about meals in other countries, - identify the value of eating good food			
<b>Common Summative Assessment:</b> Eat and Drink Unit Test			
<b>Assured Formative Assessment:</b> Worksheet 1.10 <b>Alternative Assessment:</b> Using a paper plate, students will create their favorite meal			
<b>Texts/Materials:</b> LOOK Level 1 *Supplemental materials: RAZ Plus, ELL Edition *Supplemental materials: ELL Library in SeeSaw			

<b>Level 1</b>			
<b>Unit 6: Beach Vacations (Look Unit 11)</b>			
<b>Time frame:</b> April	<b>Essential Questions:</b> Why are vacations important? How do vacations help people? What are different kinds of vacations? (Ask answer about staycation v. travel)	<b>Big Ideas:</b> There are all kinds of vacations. Many people take a vacation to relax and visit other places or to see family.	<b>Vocabulary:</b> beach, beach ball, boat, ice cream, ocean, sand, sandcastle, shell, sun hat, breathe, flippers, mask snorkel
<p><b>Standards:</b></p> <p><b>CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b></p> <p><b>CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</b></p> <p><b>CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</b></p> <p><b>CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b></p> <p>CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems</p> <p>CELP 6: Analyze and critique the arguments of others orally and in writing</p> <p><b>CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing</b></p> <p><b>CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text</b></p> <p><b>CELP 9: Create clear and coherent grade-appropriate speech and text</b></p> <p><b>CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</b></p>			
<b>Students will know (Language focus):</b> There isn't/there aren't, contraction, ask and answer questions(Is there...?/Are there...?)			
<b>Students will be able to:</b> - talk about beach vacations, - talk about objects using <i>There isn't and There aren't</i> , - read about children snorkeling, - ask and answer questions about things using <i>Is there...?/Are there...?/ Yes, there is/are...?/No there isn't/aren't</i> , - listen to and sing a song about the beach, - identify and pronounce CVC words with ⟨Λ⟩ in the middle, - watch a video about beaches in other countries, - identify the value of playing outside in the sun			
<b>Common Summative Assessment:</b> Beach Vacations Unit Test			
<b>Assured Formative Assessment:</b> Worksheet 1.11			
<b>Alternative Assessment:</b> Class will plan a “pretend” vacation			
<b>Texts/Materials:</b> LOOK Level 1			
*Supplemental materials: RAZ Plus, ELL Edition, ELL Library in SeeSaw			

**Level 1**

**Unit 7: Free Time (Look Unit 12)**

**Time frame:**  
May - June

**Essential Questions:**  
What activities do you prefer to do after school or on the weekend?  
What things do you enjoy doing with your family?

**Big Ideas:**  
Free time activities are fun. There are a variety of things you can do during your free time such as sports, arts & crafts, and all kinds of fun things to do together.

**Vocabulary:**  
fly a kite, make a cake, paint a picture, play soccer, read a book, write a story, hot, paper, swing

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Commands using *let's*, Contractions -We're/We aren't

**Students will be able to:** - talk about free-time activities, - make and respond to suggestions using *let's*, - read about being in the park, - use *we're and we aren't* to talk about their current location, - listen to and sing a song about free time, - review, clarify and pronounce CVC words with /æ/, /E/, /I/, /a/, and /<math>\Lambda</math> in the middle, - watch a video about free-time activities in other countries, - identify the value of using your free time well

**Common Summative Assessment:** Free Time Unit Test

**Assured Formative Assessment:** Worksheet 1.12

**Alternative Assessment:** Create a class mural of various “free-time” activities

**Texts/Materials:** LOOK Level 1

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Look Level 2

**Look Level 2 is appropriate for the following levels:**

- Gr. 1 advanced
- Gr. 2 intermediate
- Gr. 3-5 beginners

**1. Back to School** (Look Unit 1)

- Topic Focus: Reintegration to School
- Language Focus: Asking and answering questions, using have/has, parts of speech

**2. Let's Play** (Look Unit 4)

- Topic Focus: Everyday Actions
- Language Focus: Ask & Answer Yes/No Questions, Simple present tense verbs (subject-verb agreement), To Do (negative & positive)

**3. Celebrate** (Look Unit 8)

- Topic Focus: Celebrating Family & Culture
- Language Focus: Present Progressive & Continuous (-ing), plural nouns, contractions, personal pronouns

**4. Fantastic Food** (Look Unit 7)

- Topic Focus: Food Around the World
- Language Focus: These/That/This/Those, Verb To be (positive & negative), articles (count and noncount), many/much

**5. Animals** (Look Unit 9)

- Topic Focus: Animals and their habitats
- Language Focus: present progressive, comparatives, adjectives, possessive pronouns

**6. Weather** (Look Unit 10)

- Topic Focus: Daily weather, Climate, and Seasons
- Language Focus: Commands, adjectives, prepositions, contractions



## Level 2

### Unit 1: Back to School (Look Unit 1)

<p><b>Time frame:</b> September - October</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we communicate about school?</li> <li>● How do students ask and answer questions about school?</li> <li>● What are some common ways you can respond when someone asks you a question at school?</li> <li>● What challenges do people have trying to get to school?</li> </ul>	<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>● Students can exchange information with others orally and in writing.</li> <li>● People ask and answer questions to get to know one another.</li> <li>● People use various forms of transportation.</li> </ul>	<p><b>Vocabulary:</b> art, computer, English, gym, math, music, reading, science, class, garden, grade, homework</p>
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings** to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Asking and answering questions, using have/has, parts of speech

**Students will be able to:** -Identify and say words related to school subjects -Talk about what they do at school on each day of the week -Read about the a school in another country -Ask and answer questions about school schedules -Listen to and sing a song about homework -Identify and say words with *th* -Watch a video about favorite school subjects -Identify the value of being responsible -Write an email about school

**Common Summative Assessment:** Back to School Test

**Assured Formative Assessment:** Back to School Worksheet 2.1

**Alternative Assessment:** Students write an email about school subjects

**Texts/Materials:** Look Level 2

\*Supplemental materials: RAZ Plus, ELL Edition, ELL Library in Seesaw

**Level 2**

**Unit 2: Let's Play (Look Unit 4)**

**Time frame:**

October -  
November

**Essential Questions:**

- What do you enjoy doing with your friends?
- How do you make new friends?
- Why is playtime important to you?
- Why is playtime important for children?

**Big Ideas:**

- All children around the world play.
- Children play in different ways.
- Play is important for children.

**Vocabulary:**

baseball, basketball, hockey, tennis, bounce, catch, hit, jump, kick, throw, play, team, different, easy, fantastic

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Ask & Answer Yes/No Questions, Simple present tense verbs (subject-verb agreement), To Do (negative & positive)

**Students will be able to:** -Identify objects of different sports,- identify action verbs, -talk about favorite sport/activity, -make statements in simple present with *I, you, we, they*, ask & answer yes/no questions in simple present,- listen to and sing a song about playing sports, -watch will a video about sports in various countries,- talk about what sports they play,- write to a friend about the sports they play

**Common Summative Assessment:** Let's Play Unit Test

**Assured Formative Assessment:** Let's Play Worksheet 2.4

**Alternative Assessment:** Conduct a class survey to determine how many students play each sport

**Texts/Materials:** Look Level 2

\*Supplemental materials: RAZ Plus, ELL Edition, ELL Library in SeeSaw

**Level 2**

**Unit 3: Let's Celebrate (Look Unit 8)**

**Time frame:**

November-  
December

**Essential Questions:**

- How do families celebrate holidays and special events?
- How do families celebrate their cultures?

**Big Ideas:**

- Families celebrate their cultures in different ways.
- We all have our own culture.

**Vocabulary:**

balloon, dance, eat, drink, hold, enjoy, festival, celebrate

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

Students will know (language focus): Present Progressive & Continuous (-ing), plural nouns, contractions, personal pronouns

**Students will be able to:** - identify and use words related to celebrations, - use the present progressive to talk about what's happening now, - read about a festival in Thailand, - ask and answer questions about things that are happening now, - listen to and sing a song about a street party, - identify and say words with *ng*, - watch a video about celebrations around the world, - identify the value of being grateful

**Common Summative Assessment:** Let's Celebrate Unit Test

**Assured Formative Assessment:** Let's Celebrate Worksheet 2.8

**Alternative Assessment:** Class will create an imaginary celebration

**Texts/Materials:** Look Level 2

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Level 2

### Unit 4: Fantastic Food (Look Unit 7)

<b>Time frame :</b> January-February	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What foods do you like &amp; dislike?</li><li>• What is a food pyramid?</li><li>• Why is food important to us?</li></ul>	<b>Big Ideas:</b> Food and healthy eating choices are important.	<b>Vocabulary:</b> beans, cheese, chicken, egg, fries, grapes, juice, mango, pear, sausage, burger, get, money, put, classify
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#### **Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** These/That/This/Those, Verb To be (positive & negative), articles (count and noncount), many/much

**Students will be able to:** - identify and use words for food – use *a, some, and any* to talk about food, - read about unusual vending machines, - ask questions about food using *a, some, and any*, - listen to and sing a song about lunchtime, - identify and say words beginning with *r* blends (br, cr, fr, gr, pr, and tr), - watch a video about typical dishes around the world, identify the value of giving and sharing

**Common Summative Assessment:** Fantastic Food Unit Test

**Assured Formative Assessment:** Fantastic Foods Worksheet 2.7

**Alternative Assessment:** Conduct a class survey to determine how many students play each sport

**Texts/Materials:** Look Level 2,

\*fruit, vegetable, nuts flashcards, play food

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Level 2

### Unit 5 : Animals (Look Unit 9)

**Time frame:**  
March - April

- Essential Questions:**
- What can animals do? How do animals move?
  - Where do animals live (wild, farm, house, inside, outside, land, water)?

**Big Ideas:**  
Animals around the world are different in where and how they live.

**Vocabulary:** crocodile, elephant, hippo, lion, monkey, snake, tiger, zebra, fast, rhino, sleep, slow, savanna, mammals, habitats

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** present progressive, comparatives, adjectives, possessive pronouns

Students will be able to : -identify and use words for animals -ask and answer questions using the present progressive with I, you, we, they -read about unlikely animal friends - compare two things using -er than - listen to and sing a song about monkeys and their babies -identify and say words ending a\_e -watch a video about animals around the world - identify the value of being a good friend

**Common Summative Assessment:** Animals Unit Test

**Assured Formative Assessment:** Animals Worksheet 2.9

**Alternative Assessment:** students interview each other about an animal

**Texts/Materials:** Look Level 2

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

\*Supplemental materials: Spanish Benchmark Books

\*Supplemental Activity: Virtual Farm Trip/All about Rhinos for Kids: <https://youtu.be/TYkIMREHD-s>

All about Sheep <https://youtu.be/vK3KsFd2YnQ>

All about Hippos <https://youtu.be/0iYx5q5CudI>

Unit 6 : Weather (Look Unit 10)			
<b>Time frame:</b> May - June	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can students ask and answer questions about weather?</li> <li>● How can students give instructions using the imperative?</li> </ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>● There are different kinds of weather.</li> <li>● We wear certain clothing based on the kind of weather.</li> </ul>	<b>Vocabulary:</b> cloudy, cold, hot, raining, snowing, sunny, windy, bring an umbrella, put on a scarf, wear a coat
<p><b>Standards:</b></p> <p><b>CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b></p> <p><b>CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</b></p> <p><b>CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</b></p> <p><b>CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b></p> <p><b>CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems</b></p> <p>CELP 6: Analyze and critique the arguments of others orally and in writing</p> <p>CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing</p> <p><b>CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text</b></p> <p><b>CELP 9: Create clear and coherent grade-appropriate speech and text</b></p> <p><b>CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</b></p>			
<b>Students will know (language focus):</b> Commands, adjectives, prepositions, contractions			
<b>Students will be able to (language focus):</b> -Use words related to weather -ask and answer questions about the weather -read about rainbows - give and act out instructions using the imperative -listen to and sing a song about a snowy day -identify and say words with <i>i_e</i> -watch a video about the weather in different countries - identify the values of taking care of yourself			
<b>Common Summative Assessment:</b> Weather Unit Test			
<b>Assured Formative Assessment:</b> Weather Worksheet 2.10			
<b>Alternative Assessment:</b> Create a rainbow at a window - students work in pairs and describe what they are doing as they work			
<p><b>Texts/Materials:</b> <u>Look Level 2</u></p> <p>*Supplemental materials: RAZ Plus, ELL Edition</p> <p>*Supplemental materials: ELL Library in SeeSaw</p> <p>*Supplemental materials: Spanish Benchmark Books</p>			

## Look Level 3

**Look Level 3 is appropriate for the following levels:**

- Gr. 2 advanced
- Gr. 3 intermediate
- Gr. 4 beginner

**1. Around the World** (Look Unit 1)

- Topic Focus: Cultures Around the World
- Language Focus: ask and answer questions about where, singular and plural possessive pronoun, capital letters

**2. On My Way** (Look Unit 2)

- Topic Focus: Geographical Features
- Language Focus: ask and answer questions about where people live, prepositions of location, do/does/don't/doesn't, punctuation

**3. I Love My Town** (Look Unit 9)

- Topic Focus: All about my town
- Language Focus: was/ wasn't/were, time expressions, capitalization

**4. Helping Out** (Look Unit 3)

- Topic Focus: Daily Chores
- Language Focus: Adverbs of frequency, Ask and answer questions about how often, word order

**5. Yesterday and Long Ago** (Look Unit 10)

- Topic Focus: Everyday Actions
- Language Focus: regular simple past tense, ask and answer questions in the past

**6. Outdoor Adventure** (Look Unit 11)

- Topic Focus: Outdoor Activities
- Language Focus: Simple past irregular verbs, Ask and answer question in the past tense using different question words

### Level 3

#### Unit 1 : Around the World (Look Unit 1)

<b>Time frame:</b> September - October	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What do you like to do for fun?</li> <li>● What do children around the world do to have fun?</li> </ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>● Children all over the world like to play.</li> <li>● Children around the world play in different ways.</li> </ul>	<b>Vocabulary:</b> Argentina, Australia, Brazil, Italy, Japan, Poland, South Africa, Spain, the UK, the US, daughter, grandparents, son, favorite
<b>Standards:</b> <b>CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b> <b>CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</b> <b>CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</b> <b>CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</b> CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems CELP 6: Analyze and critique the arguments of others orally and in writing CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing <b>CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text</b> <b>CELP 9: Create clear and coherent grade-appropriate speech and text</b> <b>CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</b>			
<b>Students will know (language focus):</b> ask and answer questions about where, singular and plural possessive pronoun, capital letters			
<b>Students will be able to:</b> - name and locate ten countries - ask and answer where people, animals, and things are from -read about the Fennessy family and giraffes in Namibia -Use <i>our</i> and <i>their</i> to talk about their families - listen to and sing a song with a guessing game - identify three ways to spell the /eI/ sound: <i>a_e</i> , <i>ai</i> , and <i>ay</i> -watch a video about children from other countries - write three things about their country -identify when to use capital letters -identify the value of making friends			
<b>Common Summative Assessment:</b> Around the World Test			
<b>Assured Formative Assessment:</b> Worksheet 3.1 <b>Alternative Assessment:</b> Project - draw a map of an imaginary place - detail what animals live there - students present their place to the class			
<b>Texts/Materials:</b> LOOK Level 3 *Supplemental materials: RAZ Plus, ELL Edition *Supplemental materials: ELL Library in SeeSaw			



### Level 3

#### Unit 2: On My Way (Look Unit 2)

**Time frame:**

October -  
November

**Essential Questions:**

- How does your family travel?
- How do you travel in your daily life?
- How is transportation important to your family?

**Big Ideas:**

- People travel in different ways.
- Travel is vital to life.

**Vocabulary:**

farm, field, forest, lake, mountain, path, river, town, village, waterfall, cable car, exercise, subway, does/doesn't, do/don't, above, across, along, around, down, past, through, under

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** ask and answer questions about where people live, prepositions of location, do/does/don't/doesn't, punctuation

**Students will be able to:** -talk about geographical features -ask and answer *yes/no* questions about where people live -read about unusual ways of getting to school -describe location using the words *above, across, along, around, down, past, through, under* -listen to and sing a song giving directions -identify three ways to spell the /i/ sound: *ee, e, y* -watch a video about long trip -write about a long trip they have taken -identify when to use periods, commas, question marks, and apostrophes -identify the value of helping others

**Common Summative Assessment:** On My Way Unit Test

**Assured Formative Assessment:** Worksheet 3.2

**Alternative Assessment:** Students work in pairs to create an unusual type of transportation - present to class - students vote on which design they like the best

**Texts/Materials:** Look Level 3

\*Supplemental materials: RAZ Plus, ELL Edition, ELL Library in SeeSaw

**Level 3**

**Unit 4: Helping Out (Look Unit 3)**

**Time frame:**  
January - February

- Essential Questions:**
- How do you help your friends?
  - What are some different ways that children can help others?

- Big Ideas:**
- It is important to help others.
  - Children can do a lot to help others.

**Vocabulary:**  
Clean up my bedroom, cook, feed the dog, fix my bike, go shopping, make my bed, practice the piano, take out the garbage, wash the dishes, water the plants, pick, put away, recycling, always, usually, sometimes, never, every day, once a week, on the weekend

**Standards:**

- CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**  
**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**  
**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**  
**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**  
CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems  
CELP 6: Analyze and critique the arguments of others orally and in writing  
**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**  
**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**  
**CELP 9: Create clear and coherent grade-appropriate speech and text**  
**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language focus):** Adverbs of frequency, Ask and answer questions about how often, word order

**Students will be able to:** - identify and name domestic chores, - use adverbs of frequency to talk about routine chores, - reading about helping out in the countryside and the city, - use adverbial expressions of frequency, - listen to and sing a song about helping out at home, - identify three ways to spell the /aI/sounds (igh, y, or e), - watch a video about helping out, -write an interview about helping out every day, - identify the value of being responsible

**Common Summative Assessment:** Helping Out Unit Test

**Assured Formative Assessment:** Worksheet 3.3

**Alternative Assessment:** Play charades - pantomime actions to complete chores

**Texts/Materials:** Look Level 3

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**Level 3**

**Unit 5 : Yesterday and Long Ago (Look Unit 10)**

**Time frame:**  
March - April

**Essential Questions:**

- How does the Mayan life compare to yours?
- How did the Mayan people communicate?
- How do their symbols represent language?

**Big Ideas:**

- It is important to learn about how people lived in the past.
- Technology is useful to discover things about the past.

**Vocabulary:**  
Bike to school, climb, trees, cry, laugh, need, water, sail, stay home, wait for the bus, walk to school, archaeologist, change, machine, remains

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

CELP 6: Analyze and critique the arguments of others orally and in writing

CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** regular simple past tense, ask and answer questions in the past

**Students will be able to:** -name everyday actions -use the regular simple past to talk about past activities - read about an ancient Maya city -ask and answer questions in the past - listen to and sing a song about what children did last weekend - identify four ways to spell the /eə/ sound: air, are, ear, and ar, - watch a video about weekend activities, - write an email to a friend, - identify the value of being interested in others

**Common Summative Assessment:** Yesterday and Long Ago Unit Test

**Assured Formative Assessment:** Worksheet 3.10

**Alternative Assessment:** Write a biography of a town from your culture

**Texts/Materials:** Look Level 3

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

### Level 3

#### **Unit 6 : Outdoor Adventure (Look Unit 11)**

**Time frame:**  
May - June

**Essential Questions:**

- What adventures do people do outdoors?
- What outdoor adventures do you do or would like to do?

**Big Ideas:**

- You need to be prepared and safe on outdoor adventures.
- It is fun to experience adventures with others.

**Vocabulary:**  
Eat outside, get lost, go canoeing, go on a roller coaster, have a picnic, make friends, ride on a motorcycle, see a shooting star, sleep in a tent, swim in lake, explorer, ski, sled

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Simple past irregular verbs, Ask and answer question in the past tense using different question words

**Students will be able to:** - name outdoor activities, - use simple past irregular verbs to talk about past activities, - read about an Arctic explorer, - use *where, who, what, and when* to ask and answer questions in the past, - listen to and sing a song about friendship, - identify /s/ and /dz/ sounds with c and g, - watch a video about doing something for the first time, - write a report about the first time they did something, - identify the value of staying safe outside

**Common Summative Assessments:** Outdoor Adventure Unit Test

**Assured Formative Assessment:** Worksheet 3.11

**Alternative Assessment:** Students will write a report about the first time they did something - they will explain what happened before, during and after the the activity, using appropriate frames from the unit

**Texts/Materials:** Look Level 3

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Look Level 4

### **Look Level 4 is appropriate for the following levels:**

- Gr. 3 advanced
- Gr. 4 intermediate

**1. Let's Celebrate** (Look Unit 3)

- Topic Focus: Celebrations
- Language Focus: simple past of irregular verbs, Wh-questions with *did* and *be*

**2. Sports** (Look Unit 4)

- Topic Focus: Athletics and Activities
- Language Focus: *can* and *could*, object pronouns

**3. Life in the Past** (Look Unit 7)

- Topic Focus: Comparing Now and Then
- Language Focus: Past using verb + preposition, *has/have to* and *had to*

**4. Fresh Food** (Look Unit 8)

- Topic Focus: Health and Nutrition
- Language Focus: *How much...?* and *How many...?*, Quantifiers with count and noncount nouns (*a few* and *a little*)

**5. The World of the Future** (Look Unit 9)

- Topic Focus: Role of Technology
- Language Focus: Future with *will* -affirmative, negative, and questions, Future time expressions

**6. City Life** (Look Unit 11)

- Topic Focus: Exploring Cities
- Language Focus: Present perfect: affirmative and negative, Present perfect: interrogative with yes/no answers

**Level 4**

**Unit 1: Let's Celebrate (Look unit 3)**

**Time frame:**  
September - October

- Essential Questions:**
- What types of celebrations do you share with your family?
  - How do you celebrate with your family or friends?
  - How do celebrations reflect culture?

**Big Ideas:**  
Celebrations reflect the beliefs, values, and heritage of a culture.

**Vocabulary:**  
Eat traditional food, give presents, make special food, play party games, put up decorations, throw streamers, watch a parade, wear traditional clothes; buy/bought, choose/chose, drink/drank, learn/learned, take/took

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language focus):** simple past of irregular verbs, Wh-questions with *did* and *be*

**Students will be able to:** -talk about how people celebrate - listen to information about a harvest festival - use the simple past to talk and ask about celebrations and recent events - read and respond to a text about food festivals - make Wh- questions in the simple past - listen to and sing about street parties -write an email to a friend - watch a video about celebrations around the world - identify the value of being a good neighbor

**Common Summative Assessments:** Let's Celebrate Unit Test

**Assured Formative:** Worksheet 4.3

**Alternative Assessment:** Write verbs with past tense on cards - put in a bag - each student selects a card and writes a sentence using the verb chosen

**Texts/Materials:** LOOK Level 4

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Level 4

### Unit 2: Sports (Look Unit 4)

**Time frame:**

October - November

**Essential Questions:**

- How have sports changed society over time?
- How can sports influence your life?
- How can sports promote national pride? What are the benefits of competition? How can sports strengthen international bonds?
- Why do people play sports?
- Why does society like sports?

**Big Ideas:**

Sports and activities influence our lives.

**Vocabulary:**

cycling, diving, golf, gymnastics, ice skating, rowing, sailing, snowboarding, track volleyball, brave, nervous, surprised

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language focus):** *can* and *could*, object pronouns

**Students will be able to:** - talk about sports, - listen to information about a Paralympic sport, - use *can/could* to talk about ability, - read about an Olympic athlete, - use object pronouns, - listen to and sing a song about having fun with sports, - write a fact file about an athlete, - watch a video about three famous athletes from the past, - identify the value of having fun doing sports

**Common Summative Assessments:** Sports Unit Test

**Assured Formative:** Worksheet 4.4

**Alternative Assessment:** Research a paralympic sport - compare with non-para version - present findings to class

**Texts/Materials:** LOOK Level 4

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Level 4

### Unit 3: Life in the Past (Look Unit 7)

<b>Time frame:</b> November - December	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What can you learn from studying about life in the past?</li><li>• What did you find about ancient Egyptian life?</li><li>• What games were played in the past?</li></ul>	<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Life in the past affects our lives now.</li></ul>	<b>Vocabulary:</b> ancient, the back, the front, an elevator, an entrance, a floor, a gate, a key, a roof, downstairs, upstairs, chalk, circle, glass, square, sidewalk
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language Focus):** Past using verb + preposition, *has/have to* and *had to*

**Students will be able to:** - talk about life in the past, - listen to information about ancient Egyptian houses, - use verb + preposition to talk about life in the past, - discuss traditional games, - talk about obligation in the present and the past, - listen to and sing a song about obligation in the present and the past, - write a timeline, - watch a video about life in the past, - identify the value of playing outside

**Common Summative Assessments:** Life in the Past Unit Test

**Assured Formative:** Worksheet 4.7

**Alternative Assessment:** Student will interview a parent/grandparent/older sibling about an activity from the past - student presents findings to their classmates

**Texts/Materials:** LOOK Level 4

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw



Level 4

**Unit 4: Fresh Food (Look Unit 8)**

**Time frame:**

January - February

**Essential Questions:**

- How would you describe your favorite foods?
- Why is fresh food important to eat?
- Have you ever read a recipe?

**Big Ideas:**

- There are many different types of foods.
- Fresh food is important to being healthy.

**Vocabulary:**

broccoli, cereal, chili pepper, corn, jam, lettuce, nuts, olives, strawberry, zucchini, fresh food, junk food, seed, weed

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** *How much...?* and *How many...?*, Quantifiers with count and noncount nouns (*a few and a little*)

**Students will be able to:** - talk about food, - listen to information about chili peppers, - ask questions with *How many/much...?* - read about and discuss community gardening, - use quantifiers to talk about amounts of food, listen to and sing a song about cooking, - write a recipe for soup, - watch a video about fresh food from different countries, - identify and use commas, - identify the value of making their own food

**Common Summative Assessments:** Fresh Food Unit Test

**Assured Formative:** Worksheet 4.8

**Alternative Assessment:** Students will interview a family member and share a recipe with the class

**Texts/Materials:** LOOK Level 4

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

Level 4

**Unit 5: The World of the Future (Look Unit 9)**

**Time frame:**  
March - April

- Essential Questions:**
- How does technology help us in the classroom?
  - How does technology make life easier?
  - What kind of technology do you think there will be in the future?

**Big Ideas:**  
Technology is an important and helpful part of our lives.

**Vocabulary:**  
app. Charge a tablet, e-book, go online, headphones, interactive whiteboard, laptop, microphone, VR headset, Wi-Fi, control, drop, satellite, send a text

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (language focus):** Future with *will* -affirmative, negative, and questions, Future time expressions

**Students will be able to:** -talk about technology - listen to a conversation about a robot in the classroom -use *will* and *won't* to talk about the future -read and respond to a text about drones -make wh- questions using *will* - listen to and sing a song about the future - write an opinion text - watch a video about how children use technology - identify the value of using their imagination

**Common Summative Assessments:** The World of the Future Unit Test

**Assured Formative:** Worksheet 4.9

**Alternative Assessment:** Write an opinion text - Describe what school will be like in 60 years

**Texts/Materials:** LOOK Level 4

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

**Level 4**

**Unit 6: City Life (Look Unit 11)**

**Time frame:**  
May -  
June

**Essential Questions:**

- Have you visited a city?
- What are different places in a city?
- How are cities today different from cities in the past?

**Big Ideas:**

- Cities are made up of different kinds of places.
- People have had different kinds of experiences in cities throughout history.

**Vocabulary:**

airport, bus station, fire station, hotel, pharmacy, police station, restaurant, square, train station, university, chimney, city center, highway, office building

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

**CELP 6: Analyze and critique the arguments of others orally and in writing**

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**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

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**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know (Language focus):** Present perfect: affirmative and negative, Present perfect: interrogative with yes/no answers

**Students will be able to:** talk about places in a city, listen and respond to a text about a model city, use the present perfect to talk about an artist who draws cityscape -ask yes/no questions with the present perfect - design a poster advertising a club -watch a video about cities around the world -identify the value of exploring their city

**Common Summative Assessments:** City Life Unit Test

**Assured Formative:** Worksheet 4.11

**Alternative Assessment:** Create an art gallery - have students walk around room and critique the images

**Texts/Materials:** LOOK Level 4

\*Supplemental materials: RAZ Plus, ELL Edition

\*Supplemental materials: ELL Library in SeeSaw

## Look Level 5

**Look Level 5 is appropriate for the following levels:**

- Gr. 4 advanced
- Gr. 5 intermediate

**1. Making Contact** (Look Unit 1)

- Topic Focus: Written Communication
- Language Focus: Present perfect with ever, never, for, and since

**2. The Animal Kingdom** (Look unit 5)

- Topic Focus: Animal & Food Chains, Animal Adaptations
- Language Focus: Comparative and superlative forms; *Too* + adjective

**3. Helping the Environment** (Look unit 6)

- Topic Focus: Helping the environment
- Language Focus: *Used to*; negatives and questions

**4. Life in Space** (Look unit 7)

- Topic Focus: Space Travel
- Language Focus: *Use will* for predictions, present progressive for future

**5. The World Outside** (Look unit 9)

- Topic Focus: Exploring the Outdoors & National Parks
- Language Focus: First conditional future tense, asking questions in the first conditional

**6. Discoveries** (Look unit 12)

- Topic Focus: History of Navigation, Important Inventions & Discoveries
- Language Focus: Simple Past Passive statements & questions

**Level 5**

**Unit 1 : Making Contact (Look Unit 1)**

<p><b>Time frame:</b> September</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do post offices play a role in our lives?</li> <li>● What is a time capsule?</li> <li>● What is a pen pal?</li> </ul>	<p><b>Big Ideas:</b> Contacting others may be done in different ways.</p>	<p><b>Vocabulary:</b> envelope, letter, mail (verb), mailbox, postcard, post office, stamp, bury, magazine, object</p>
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**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

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**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** Present perfect with ever, never, for, and since

**Students will be able to:** -Talk about sending letters and postcards, -listen to a radio show about unusual post offices - talk about experiences with *Have you ever...?* And *I've never*, -read about time capsules, - talk about past and present perfect and *for and since* -listen to and perform a chant about a time capsule, -write an email with personal information, -watch a video about how cats communicate, -think about their own cultural identity

**Common Summative Assessments:** Making Contact Unit Test

**Assured Formative:** Worksheet 5.1

**Alternative Assessment:** Students will write an email to a friend to describe one of the interesting places discussed in the unit - have students exchange papers and edit

**Texts/Materials:**

LOOK Level 5, Unit 1

**Level 5**

**Unit 2: The Animal Kingdom (Look Unit 5)**

**Time frame:**  
October/November

- Essential Questions:**
- Why are animals important?
  - How do animals help people?
  - Discuss animal adaptations.
  - How do animals play a role in food chains?

**Big Ideas:**  
Animals help people and can adapt to different environments.

**Vocabulary:**  
beetle, butterfly, eagle, insect, mammal, mouse/mice, plant, snake, tortoise, wing, adapted, furry, thick fur, view

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

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**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** Comparative and superlative forms; *Too* + adjective

**Students will be able to:** talk about animals and food chains, -listen about animals and food chains, -compare things using the comparative and superlative forms and (not) *as* + adjective *as*, - read an article about yaks and where they live, -describe things using *too* + adjective; (not) *enough* + noun; (not) adjective + *enough*, -listen to and sing a song about animals and their habitats, -write an animal fact file, - watch a video about giraffes, -identify the value of understanding nature

**Common Summative Assessments:** Animal Kingdom Unit Test

**Assured Formative:** Worksheet 5.5

**Alternative Assessment:** Role-play - in pairs, one student is zoologist, the second is an interviewer - ask the zoologist questions about an animal - share orally with class

**Texts/Materials:** LOOK Level 5, Unit 5

**Level 5**

**Unit 3: Helping the Environment (Look Unit 6)**

**Time frame:**

November/  
December

**Essential Questions:**

- What can we do to help our environment?
- Why should we help our environment?

**Big Ideas:**

We can help our environment.

**Vocabulary:**

collect garbage, can, keep, light, plastic, recycle, reuse, throw away, turn off, turn on, land, make, sure, plant, bird, take care of

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence

CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** *Used to*; negatives and questions

**Students will be able to:** - Talk about helping the environment, -listen to a radio program about recycled bags in South Africa, talk about habitats in the past with *used to*, -read about a man who planted a forest in India, -talk about habitats in the past with *didn't use to and did...use to?*, -listen to and sing a song about a place that has changed, -write a quiz about the environment, -watch a video about how children help the environment in different countries, -identify the value of helping the environment

**Common Summative Assessments:** Helping the Environment Unit Test

**Assured Formative:** Worksheet 5.6

**Alternative Assessment:** Write a postcard to your family describing the Olympic Park in London

**Texts/Materials:** LOOK Level 5, Unit 6

Level 5

**Unit 4: Life in Space (Look Unit 7)**

**Time frame:**

January/  
February

**Essential Questions:**

- What is in space?
- Why and how do we study space?
- What is it like to study space?

**Big Ideas:**

We live on planet Earth.  
Earth is in space.

**Vocabulary:**

astronaut, land, orbit,  
planet, rocket, solar  
system, space,  
spacecraft, takeoff,  
float, gravity, muscle,  
pool, sleeping bag

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

**CELP 5: Conduct research, and evaluate and communicate findings to answer questions or solve problems**

CELP 6: Analyze and critique the arguments of others orally and in writing

**CELP 7: Adapt language choices to purpose, task, and audience when speaking and writing**

**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** *Use will for predictions, present progressive for future*

**Students will be able to:** -Talk about space travel, -listen to a report about Mars, -use *will* for predictions, - read about life on the International Space Station, -Use the present progressive for future arrangements, -listen to and sing a song about the planets in our solar system, -write an informational text about Venus, -Watch a video about a mechanical engineer at Nasa, identify the value of giving and sharing

**Common Summative Assessments:** Life in Space Unit Test

**Assured Formative:** Worksheet 5.7

**Alternative Assessment:** Students choose a planet and using evidence from the text, defend why your planet is the best

**Texts/Materials:**

LOOK Level 5, Unit 7



**Level 5**

**Unit 5: The World Outside (Look Unit 9)**

**Time frame:**  
March/April

- Essential Questions:**
- Where would you like to visit?
  - What are some of Earth's natural resources?

**Big Ideas:**  
We can explore the Earth's diverse natural resources.

**Vocabulary:**  
flashlight, hill, pond, skis, sled, snowboard, stone, stay, stream, become, guess, experiment, happen, rise

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

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**CELP 8: Determine the meaning of words and phrases in oral presentations, and in literary and informational text**

**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** First conditional future tense, asking questions in the first conditional

**Students will be able to:** -Talk about exploring outdoors, -listen to a program about national parks around the world, -talk about possibilities in the future with the first conditional, -read about an outdoor science experiment that uses solar energy, -ask about possibilities in the future with the first conditional, -listen to and sing a song about visiting a national park, -write a short report about a place they've visited, - watch a video about National Geographic Explorer Bertie Gregory, -identify the value of being active

**Common Summative Assessments:** The World Outside Unit Test

**Assured Formative:** Worksheet 5.9

**Alternative Assessment:** Plan a camping trip with a friend

**Texts/Materials:**

LOOK Level 5, Unit 9

**Level 5**

**Unit 6: Discoveries (Look Unit 12)**

**Time frame:**  
May/June

- Essential Questions:**
- How can you explore the world around you?
  - How do scientists make discoveries?

**Big Ideas:**  
Scientists are continually making new discoveries.

**Vocabulary:**  
east, invent, invention, magnet, navigation, needle, north sailor, south, west, breathe, design, sink

**Standards:**

**CELP 1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing**

**CELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses**

**CELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics**

**CELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence**

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**CELP 9: Create clear and coherent grade-appropriate speech and text**

**CELP 10: Make accurate use of standard English to communicate in grade-appropriate speech and writing**

**Students will know:** Simple Past Passive statements & questions

**Students will be able to:** -Talk about staying safe in the mountains, -listen to a description of the Lochaber Mountain Rescue team, -talk about present and future possibilities with *may*, *might*, and *could*, and future predictions with *will*, read about Flying Doctors Nigeria, -talk about obligation in the present with *has/have to* and *don't have to*, listen to and sing a song about different kinds of ambulances, -write a newspaper story, -watch a video about emergency service education in different countries, -identify the value of staying safe

**Common Summative Assessments:** Discoveries Unit Test

**Assured Formative:** Worksheet 5.12

**Alternative Assessment:** students create a compass and play a game to practice the four compass points

**Texts/Materials:**

LOOK Level 5, Unit 12