

Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

(place an “X” before each law/statute if/when present within the curriculum map)										
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	

Amistad Law

Listen and watch *A Picture Book of Rosa Parks* by David Adler to make a class timeline of Rosa Parks’ contributions to the civil rights movement. Listen, read and watch *Mirandy and Brother Wind* to define a folktale and complete our own cakewalks. Read poems to explore black american history and culture

Holocaust Law

Discuss and define discrimination using the text *The Sneetches*.
Discuss and define discrimination and what a bystander is using *Lovable Lyle*.

Discuss what it means to prejudge and stereotype by doing an activity about judging a book by its cover. Then, have each student design the book cover of their favorite book.

LGBTQ+ and Disabilities Law

Listen, read and discuss the gifts of Charlie (and others with disabilities) using the book *My Brother Charlie*.
Read and discuss *Freda the Frog and The Two Mommas Next Door*. Students can use this story to discuss what different families look like, and traits both parents have.
Discuss gender expression and LGBTQ+ perspectives using text *Julián the Mermaid*.
Discuss and brainstorm how kindness can put an end to name-calling. Make a Garden of Kindness to display pictures and write about their own acts of kindness.

Diversity & Inclusion

Investigate the ‘I am special’ theme using books *Chameleon’s Colors* by Chisatro Tashiro and *Fish is Fish* by Leo Lionni.

Read, listen and discuss the story of Luis Soriano using *Biblioburro* text and video below.

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

Read, listen and discuss *The Legend of Freedom Hill*, the story of 2 friends Sophie and Rosabel.

Standards in Action:

Watch and discuss what climate change is using <https://climatekids.nasa.gov/climate-change-meaning/>. Compile a class list of the gifts the earth provides us.

The Tale of Two Thermometers experiment <https://kidminds.org/how-to-explain-the-greenhouse-effect-to-kids-with-printables/>

Read and discuss *Polar Bear, Why Is Your World Melting?* to discuss greenhouse gases and global warming.

Lesson 11: Sea Animals by Norbert Wu
Essential Questions: Why do authors write stories?
What kinds of plants and animals would you find in the ocean?

ANCHOR TEXT: *At Home in the Ocean* (Informational Text)

Leveled Readers: *In the Sea, Coral Reefs, The Amazing Octopus, and Life in the Coral Reefs*

Vocabulary Reader: *Shark*

Connected Text: *Water* (Informational Text)

Read Aloud: *The Piano Lesson*

Decodable stories to read: [Seth and Beth](#), [Zeb Yak](#), [The Duck Nest](#), and [Animal Moms](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 11 NJSLA RF.1.1a RF.1.2b RF.1.2d RF.1.3f	RF.1.1a- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> ● Read and spell words with –s ● Classify and categorize using color words ● Spell words with digraph th ● phrasing- attention to punctuation, especially the comma (where you take a quick stop and a short breath) ● Author’s purpose ● Details ● Using proper nouns-names for people and animals, also titles for people 	VU	Guess, predict
	RF.1.2b orally produce single-syllable words by blending sounds RF.1.2d segment spoken single syllable words into their complete sequence of individual sounds		LFC	Future tense, conditional

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

<p>RF.1.3g RF.1.4b RL.1.2 RL.1.3 RI.1.2 RI.1.5 RI.1.7 RI.1.8 SL.1.1b SL.1.4 SL.1.5 LI.1b LI.1.2a LI.1.5d W.1.2 W.1.5</p> <p>WIDA 2 Listening Speaking</p>	<p>RF.1.3a know the spelling-sound correspondences for common consonant digraphs</p> <p>RF.1.2c-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3f read words with inflectional endings</p> <p>RF.1.3g-Recognize and read irregularly spelled words.</p> <p>RF.1.4b-Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RL.1.2-Retell stories, including key details, and demonstrate understanding of their central message of lesson.</p> <p>RL.1.3-Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.2- identify the main topic and retell key details</p> <p>RI.1.5 - know and use text features to locate facts or information</p> <p>RI.1.7 - use illustrations and details to describe key ideas</p> <p>RI.1.8- identify the reasons an author gives to support points</p> <p>SL.1.1b- build on others' talk in conversations by responding to others' comments</p> <p>SL.1.4- describe people, places, things, and events with details/express ideas and feelings clearly</p> <p>SL.1.5- add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings</p> <p>L.1.1b - use common, proper, and possessive nouns</p> <p>L.1.2a - capitalize dates and names of people</p> <p>L.1.5d-Distinguish shades of meaning among verbs differing in manner (e.g., look peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Write complete sentences with correct punctuation ● Writing to inform and thinking about ideas <p>Phonics: Digraphs <i>th</i> ● Base words and <i>s, es, ed, ing</i> endings</p> <p>Spelling Words: Short a words - <i>that, then, this, them, with, and bath</i></p> <p>High Frequency (Words to Know): <i>blue, cold, far, little, live, their, water, and where</i></p> <p>Sight Words: had, not, were, one, all</p> <p>High Utility Words: animals, home, lots, swim, ocean, turt</p> <p>Lesson 11- Focus Wall</p>	<p>LC</p>	<p>Varies by ELP levels</p>
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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	<p>W.1.2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 - focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing</p>				
Language Objectives					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Learn the sound-spelling correspondence for digraph th	Write th. Point to the letters and help students pronounce the sound /th/ after you. Then help them say this, thin,and them	Write this, thin, and them. Help students pronounce each word. Have them circle the letters that stand for the digraph th in each word, then help them pronounce each word again	Have students repeat this sentence: These are their thin thumbs. Have them take turns saying the sentence to a partner. Write thin and have them circle the letters that stand for the digraph th	Have students use letter cards to build tin, hen, link, and tank. Have them read each word. Then have them change the first letter of each word to th and read the words	Have students list all the words they know with the digraph th, then use as many of them as possible in sentences. Have them say their sentences to a partner
Identify and give details to support the author’s purpose in At Home in the Ocean	Page through At Home in the Ocean with students. Help them identify details about fish and other animals. Remind them that the author’s purpose is to tell facts about sea animals	Page through At Home in the Ocean with students. Name the author’s purpose for them (telling facts about sea animals) and help them find details that support this purpose	Have partners page through At Home in the Ocean. Remind them that the author’s purpose for writing is to tell facts about sea animals. Have them find three details that support this purpose	Have students page through At Home in the Ocean. Have them state the author’s purpose for writing, then find three details that support this purpose. Have them share their findings with a partner	Have students use what and about to ask and answer questions about the author’s purpose

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

Identify and use base words (or root words) and -s, -es, -ed, -ing	Write and say run. Have students repeat. Then write runs and running. Help students circle the base word (or root word) and underline the endings	Write and say pack. Have students repeat. Help them write it three times and add -es, -ed, and -ing. Have them repeat each new word	Write pack and pass, -s, -es, -ed, and -ing. Have students write, pack and pass three times, then add endings. Have them read the new words	Have students write miss. Have them use the endings -es, -ed, and -ing to form three new words. Have them use each word in a sentence	Have partners explain the difference in the sounds and the spellings of the words. Then have the partner a sentence with the words
Use domain specific vocabulary words to write sentences that inform about sea animals	Have students draw a picture of a sea animal. Help them write a few words to describe their picture	Have students draw a picture of a sea animal. Help them write a short phrase, including a verb, to describe their picture	Have students use words from the list to write an additional sentence that tells about the sea animal the class has written about	Have students choose another sea animal. Have them write a sentence that tells a fact about the animal, using suitable words from the list	Help partners check for domain-specific words and include adverbs in their writing
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	I can categorize labeled pictures or photographs.	I can recognize different voices used by speakers.	I can identify persuasive words in written phrases or statements (" <i>have to</i> ", " <i>must</i> ", " <i>in my opinion</i> ").	I can distinguish characters' opinions or feelings from illustrated text read aloud to me.	I can decide what happens next from illustrated observations.
Speaking	I can share pictures, things I make, or visuals to be a part of the conversation with my friends.	I can recognize different voices used by speakers.	I can invite others to be a part of a group or conversation.	I can restate what someone has said to make sure I understand it.	I can elaborate and give details about something someone else has said to continue on a conversation.
Listening	I can identify real life objects based on short sentences or phrases.	I can sort real-life objects.	I can follow along with a friend to make something.	I can follow illustrated content-related spoken procedures.	I can explain causes and effects of different things.
Writing	I can identify topics	I can describe people,	I can compare real-life	I can express feelings and	I can sequence steps to

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	through photographs, illustrated word walls, or technology.	places, or objects from illustrated examples.	objects, numbers, or animals using models.	the reason for those feelings related to a situation or event.	solve problems using short sentences, illustrations, and symbols
Language Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 11 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling, Endangered Ocean: Manatees Glogster- Lesson 11 Spelling words -Lesson 11 Retelling Cards- Lesson 11 Writing- Sentences that Inform, Nouns</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 11 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling, Endangered Ocean: Manatees Glogster- Lesson 11 Spelling words -Lesson 11 Retelling Cards- Lesson 11 Writing- Sentences that Inform, Nouns</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 11 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling, Endangered Ocean: Manatees Glogster- Lesson 11 Spelling words -Lesson 11 Retelling Cards- Lesson 11 Writing- Sentences that Inform, Nouns</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 11 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling, Endangered Ocean: Manatees Glogster- Lesson 11 Spelling words -Lesson 11 Retelling Cards- Lesson 11 Writing- Sentences that Inform, Nouns</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 11 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling, Endangered Ocean: Manatees Glogster- Lesson 11 Spelling words -Lesson 11 Retelling Cards- Lesson 11 Writing- Sentences that Inform, Nouns</p>

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

Accommodations- Differentiate- Words to Know Audio: At Home in the Ocean	Leveled Reader: Life in the Coral Reefs Vocab Reader: Shark Native Language Support
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Lesson 12: How Leopard Got His Spots by Gerald McDermott

Essential Question: Why is the order of story events important?

How are jungle animals different from animals on a farm?

ANCHOR TEXT: *How Leopard Got His Spots* (Folktale)

Leveled Readers: *Giraffe’s Neck, Bear’s Tail, Peacock’s Tail, and Bear’s Long, Brown Tail*

Vocabulary Reader: *Spots*

Connected Text: *The Rainforest* (Informational Text)

Read Aloud- *Turtle, Frog, Rat*

Decodable Stories to Read: [Scratch, Chomp, Rich gets a Dog, Champs, Kits, Chicks, and Pups](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 12 NJSLS: RF.1.2d RF.1.3g RL.1.1 RL.1.2 RL.1.3 RI.1.3 RI.1.5	RF.1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3g - Recognize and read irregularly spelled words. RF.1.4b -Read on-level text with accuracy, appropriate rate, and expression on successive readings. RL.1.1 - ask and answer questions about key details RL.1.2 - retell stories and demonstrate understanding of the message or lesson RL.1.3 - describe characters, settings, and major event RI.1.3 - describe the connection between individuals,	<ul style="list-style-type: none"> ● Produce sounds of each letter in a CVC word ●Read and spell words with short i ● Read grade level text with smoothness and accuracy. ● Comprehension: Sequence of events and questions ● Story lesson ● Vocabulary Strategies: Homophones (words that are said the same way but may not be spelled the same or mean the same ● Writing: Writing a letter to inform and thinking about sentence fluency ● Instructions ● Using proper nouns-names of places 	VU	Repeat, word patterns
			LF	Simple sentences
			C	
			LC	Varies by ELP level

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

<p>SL.1.1a SL.1.2 SL.1.4 L.1.1h L.1.1j L.1.6 W.1.2 W.1.5</p> <p>WIDA: 2 Reading Speaking</p>	<p>events, ideas, or information in a text</p> <p>RI.1.5-Know and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate facts or information in a text.</p> <p>RI.1.9. identify similarities in and differences between texts on the same topic</p> <p>SL.1.1a - follow rules for discussions</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL.1.4-Describe people, places, things, and events with details, express ideas and feelings clearly.</p> <p>L.1.1h - use determiners</p> <p>L.1.1j - produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences</p> <p>L.1.6 - use words/phrases learned through conversations, reading and being read to, and responding to texts</p> <p>W.1.2 - write informative/explanatory texts</p> <p>W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing;</p>	<p>Commands</p> <p>Phonics- Digraphs ch, tch • Possessive’s with ‘s • Phonogram- atch</p> <p>Spelling Words- short i words chin, chip, much, chop, rich, and chick</p> <p>Words to Know (High Frequency)- brown, own, very, off, never, know, out, been</p> <p>Sight Words- an, their, must, her, about</p> <p>High-Utility Words-</p> <p>Lesson 12- Focus Wall</p>		
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Language Objectives- “I Can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Understand the sequence of events and describe the major events	Page through How Leopard Got His Spots with students. Ask what happens first, next, and last. Help students answer	Page through How Leopard Got His Spots with students. Help them form simple sentences that tell what	Have partners page through How Leopard Got His Spots. Have them take turns telling each other what happens first, next,	Have students page through How Leopard Got His Spots. Have them use adverbs of time to describe the sequence of	Have students write three sentences retelling three events that took place in the story

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	by pointing or giving one- or two-word answers	happens first, next, and last in the story	and last	events. Have them share their answers	
Identify and use homophones	Draw and label simple pictures for hair/hare and mail/male on the board Read the words aloud as you point out the different spellings. Use the pictures to explain the different meanings	Do the Beginning activity to the left with students. Ask students to give oral definitions for each word as they point to the correct picture	Discuss the meanings of the homophones listed on the board, using pictures as necessary. Have students draw their own pictures	Write sentence frames such as the following on the board: My brother is a _____. I got a letter in the _____. Have students write the correct word to complete each sentence	Help students understand how the context of the sentence will help them figure out which homophone is correct
Identify and practice commands	Write on the board: Take Joan home, please! and I will take her home in a minute. Have students read both sentences aloud. Then help them decide which one is a command	Provide the sentence frame Please, _____ your books! Have students provide verbs so that the sentence is a command.	Help students brainstorm different kinds of sentences. Write them on the board. Have other students in the group say which ones are commands	Have partners dictate a few command sentences with and without exclamation points. Write them on the board. Have students read each sentence with the appropriate intonation	Have students talk with partners about how they know which sentences are command
Use domain specific vocabulary words to write an instructional letter	Have students draw a picture of an animal. Then help them label parts of their drawing with the words first, next, and last	Help students orally fill in words to complete the first two sentences of the letter frame	Have students copy the letter frame and fill in the missing words	Have students write their own letter with instructions about how to draw another animal, such as a zebra	Have students read their letters aloud to partners who can help them identify places for revision

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	I can sort objects with the	I can identify labeled	I can match labeled	I can identify what authors	I can identify steps or

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	help of labels or picture support.	illustrations when asked who, what, when, where, why, or how questions.	illustrations to "how" and "why" questions.	say in stories read aloud to me.	stages of processes or events from informational or explanatory texts.
Speaking	I can describe pictures or classroom objects.	I can describe what people do from action pictures (jobs of community helpers).	I can tell why something is happening or why something happened.	I can describe in detail the job or purpose of people or objects.	I can elaborate and give details about the things I learn.
Listening	I can match key words or expressions in songs, chants, and poems in illustrations.	I can point to objects, characters, or places when named.	I can follow modeled, spoken directions.	I can find details in illustrated narrative or informational text read aloud to me.	I can follow multi-step spoken directions.
Writing	I can draw icons or symbols to show what I like or do not like.	I can tell facts about a topic.	I can state what I like and do not like about my life. ("I want to go ____.")	I can state reasons for my opinions about a topic in my writing.	I can tell more and give examples in my writing.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 12 Words to Know- Context Cards pp 69-76 Language Support Cards Unit 3, L 12 Cross Curricular Activity Bank- Interactive Content Video- Sequence, CH, TCH Grammar-Commands Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 12 Words to Know- Context Cards pp 69-76 Language Support Cards Unit 3, L 12 Cross Curricular Activity Bank- Interactive Content Video- Sequence, CH, TCH Grammar-Commands Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 12 Words to Know- Context Cards pp 69-76 Language Support Cards Unit 3, L 12 Cross Curricular Activity Bank- Interactive Content Video- Sequence, CH, TCH Grammar-Commands Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 12 Words to Know- Context Cards pp 69-76 Language Support Cards Unit 3, L 12 Cross Curricular Activity Bank- Interactive Content Video- Sequence, CH, TCH Grammar-Commands Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 12 Words to Know- Context Cards pp 69-76 Language Support Cards Unit 3, L 12 Cross Curricular Activity Bank- Interactive Content Video- Sequence, CH, TCH Grammar-Commands Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs-</p>

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	<p>pages 19-22 Building Background- Rainforest Animals, Folktales, Lesson/Moral Glogster- Lesson 12 Spelling words -Lesson 12 Retelling Cards- Lesson 12 Writing- Sentences that Inform, Nouns</p>	<p>pages 19-22 Building Background- Rainforest Animals, Folktales, Lesson/Moral Glogster- Lesson 12 Spelling words -Lesson 12 Retelling Cards- Lesson 12 Writing- Sentences that Inform, Nouns</p>	<p>pages 19-22 Building Background- Rainforest Animals, Folktales, Lesson/Moral Glogster- Lesson 12 Spelling words -Lesson 12 Retelling Cards- Lesson 12 Writing- Sentences that Inform, Nouns</p>	<p>pages 19-22 Building Background- Rainforest Animals, Folktales, Lesson/Moral Glogster- Lesson 12 Spelling words -Lesson 12 Retelling Cards- Lesson 12 Writing- Sentences that Inform, Nouns</p>	<p>pages 19-22 Building Background- Rainforest Animals, Folktales, Lesson/Moral Glogster- Lesson 12 Spelling words -Lesson 12 Retelling Cards- Lesson 12 Writing- Sentences that Inform, Nouns</p>
<p>Accommodations: Differentiate- Words to Know Audio- How Leopard got his Spots</p>			<p>Leveled Reader: <i>Bear's long, brown tail</i> Vocab Reader: <i>Spots</i> Native Language Support</p>		

<p>Lesson 13: <i>Seasons</i> by Pat Cummings Essential Question(s): What changes do the different seasons cause?</p>				
<p>ANCHOR TEXT: <i>Seasons (Informational Text)</i> Leveled Readers: <i>Winter, Fall Changes, Seasons Around the World, and In the Fall</i> Vocabulary Reader: <i>Ducks</i> Connected Text: <i>Four Seasons for Animal</i> Read Aloud: <i>The Prickly Pride of Texas</i> Decodable Stories to Read: Phil's New Bat, In a Rush, Ralph Goes to Camp, Trish's Gift</p>				
	Student Learning Outcome (SLO)	Strategies and Skills		Language Needed
SLO: 13	RF.1.1a -Recognize the distinguishing features of a sentence	<ul style="list-style-type: none"> Comprehension- Cause and effect and visualize (creating a picture in your mind of the story or using your senses to 		VU Transitional words

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NJSLS: RF.1.1a RF.1.2c RF.1.3b RF.1.3f RL.1.2 RI.1.7 SL.1.4 L.1.1e L.1.4a W.1.8 WIDA: 2 Reading Speaking	(e.g. first word, capitalization, ending punctuation). RF.1.2c -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3b -Decode regularly spelled one-syllable words. RF.1.3f -Read words with inflectional endings. RL.1.2 -Retell stories and demonstrate understanding of the message or lesson. RI.1.7 Use the illustrations and details in a text to describe its key ideas SL.1.4 -Describe people, places, things, and events with details, express ideas and feelings clearly L.1.1e -Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) L.1.4a -Use sentence-level context as a clue to the meaning of a word or phrase W.1.8 -With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question	experience what you are reading about <ul style="list-style-type: none"> ● Accuracy-recognizing words quickly ● Grammar: Subjects and verbs-subject and verb agreements, verbs that have -s at the end ● Writing sentence to inform and thinking about ideas Phonics - • Using sh, wh, ph (video), the contractions's and n't Spelling Words- short o words - ship, shop, which, when, whip, and fish Words to Know (High Frequency) - down, fall, goes, green, grow, new, open, and yellow Sight Words - them, other, more, into, your High-Utility Words - ends, hot, spring, sun, wet, snow, tree Lesson 13 - Focus Wall	LFC	Using action verbs
			LC	Varies by ELP level

Language Objectives - “I Can...”

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Review and use singular and plural nouns with matching verbs in sentence	Read a few pages in Seasons, have students draw pictures of what they see in their minds as you read. Ask them to share their picture	Have students draw pictures of what they see in their minds as you read. Ask them to share their pictureAsk them to orally describe their pictures	Have each child choose a season and act out what he or she does during that season. Prompt classmates to guess which season is being show	Have students play a guessing game with partners by providing clues to their favorite seasons.For example: In my favorite season,you might _____.In my favorite season, the weather is _____	Have students choose an event from the selection to visualize and illustrate. Have each child explain what is happening in the picture and what caused it to happen

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

Identify causes and effects in Seasons	Page through Seasons with students. Help them identify causes and effects, such as new plants growing because people planted seeds	Page through Seasons with students. Have them repeat the cause and effect after you	Page through Seasons with students. Help them identify and name causes and effects, such as new plants growing because people planted seeds.	Have partners page through Seasons together. Have them take turns identifying causes and effects.	Have students page through Seasons and identify causes and effects. Have them form sentences with because to explain what they have found
Review and use singular and plural nouns with matching verbs in sentence	Write and say The plant grows. The boy plays. Help students repeat the subjects and verbs after you	Write and say The green plant grows. The brown leaves fall. Help students underline the subject and circle the verb in each sentence	Have students write a simple sentence based on the examples. Have them write subject and verb under the correct part of each sentence	Have students write an original complete sentence using at least one noun and verb	Have students write an original complete sentence using at least one noun and verb. Have partners check each other's work
Use domain specific vocabulary to write sentences that inform	Have students draw a picture showing one of the seasons. Help them write a few words to describe their picture.	Have students draw a picture of one of the seasons. Help Them write a short phrase expressing an important idea about the season.	Have students use the list of facts and ideas to write an additional sentence that informs about the season the class has written about	Have students choose a different season. Have them write a sentence that tells a fact about the season, using words from the lists as appropriate	Help partners check for and include a main idea in their writing
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	I can identify icons from illustrated texts or media with a partner.	I can match descriptive labels or headings to illustrated text.	I can sort illustrated content words and phrases into categories.	I can find details in illustrated narrative or informational text read aloud to me.	I can sequence events according to information in illustrated text.
Speaking	I can repeat language to express agreement or disagreement.	I can tell what I like and what I do not like when I talk to my friends.	I can tell my choice for materials or supplies and the reasons for my choice.	I can give examples.	I can provide evidence for what I say.
Listening	I can answer questions	I can make choices.	I can sort objects when	I can organize information	I can identify claims and

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	about likes and preferences.		they are described to me.	from spoken comparisons of people or objects.	reasons when people speak.
Writing	I can design and draw my writing.	I can label and illustrate.	I can classify illustrated words and phrases into groups. (<i>Animals that fly. Animals that swim.</i>)	I can describe a topic from a picture or related to a real-life experience.	I can describe causes and effects of actions.
Learning Supports	<p>LL Journeys Days 1-5 Think Central- Lesson 13</p> <p>Words to Know- Context Cards pp 77-84</p> <p>Language Support Cards Unit 3, L 13</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Affect, Reading Informational Text, Sh, Wh, Ph</p> <p>Grammar-Subject Verb Agreement</p> <p>Lesson 13- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 13., pages 19-22</p> <p>Building Background- The Four Seasons, What are Seasons?</p> <p>Glogster- Lesson 13</p> <p>Spelling words -Lesson 13</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 13</p> <p>Words to Know- Context Cards pp 77-84</p> <p>Language Support Cards Unit 3, L 13</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Affect, Reading Informational Text, Sh, Wh, Ph</p> <p>Grammar-Subject Verb Agreement</p> <p>Lesson 13- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 13., pages 19-22</p> <p>Building Background- The Four Seasons, What are Seasons?</p> <p>Glogster- Lesson 13</p> <p>Spelling words -Lesson 13</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 13</p> <p>Words to Know- Context Cards pp 77-84</p> <p>Language Support Cards Unit 3, L 13</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Affect, Reading Informational Text, Sh, Wh, Ph</p> <p>Grammar-Subject Verb Agreement</p> <p>Lesson 13- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 13., pages 19-22</p> <p>Building Background- The Four Seasons, What are Seasons?</p> <p>Glogster- Lesson 13</p> <p>Spelling words -Lesson 13</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 13</p> <p>Words to Know- Context Cards pp 77-84</p> <p>Language Support Cards Unit 3, L 13</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Affect, Reading Informational Text, Sh, Wh, Ph</p> <p>Grammar-Subject Verb Agreement</p> <p>Lesson 13- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 13., pages 19-22</p> <p>Building Background- The Four Seasons, What are Seasons?</p> <p>Glogster- Lesson 13</p> <p>Spelling words -Lesson 13</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 13</p> <p>Words to Know- Context Cards pp 77-84</p> <p>Language Support Cards Unit 3, L 13</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Affect, Reading Informational Text, Sh, Wh, Ph</p> <p>Grammar-Subject Verb Agreement</p> <p>Lesson 13- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 13., pages 19-22</p> <p>Building Background- The Four Seasons, What are Seasons?</p> <p>Glogster- Lesson 13</p> <p>Spelling words -Lesson 13</p>

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	<p>Retelling Cards- Lesson 13 Writing- Sentences that Inform, Nouns</p>	<p>Retelling Cards- Lesson 13 Writing- Sentences that Inform, Nouns</p>	<p>Spelling words -Lesson 13 Retelling Cards- Lesson 13 Writing- Sentences that Inform, Nouns</p>	<p>Retelling Cards- Lesson 13 Writing- Sentences that Inform, Nouns</p>	<p>Retelling Cards- Lesson 13 Writing- Sentences that Inform, Nouns</p>
<p>Accommodations: Differentiate- Words to Know Audio: Seasons Writing-Sequence</p>			<p>Leveled Reader: <i>In the Fall</i> Vocab Reader: : <i>Ducks</i> Native Language Support</p>		

Lesson 14: *The Big Race* by Pam Munoz Ryan
 Essential Question(s): *What clues help you figure out why events happen?*

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

Why is it important to have rules?

ANCHOR TEXT: *The Big Race* (Fantasy)

Leveled Readers: *Izzy's Move, The Treasure Map, Cam the Camel, and The Map and the Treasure*

Vocabulary Reader: *Desert Animals*

Connected Text: *Rules and Laws* (Informational Text)

Read Aloud- *The Tortoise and the Hare*

Decodable Stories to Read: *Tates' Cakes, Dave and the Whales, A Safe Lodge, The Race*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 14 NJSLS RF.1.2.b RF.1.2c RF.1.3b RF.1.3g RL.1.3 RL.1.7 RI.1.5 RI.1.6 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6 L.1.1e L.1.6 W.1.1	RF.1.2b orally produce single-syllable words by blending sounds RF.1.2c isolate and pronounce sounds in spoken single-syllable words RF.1.3b. decode regularly spelled one-syllable words RF.1.3g recognize and read irregularly spelled words RL.1.3 describe characters, settings, and major events RL.1.7 use illustrations and details to describe characters, setting, or event RI.1.5 know and use text features to locate facts or information RI.1.6 distinguish between information provided by pictures and words SL.1.1a follow rules for discussions SL.1.1b build on others' talk in conversations by responding to others' comments SL.1.2. ask and answer questions about details in a text read aloud, information presented orally, or through other media SL.1.4 describe people, places, things, and events with	<ul style="list-style-type: none"> ● Accuracy: Word recognition ● Speaking about a topic Comprehension Strategy ● Conclusions and infer/predict (using what you know and what the story tells you to read between the lines/ taking a guess as to what you think will happen) <ul style="list-style-type: none"> ● Informative Writing: Writing a report to inform and thinking about ideas ● Vocabulary Strategies- Classify and categorize-number words ● Shades of meaning ● Grammar- Verbs and time Phonics- ● <i>Using soft c, soft g, dge, and long a (CVCe)</i> ● <i>using -ake, -ace</i> Spelling Words- came, make, brave, late, shape, and gave Words to Know (High Frequency)- four, five, into, over, starts, three, two, and watch Sight Words- them, other, more, into, your High-Utility Words- chase, hop, race, trip, win, lizard, snake Lesson 14- Focus Wall	VU	Rules, take turns
	LFC	Complete sentences		
	LC	Varies by ELP level		

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

<p>W.1.2 W.1.3</p> <p>WIDA 2 Speaking Listening</p>	<p>details/express ideas and feelings clearly; SL.1.6 produce complete sentences when appropriate to task and situation</p> <p>L.1.6. use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>W.1.1 write opinion pieces W.1.2 write informative/explanatory texts W.1.3 write narratives</p>			
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Language Objectives “I can....”

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Using details in the text, draw conclusions about The Big Race	Page through The Big Race with students. Point out details from the text and illustrations, such as the cake and animals clapping. Help them draw a conclusion about how the animals feel when the race is over	Page through The Big Race with students. Help them identify details from the text and illustrations, such as the cake and animals clapping. Help them draw a conclusion about how the animals feel when the race is over	High Intermediate Have partners page through The Big Race and identify details, such as the cake and animals clapping. Have them draw a conclusion about how the animals feel when the race is over	Have students page through The Big Race, using story details to draw conclusions about how the animals feel when the race is over. Have them share their conclusions with a partner	Help students reread The Big Race and draw a conclusion about where the story takes place
Identify verbs that tell past and present time	Orally list regular past tense verbs such as jumped, walked, and talked. Help students circle the -ed endings	Help students write past tense verbs such as walked, chased, and jumped. Help them explain the meaning of each word and circle the -ed endings	Have students change walk, talk, and jump into the past tense by adding the -ending. Have them write a short phrase using each past tense verb	Have students change walk, talk, and jump into the past tense by adding the -ed ending. Have partners check each other’s work	Have students change walk, talk, and jump into the past tense by adding the -ed ending. Have them write a complete

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

					sentence using each past tense verb
Use vocabulary to write a report that informs about desert animals	Have students draw a picture of a desert animal. Help them prewrite words they could use in a report about the animal.	Have students draw a picture of a desert animal. Help them prewrite words and short phrases they could use in a report about the animal.	Have students copy the prewriting Idea-SupportMap. Then have them add another two boxes to the map and add their own ideas for a report	Have students draw a blank Idea-SupportMap. Have them choose another desert animal to report on and fill in the boxes with their own prewriting ideas	Help partners check for and include interesting ideas and vocabulary in their prewriting
Practice words with soft c, g, and dge	Write face, page, and badge. Point to each word and help students pronounce it correctly, emphasizing the soft c, g, and dge.	Write face, page, badge. Point to the word and help students pronounce each. Help them circle the letters that stand for the soft c, g, and dge	Have students pronounce words with soft c, g, and dge. Help them use the words in original phrases or sentence	Have partners build the words bag, leg, stag, rack, lack, and pack. Have partners take turns replacing the final sound with /j/ (ge, dge) or /s/ (ce) and reading the new words	Have students use three of the new words in a sentence
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	I can use pictures and illustrations to identify themes or storylines.	I can point to icons, letters, or illustrated words and phrases in texts or stories.	I can identify wh- words in questions (<i>who, what, when, where, why</i>).	I can identify the main idea of a text or story.	I can identify the characters, setting, and events in a narrative story.
Speaking	I can repeat words, phrases, and memorized chunks of language about different topics.	I can state content related facts in context (<i>playing telephone</i>).	I can retell simple stories using pictures.	I can restate information with some detail.	I can present information to the class about something we have learned about.
Listening	I can mimick gestures.	I can act out oral statements using manipulatives or real-life objects.	I can sequence pictures of stories read aloud (<i>beginning, middle, end</i>).	I can identify characters, plots, and settings from stories that are real or told	I can listen to instructions and create something with a

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

				to me.	partner.
Writing	I can form words using a variety of strategies.	I can provide information in graphic organizers.	I can describe feelings or reactions to personal events or situations.	I can write many sentences about the same topic using transitional word starters (<i>first, then, next, after that, last</i>).	I can write a narrative story using sequential language. (<i>First, my brother and I went to the park to play ball. Then, we got ice cream at the store. Last, we went home and watched a movie.</i>)
Learning Supports	<p>LL Journeys Days 1-5 Think Central- Lesson 14</p> <p>Words to Know- Context Cards pp 85-92</p> <p>Language Support Cards Unit 3, L 14</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Long A (Magic E), Conclusions, Jake's Tale Grammar-Present & past tense verbs</p> <p>Lesson 14- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 14., pages 19-22</p> <p>Building Background- Rules and Laws</p> <p>Glogster- Lesson 14</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 14</p> <p>Words to Know- Context Cards pp 85-92</p> <p>Language Support Cards Unit 3, L 14</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Long A (Magic E), Conclusions, Jake's Tale Grammar-Present & past tense verbs</p> <p>Lesson 14- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 14., pages 19-22</p> <p>Building Background- Rules and Laws</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 14</p> <p>Words to Know- Context Cards pp 85-92</p> <p>Language Support Cards Unit 3, L 14</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Long A (Magic E), Conclusions, Jake's Tale Grammar-Present & past tense verbs</p> <p>Lesson 14- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 14., pages 19-22</p> <p>Building Background- Rules and Laws</p>	<p>LL Journeys Days 1-5 Think Central- Lesson 14</p> <p>Words to Know- Context Cards pp 85-92</p> <p>Language Support Cards Unit 3, L 14</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Long A (Magic E), Conclusions, Jake's Tale Grammar-Present & past tense verbs</p> <p>Lesson 14- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 14., pages 19-22</p> <p>Building Background- Rules and Laws</p>	<p>L Journeys Days 1-5 Think Central- Lesson 14</p> <p>Words to Know- Context Cards pp 85-92</p> <p>Language Support Cards Unit 3, L 14</p> <p>Cross Curricular Activity Bank- Interactive Content Video- Long A (Magic E), Conclusions, Jake's Tale Grammar-Present & past tense verbs</p> <p>Lesson 14- Day 1, Day 2, Day 3</p> <p>Weekly lesson booklets- Leveled practice for ELLs- L 14.,</p>

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	<p>Spelling words -Lesson 14 Retelling Cards- Lesson 14 Writing- Reports</p>	<p>Glogster- Lesson 14 Spelling words -Lesson 14 Retelling Cards- Lesson 14 Writing- Reports</p>	<p>Glogster- Lesson 14 Spelling words -Lesson 14 Retelling Cards- Lesson 14 Writing- Reports</p>	<p>Glogster- Lesson 14 Spelling words -Lesson 14 Retelling Cards- Lesson 14 Writing- Reports</p>	<p>pages 19-22 Building Background- Rules and Laws Glogster- Lesson 14 Spelling words -Lesson 14 Retelling Cards- Lesson 14 Writing- Reports</p>
<p>Accommodations: Differentiate- Words to Know- L 14 Audio: <i>The Big Race</i></p>			<p>Leveled Reader: <i>The Map and the Treasure</i> Vocab Reader: <i>Desert Animals</i> Native Language Support</p>		

Lesson 15: Animal Groups by James Bruchac
Essential Question(s): How are animals the same and different?
What makes birds different from mammals?

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

ANCHOR TEXT: *Animal Groups* (Informational Text)
Leveled Readers: *Making a Home, All About Bats, Bald Eagles, and Many Kinds of Bats*
Vocabulary Reader: *Animals*
Connected Text: *Animal Picnic* (Play)
Read Aloud: *The Dancing Wolves*
Decodable Stories to Read: *Mike's Bike, The Nest, The Nice Vet, Kite Time*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 15 NJSLS RF 1.2d RF.1.4c RL.1.7 RL.1.10 RI.1.3 RI.1.4 SL.1.1c SL.1.3 SL.1.5 SL.1.6 L.1.1e L.1.2b L.1.2d W.1.3 W.1.8	RF.1.2d -Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.4c -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RL.1.7 use illustrations and details to describe characters, settings, or events; RL.1.10 read prose and poetry RI.1.3 describe the connection between individuals, events, ideas, or information in a text RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases RI.1.5 know and use text features to locate facts or information RI.1.10 read informational texts SL.1.1c ask questions to clear up confusion about topics and texts under discussion SL.1.3 ask and answer questions about what a speaker say SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ● Comprehension: Compare/contrast and monitor/clarify ● Text and graphic features ● Intonation ● Informative Writing- Writing a report to inform and thinking about word choice Grammar-● Using the verb be-using the words is, are, was, and were Vocabulary strategy- ● Suffixes -er and -est Phonics- ●Using kn, wr, gn, mb, and long i (CVCe) ● Using -ine, -ite Spelling Words- time, like, kite, bike, white, and drive Words to Know (High Frequency)- bird, both, eyes, fly, long, or, those, and walk Sight Words-which, many, these, time, been High-Utility Words- body, hair, shape, size, skin, cat, frog Lesson 15- Focus Wall 	VU	Compare and contrast
			LFC	Sentences with conjunctions, adverbs, superlatives, pronouns
			LC	Varies by ELP level

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

WIDA 2 Reading Speaking	<p>SL.1.6 produce complete sentences when appropriate</p> <p>L.1.1c use singular and plural nouns with matching verbs in sentences</p> <p>L.1.1e use verbs to convey sense of past, present, and future</p> <p>L.1.2b use end punctuation for sentences</p> <p>L.1.2d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> <p>W.1.3- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.8 recall information from experiences or gather information from sources to answer a question;</p>				
Language Objectives- “I Can…”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Compare and contrast animal groups	Have students draw two animals. Help them use short phrases to tell one way the animals are alike and one way they are different	Have students draw two animals. Help them use and and but to tell one way the animals are alike and one way they are different	Have partners page through Animal Groups and take turns comparing and contrasting different animals, using and and but in their sentences	Have students reread Animal Groups. Have them briefly describe how two animal groups are alike and different, using sentences with and and but	Have students work with a partner to compare and contrast two animals from Animal Group
Identify and use words with digraphs kn, wr, gn, and mb	Point to kn, wr, gn, mb. Help students say the sound that each digraph stands for. Ask students to point out the silent letter in each.	Write knit, gnat, write, numb. Help students pronounce each word. Have them circle the letters that stand for each digraph	Have students pronounce words such as knit, gnat, write, numb. Discuss the meanings. Have students use the words in original phrases	Have students brainstorm words with digraphs kn, wr, gn, and mb, and say them aloud	Have students brainstorm words with digraphs kn, wr, gn, and mb, and say them aloud. Have them use each word in a sentence

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

Identify and practice using the verb-to be	Write Sentences with forms of the verb be. Have students repeat the sentences. Help them underline the verb form of be in each sentence.	Write sentences with forms of the verb be. Have students repeat the sentences. Help them write the verb form of be in each sentence	Write and say is, are, was,were. Review the words with students. Have them write phrases using each word, such as cats are; the bird was	Have students write four sentences using the verbs is, are, was, answer. Have them read their writing aloud to a partner	Have students practice using forms of the verb be to discuss the main selection
Use domain specific vocabulary words to write a report that informs about different animals	Have students draw a picture showing two animals. Help them write a few words to describe their picture	Have students draw a picture showing two animals. Help them write a short phrase expressing an important idea about each animal	Have students use facts and words from the list to write an additional sentence that informs about the animals the class has written about	Have students choose two different animals or animal groups.Have them write one or two sentences that could be used to begin a report about the animals. Let the muse facts and words from the lists	Help partners check for and include clear word choices and domain-specific words in their writing
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	I can identify opinions from illustrated statements (<i>likes and dislikes.</i>)	I can share likes and dislikes using environmental print.	I can identify language of wants and needs in illustrated short read-aloud stories.	I can determine the author's point of view from illustrated texts.	I can identify evidence or reasons in my friend's writing.
Speaking	I can follow the speaker to show I understand.	I can follow along with familiar routines of small or large groups.	I can ask questions when I don't understand.	I can use the appropriate speaking voice with my friends and teachers.	I can ask and answer questions to continue having a conversation with my friends or teacher.
Listening	I can identify words that express my opinion.	I can agree or disagree with short statements or	I can follow descriptive directions. (" <i>Raise two</i>	I can make observations and claims based on my	I can identify reasons for people's choices when I

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Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

		gestures. ("Today is Monday" "Clap one time for yes. Clap two times for no.")	hands if you like ice cream!")	experiences.	listen.
Writing	I can answer who, what, when, where, why, and how questions using pictures.	I can label pictures.	I can recall information from personal events or situations.	I can describe what I see either from a first-hand experience or from media.	I can edit personal narratives based on rubrics or my teacher's expectations.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 15 Words to Know- Context Cards pp 93-100 Language Support Cards Unit 3, L 15 Cross Curricular Activity Bank- Interactive Content Video- Text & Graphic Features, Compare & Contrast, Long i with E on the end Grammar-Verbs: is, are, was, were Lesson 15- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- L 15., pages 19-22 Building Background- Birds, Colorful, Classifying Animals Glogster- Lesson 15</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 15 Words to Know- Context Cards pp 93-100 Language Support Cards Unit 3, L 15 Cross Curricular Activity Bank- Interactive Content Video- Text & Graphic Features, Compare & Contrast, Long i with E on the end Grammar-Verbs: is, are, was, were Lesson 15- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- L 15., pages 19-22 Building Background- Birds, Colorful, Classifying Animals Glogster- Lesson 15</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 15 Words to Know- Context Cards pp 93-100 Language Support Cards Unit 3, L 15 Cross Curricular Activity Bank- Interactive Content Video- Text & Graphic Features, Compare & Contrast, Long i with E on the end Grammar-Verbs: is, are, was, were Lesson 15- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- L 15., pages 19-22 Building Background- Birds, Colorful, Classifying Animals Glogster- Lesson 15</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 15 Words to Know- Context Cards pp 93-100 Language Support Cards Unit 3, L 15 Cross Curricular Activity Bank- Interactive Content Video- Text & Graphic Features, Compare & Contrast, Long i with E on the end Grammar-Verbs: is, are, was, were Lesson 15- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- L 15., pages 19-22 Building Background- Birds, Colorful, Classifying Animals Glogster- Lesson 15</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 15 Words to Know- Context Cards pp 93-100 Language Support Cards Unit 3, L 15 Cross Curricular Activity Bank- Interactive Content Video- Text & Graphic Features, Compare & Contrast, Long i with E on the end Grammar-Verbs: is, are, was, were Lesson 15- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- L 15., pages 19-22 Building Background- Birds, Colorful, Classifying Animals Glogster- Lesson 15</p>

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 - Unit 3 – ELA/ELL Scaffold - Revised 2021

	Spelling words -Lesson 15 Retelling Cards- Lesson 15 Writing- Animal Groups- daily work , Drafting my Report	Spelling words -Lesson 15 Retelling Cards- Lesson 15 Writing- Animal Groups- daily work , Drafting my Report	Spelling words -Lesson 15 Retelling Cards- Lesson 15 Writing- Animal Groups- daily work , Drafting my Report	Spelling words -Lesson 15 Retelling Cards- Lesson 15 Writing- Animal Groups- daily work , Drafting my Report	Spelling words -Lesson 15 Retelling Cards- Lesson 15 Writing- Animal Groups- daily work , Drafting my Report
Accommodations: Differentiate- <i>Words to Know L15</i> Audio: <i>Animal Groups</i>			Leveled Reader <i>Many Kinds of Bats</i> Vocab Reader: <i>Animals</i> Native Language Support		

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