

# First Grade ESL

**Unit Title:** Unit 1 - Things for School

## Stage 1: Desired Results

### Standards & Indicators:

#### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1. Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform. Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1. Argue. Interpretive, ELD-SS.1. Argue. Expressive)

#### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

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- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

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- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Central Idea / Enduring Understanding:

Students will...

- Read about a classroom and what we find in classrooms.
- Recognized and use numbers, colors and greetings
- Learn a chant about greetings
- Listen and learn about things for school in other countries
- Speak, draw and write about your own things for school
- Ask and answer questions about school objects.

## Essential/Guiding Question:

- What objects do we find in a classroom?
- What are school supplies and what are they used for?
- What do classrooms look like in other parts of the world?

## Content:

- **Theme:** Things for School
- **Language:**
  - *Words*
    - Bag, book, crayon, eraser, pen, pencil, pencil case, ruler.
  - *Grammar*
    - What's this? It's a pen.
    - What's this? Is it a classroom?
    - Yes, it is./ No, it isn't.
  - *Phonics*
    - Words starting:
      - Aa: apple
      - Bb: bag
      - Cc: carrot
      - Dd: desk
  - *Reading*
    - What Is This?

## Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Identify and read a story
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions
- Draw a picture about an object

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify and describe objects.
- Participate in conversations with others using proper rules when speaking while going over classroom objects.
- Sing songs related to the content of the unit (e.g., a song about school objects)
- Ask and answer questions about objects.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.
- Students will orally identify vocabulary.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

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- Students can visually identify different things related to the units.

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 1 Things for School

##### Lesson 1 Words

- **Warm Up** – The teacher will write words in English on the board and students will see if they recognize these words.
- **Listen and Point** – Teacher will point to things on a photo and students will see if they have them in their backpack.
- **Listen and Repeat** – Students will match the sound to the written word.
- **Optional Activity** – Search for objects in the classroom.
- **Wrap Up** – Students figure out which flashcard is missing and say the word.

##### Lesson 2 Grammar

- **Warm Up** – Students try to remember their eight new vocabulary words from the prior lesson. Students open the book (10–11 )and review classroom objects.
- **Listen and Repeat** – Students listen to a chant (TR8) and repeat.
- **Listen and Read**– Listen to TR9 and read the grammar box. Teacher writes and answers “What is this?” Students work in pairs to ask and answer what are these questions.
- **Optional Activity** – Draw a part of an object and ask “What is this?”
- **Wrap Up** – Students guess what an object is from the flash card.

##### Lesson 3 Reading

- **Warm Up** –Students guess what objects are and take turns asking other students about other objects.
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Teacher asks a question and students read the text to find the answer.
- **Optional Activity** – Teacher asks about things in the classroom and student answer and also says what color it is.
- **Wrap Up** – Students will put flashcards in order as they appear in the text.

##### Lesson 4 Grammar

- **Warm Up** – Review classroom objects

### Resources:

- Audio Track - 6-7
  - Classroom Presentation Tool
  - Flashcards 20-27
  - two red and a yellow crayon
  - sticky tack
  - Workbook Page 8
  - Workbook Audio Track 3
  - Online Practice
- 
- Audio Track 8-9
  - Classroom Presentation Tool
  - Flashcards 20-27
  - Workbook page 9
  - Workbook Audio Track 4
  - Online Practice
- 
- Audio Track 10-11
  - Classroom Presentation Tool
  - Flashcards 28-31
  - Workbook page 10
  - Workbook Audio Track 5
  - Online Practice
  - A box. a piece of cloth, sticky tack
- 
- Audio Track 12

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- **Listen and Read** – Students listen and read the grammar box while the teacher points out the contractions.
- **Read and answer**– Students read and answer questions.
- **Optional Activity** – Student's guess an objects color.
- **Wrap Up** –Students pull out an object while blindfolded and guesses what it is.

## Lesson 5 Song

- **Warm Up** – Students review classroom objects and colors.
- **Listen and Read** – Students look at flashcards and find the words in the song. Students listen to a song.
- **Read and Sing**– Class is divided and each sings a part of the song.
- **Read and Act Out**: Students read a line and act it out while the song plays.
- **Optional Activity** – Singing competition.
- **Wrap Up** –Students sing each line of song after listening to it first.

## Lesson 6 Phonics

- **Warm Up** – Students identifies and says the letters A,B,C,D
- **Listen and Repeat** – Students look at objects in the book and repeat the words.
- **Listen and Identify**– Students listen and identify sounds..
- **Optional Activity** – Students sing a popular tune with sounds rather than words.
- **Identify Words and Write**: Identify and write A,B,C,D
- **Wrap Up** –Review the phonics flashcards with targeted sounds.

## Lesson 7 Video

- **Warm Up** – Students point and say the name of an object.
- **Watch, Point and Repeat** – Students watch Video 1 and match numbers and names to photos.
- **Ask and Answer Questions**– Students work with each other about classroom objects/
- **Optional Activity** – Students play a conversation game about classroom objects.
- **Write and Draw** - Students draw and ask and answer questions with other students about the objects.
- **Wrap Up** - Teachers ask questions and students act out a different person from the video.

- Classroom Presentation Tool
- Flashcards 20-31
- Workbook page 11
- Workbook Audio Track 6
- Online Practice
- Crayons, sticky tack, an empty bag

- Audio Track 13-16
- Classroom Presentation Tool
- Flashcards 20-27
- Workbook page 13
- Workbook Audio Track 6
- Online Practice
- A bag and sticky tack

- Audio Track 17-19
- Classroom Presentation Tool
- Flashcards 20, 31-33
- Workbook page 12
- Workbook Audio Track 7
- A popular song/tune (from internet)

- Video 1
- Classroom Presentation Tool
- Online Practice
- Worksheet 1.1
- Unit 1 Test
- ExamView Assessment Suite

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

**Unit Title:** Unit 2 - Toys

### Stage 1: Desired Results

#### Standards & Indicators:

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(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

# First Grade ESL

## **NJSLS Grade 1 English Language Arts**

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- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
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- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
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## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
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- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Talk about toys.
- Use This is my (ball) to talk about possession
- Read about a game of marbles.
- Ask and answer questions about toys using is this your (game)? Yes, it is./No, it isn't.
- Listen to and sing a song about playing a game.
- Identify and pronounce words with /e/,/f/,/g/ and /h/ at the beginning.
- Watch a video about toys in other countries.

### Essential/Guiding Question:

- What are the names of toys?
- What games do they play in other countries?
- Where do other people live and what are their favorite toys?

### Content:

- **Theme:** Toys
- **Language:**

### Skills(Objectives):

- Predict
- Participate in conversation



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- o **Words**
  - Ball, bat, dolls, game, kite, plane, teddy bear, train
- o **Grammar**
  - This is my train.
  - This is my game.
  - Is this your book?
  - Yes, it is. No, it isn't.
- o **Phonics**
  - Words starting:
    - Ee: elephant
    - Ff: fish
    - Gg: goat
    - Hh: horse
- o **Reading**
  - Anthology 1

- Compare
- Decode
- Identify and read a story
- Identify sounds and letters in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions
- Draw a picture about an object

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify and describe objects.
- Participate in conversations with others using proper rules when speaking while going over classroom objects.
- Sing songs related to the content of the unit (e.g., a song about school objects)
- Ask and answer questions about objects.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.
- Students will orally identify vocabulary.
- Students can visually identify different things related to the units.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Unit 2 Toys**

#### **Lesson 1 Words**

- **Warm Up** – Teacher will show pictures of toys. Teacher begins drawing a toy and asks students if they can guess the toy.
- **Listen and Point** – Students will listen to names of toys. Teacher will ask students questions about the toys in the photo and students will point the toys out.
- **Listen and Repeat** – Students will listen and repeat names of toys.
- **Listen and Respond**: Students will be asked and then answer questions about objects on the flashcards.

### Resources:

- Audio Track - 20-21
- Classroom Presentation Tool
- Flashcards 34-41
- Workbook Page 14
- Workbook Audio Track 8
- Online Practice
- Colored paper

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- **Optional Activity** – Students will guess and object based on a partial covering of a flashcard.
- **Wrap Up** – Students will classify toys from 1-8 (least to favorite).

## Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1 Play a game where students guess a vocabulary word by seeing the first letter and hints.
- **Listen and Chant** – Students listen to a chant and repeat. Students read assigned parts of the chant. Students will look at flashcards and decide which word is not in the chant.
- **Listen and Read**– Students will listen and read sentences.
- **Read and Draw** - Students will read and draw objects.
- **Optional Activity** – Students pick an object from a bag and talk about it.
- **Wrap Up** – Students draw something that belongs to them. Share with the class using complete sentences.

## Lesson 3 Reading

- **Warm Up** –Students will pick up marbles and hand it back to the teacher based on color.
- **Listen and Repeat** - After listening to new words, students will tell which marble is their favorite. Students identify words on the flashcards.
- **Listen and Read**– Teacher asks questions about the text. Students read text to find color words.
- **Read Again and Match** - Complete sentences by matching sentences.
- **Optional Activity** – Students play marbles.
- **Wrap Up** – Students play a memory game.

## Lesson 4 Grammar

- **Warm Up** – Use *this is my (object)* to talk about possessions.
- **Listen and Read** – Students listen and read questions about possessions.
- **Read and Circle**– Students will look at a picture and read and circle the correct response based on the picture.
- **Point, ask and answer** - In groups, students will have a box of their objects and each will ask questions about ownership.
- **Optional Activity** – Students play game by drawing three toys and asking about whose it is.
- **Wrap Up** –Students will ask and answer questions with each other using the model from Listen and Read.

- Audio Track 22-23
- Classroom Presentation Tool
- Flashcards 34-41
- Workbook page 15
- Workbook Audio Track94
- Online Practice
- Sticky tack, several brown paper bags and different toys and classroom objects.

- Audio Track 24-25
- Classroom Presentation Tool
- Flashcards 34-43
- Workbook page 16
- Workbook Audio Track 10
- Online Practice
- Different colored glass marbles, colored paper

- Audio Track 26
- Classroom Presentation Tool
- Flashcards 20-27
- Workbook page 17
- Workbook Audio Track 11
- Online Practice
- Boxes

# First Grade ESL

## Lesson 5 Song

- **Warm Up** – Students will look at a picture and guess what game the players are playing.
- **Listen and Read** – Students look at flashcards and find the words in the song. Students listen to a song.
- **Listen and Sing**– Class is divided and each sings a part of the song.
- **Sing and Act:** Students act and perform each line of the song.
- **Optional Activity** – Students play game of bat and ball.
- **Wrap Up** –Students choose a toy and sing the song using the color and size of the toy they have.

- Audio Track 27-30
- Classroom Presentation Tool
- Flashcards 34-41
- Workbook page 19
- Online Practice
- Sticky tack, a bat and a ball

## Lesson 6 Phonics

- **Warm Up** – Review letters and sounds of A,B,C,D. Brainstorm words that begin with these letters. Introduce /e/,/f/,/g/,/h/.
- **Listen, point and repeat** – Students listen to words and points to each picture and word as they hear it.
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters.
- **Optional Activity** - Play a game using letters E, F, G, H.
- **Wrap Up** –Review the phonics flashcards with targeted sounds.

- Audio Track 31-33
- Classroom Presentation Tool
- Graphic Organizer: 4x4 Matrix
- Flashcards 45-48
- Workbook page 18
- Workbook Audio Track 12
- Online Practice

## Lesson 7 Video

- **Warm Up** – Students answer questions based on photos of toys.
- **Watch and match. Write the numbers** – Students watch Video 2 and match numbers and names to photos.
- **Optional Activity** – Students play a conversation game similar to the conversations on the video.
- **Draw and Say** - Students draw two toys and share their drawing with classmates.
- **Wrap Up** - Teachers ask questions regarding the video.

- Video 2
- Classroom Presentation Tool
- Flashcards 20-27, 34-41
- Online Practice
- Anthology Story 1
- Worksheet 1.2
- Unit 2 Test
- ExamView Assessment Suite
- Photo of toys and students own toys

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	
Open-ended questioning			

## First Grade ESL

<p>Write multiple paragraphs with consistent spelling, grammar, and punctuation</p> <p>Develop confidence with the writing process</p>	Multiple choice and open-ended questioning	Portable word wall	Print-rich environment with visual cues
	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

### Unit Title: Unit 3 - People

### Stage 1: Desired Results

#### Standards & Indicators:

##### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

##### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)

## First Grade ESL

- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7.** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

## NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Read about a classroom and what we find in classrooms.
- Recognized and use numbers, colors and greetings
- Learn a chant about greetings
- Listen and learn about things for school in other countries
- Speak, draw and write about your own things for school
- Ask and answer questions about school objects.

### Essential/Guiding Question:

- What objects do we find in a classroom?
- What are school supplies and what are they used for?
- What do classrooms look like in other parts of the world?

### Content:

- **Theme:** People
- **Language:**
  - o **Words**
    - boy, classmate, friend, girl, man, student, teacher, woman, dinosaur, museum, trip
  - o **Grammar**
    - He's a boy. He's my classmate.
    - She's a girl. She's my friend.
    - Is he a teacher? Yes, he is.
    - Is she your classmate? No, she isn't.
  - o **Phonics**
    - Words starting:
      - /I/ insect
      - /J/ jellyfish
      - /k/ kiwi

### Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Identify sounds and letters in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions
- Draw pictures of people

# First Grade ESL

- o Reading
  - Lesson 3

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify and describe objects.
- Participate in conversations with others using proper rules when speaking while going over classroom objects.
- Sing songs related to the content of the unit (e.g., a song about school objects)
- Ask and answer questions about objects.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.
- Students will orally identify vocabulary.
- Students can visually identify different things related to the units.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 3 People

#### Lesson 1 Words

- **Warm Up** – Teacher will show picture and ask questions about the picture.
- **Listen and Point** – Students will listen to and look at new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Optional Activity** – Students will play a game based on vocabulary,
- **Point and Say** - Students will use new vocabulary to complete sentences.
- **Wrap Up** – Students will say their name and use one of the new vocabulary words to describe themselves.

#### Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1 Teacher draws pictures of vocabulary and students guess the vocabulary word.
- **Listen and Chant** – Students listen to a chant and repeat. Students read assigned parts of the chant.
- **Listen and Read**– Students will listen and read sentences. They will use new words in the sentences.
- **Read and Circle** - Students will look at pictures and decide the best answer based on the photo.

### Resources:

- Audio Track - 37-38
  - Classroom Presentation Tool
  - Flashcards 49-52
  - Workbook Page 24
  - Workbook Audio Track 14
  - Online Practice
  - A photo of yourself and a friend
- 
- Audio Track 39-40
  - Classroom Presentation Tool
  - Flashcards 49-52
  - Workbook page 25
  - Workbook Audio Track 15
  - Online Practice
  - Sticky tack, sticky notes, photos of people

# First Grade ESL

- **Point and Say** - In pairs, students will point to each other and say He is a boy/girl. He is a classmate.
- **Optional Activity** – Students will create sentences based on photos.
- **Wrap Up** – Students will look at flashcards and listen to the teacher say something incorrect about the flashcard. Students will take turns giving the correct answer.

## Lesson 3 Reading

- **Warm Up** –Teacher will ask questions based on vocabulary.
- **Listen and Repeat** - After listening to new words and repeating.
- **Listen and Read**– Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read Again and Match** - Complete sentences by matching sentences and words.
- **Optional Activity** – Students draw imaginary dinosaurs.
- **Wrap Up** – Show pictures of exhibits at museums and use words using wonder and awe...Look! Wow! Cool!.

## Lesson 4 Grammar

- **Warm Up** – Teacher talks about a student using vocabulary and students will follow.
- **Listen and Read** – Students listen and read sentences about vocabulary,
- **Read and Circle**– Students will look at a picture and read and circle the correct response based on the picture.
- **Point, ask and answer** - In groups, students will take turns asking questions based on the vocabulary.
- **Optional Activity** – Students draw pictures and teacher elicits questions based on the picture.
- **Wrap Up** – Teacher writes names of other employees in the school and asks questions based on vocabulary.

## Lesson 5 Song

- **Warm Up** – Use a personal photo to ask questions about the photo.
- **Listen and Read** – Teacher reads the chorus of the song and asks questions about the song.
- **Listen and Sing**– Class is divided and each sings a part of the song.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students draw pictures of their best friends. Students make sentences about their picture.
- **Wrap Up** –Ask questions based on photos.

- Audio Track 41-42
- Classroom Presentation Tool
- Flashcards 53-55
- Workbook page 26
- Workbook Audio Track 16
- Online Practice
- Modeling clay, photos of exhibits from a museum

- Audio Track 43
- Classroom Presentation Tool
- Flashcards 34-41, 49-55
- Workbook page 27
- Workbook Audio Track 17
- Online Practice

- Audio Track 44-47
- Classroom Presentation Tool
- Flashcards 49-50
- Workbook page 29
- Online Practice
- A photo of a friend, sticky tack, photos of people



# First Grade ESL

## Lesson 6 Phonics

- **Warm Up** – Review letters and sounds of /a/, /b/, /k/, /d/, /e/, /f/, /g/ and /h/. Students play call out words with four target sounds in random order.
- **Listen, point and repeat** – Students listen to words and new letter sounds. .
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters.
- **Optional Activity** - Students try to say the chant without looking at it.
- **Wrap Up** –Review the target sounds. Play a game using sound-word correspondence.

- Audio Track 48-50
- Classroom Presentation Tool
- Flashcards 20, 31-33, 45-48, 56-59
- Workbook page 28
- Workbook Audio Track 18
- Online Practice

## Lesson 7 Video

- **Warm Up** – Teachers show photos of famous paintings with people in them. Students react to photos.
- **Watch and match. Write the numbers** – Students watch Video 4 and match numbers and names to photos. Students are asked various questions about the paintings
- **Your turn! Ask and answer** - Students answer questions about the people in their personal photos.
- **Draw and Say** - Students draw two people. Students ask and answer questions about their photos.
- **Optional Activity** – Students review words with animals.
- **Wrap Up** - Teachers ask questions regarding the video

- Video 4
- Classroom Presentation Tool
- Online Practice
- Worksheet 1.3
- Unit 3 Test
- ExamView Assessment Suite
- Photos of paintings showing people, students' photos of friends

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation		

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	Guided and independent practice with the writing process	Teacher support with directions  Visual aids, realia, and manipulatives  Draw and talk aloud to develop writing ideas  Use of sentence frames to jumpstart writing	Visual aids, realia, and manipulatives  Small group reading instruction using repetitive text with picture support  Draw to develop writing ideas
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### Unit Title: Unit 4 - My Family

### Stage 1: Desired Results

#### Standards & Indicators:

##### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

##### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

## First Grade ESL

- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
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- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

### NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

# First Grade ESL

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Talk about family.
- Talk about a family using I have and I don't have.
- Read about a birthday party.
- Use His/Her name 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 from other countries.
- Identify the value of giving things to your friends.

### Essential/Guiding Question:

- Who makes up a family?
- What happens at a birthday party?
- What do cartoon families look like from other countries?
- When I give things to my friends, how does it make me feel?

### Content:

- **Theme:** My Family
- **Language:**
  - o *Words*
    - aunt, baby, cousin, dad, grandma, grandpa, me, mom, uncle, birthday, cake, birthday party, middle
  - o *Grammar*
    - I have a grandma. I don't have a sister.
    - His name is Victor. Her name is Ameta.
  - o *Phonics*
    - Words starting:
    - /m/ mom
    - /n/ nose
    - /o/ orange
    - /p/ pencil
  - o *Reading*
    - Anthology 2

### Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Classify categories of words

# First Grade ESL

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify units vocabulary.
- Participate in conversations with others using proper rules when speaking while going over vocabulary.
- Sing songs related to the content of the unit
- Ask and answer questions about objects.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.
- Students will orally identify numbers.
- Students can visually identify grammar rules.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Unit 4 My Family**

##### **Lesson 1 Words**

- **Warm Up** – Teacher reviews prior instruction. Students learn new vocabulary from photos.
- **Listen and Point** – Students will listen to and look at new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Point and Say** - Students will use flashcards to learn new vocabulary and answer questions.
- **Optional Activity** – Students will draw pictures of animal families and label with mother, father, etc...
- **Wrap Up** – Students will practice new vocabulary using flashcards.

##### **Lesson 2 Grammar**

- **Warm Up** – Review words from lesson 1. Match flashcards and index cards (written vocabulary). Have students read cards without flashcards.
- **Listen and Chant** – Students listen to a chant and repeat. Find vocabulary words in the chant. Students read assigned parts of the chant.
- **Read and Match**– Students will listen and read sentences. They will use new words in the sentences using I have, I don't have.
- **Optional Activity** - Working in pairs, students will ask and answer questions regarding what is on their desks.
- **Read and Circle** - Working in pairs, students will match sentences with pictures.
- **Say** - Working in pairs, students will tell each other true information about their own families.

### Resources:

- Audio Track - 51-52
- Classroom Presentation Tool
- Flashcards 49-52, 60-68
- Workbook Page 30
- Workbook Audio Track 19
- Online Practice

- Audio Track 53-54
- Classroom Presentation Tool
- Flashcards 49-52
- Workbook page 31
- Workbook Audio Track 20
- Online Practice
- Eight large index cards, sticky tack, photos of families

# First Grade ESL

- **Wrap Up** – Practice the phrases I have and I don't have looking at photos of families from magazines or a website.

## Lesson 3 Reading

- **Warm Up** – Students will act out a birthday scene. Teacher will ask questions regarding a photo.
- **Listen and Repeat** - Listen to new words and repeat. Students find new words in text.
- **Listen and Read**– Listen to text Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read Again** - Teacher teaches meaning of True/False.
- **Optional Activity** – View video of birthday party. Elicit questions.
- **Wrap Up** – Students draw a picture of a birthday present and talk about it to the class.

- Audio Track 55-56
- Classroom Presentation Tool
- Flashcards 49-52, 60-71
- Workbook page 32,35
- Workbook Audio Track 21
- Online Practice
- A video of a birthday party

## Lesson 4 Grammar

- **Warm Up** – Using puppets and dolls, practice what's your name.
- **Listen and Read** – Directly teach his/her using photos. Students will point to pictures of people and use his/her to identify people.
- **Read and Circle**– Students will read and circle the correct response.
- **Listen and Match** - Students will listen to sentences and match names and family members.
- **Optional Activity** – Students will make a family of four from modeling clay and give each person a name.
- **Point, ask, and answer** - Students will ask and answer questions about the person in their photo.
- **Wrap Up** – Use Lesson 3 and 4 flashcards to practice language.

- Audio Track 57-58
- Classroom Presentation Tool
- Workbook page 33
- Workbook Audio Track 22
- Online Practice
- dolls or puppets, photos of people, modeling clay, students' photos

## Lesson 5 Song

- **Warm Up** – Review lesson 1 flashcards. Teacher asks questions about photos using vocabulary.
- **Listen and Read** – Students listen to song while reading.
- **Listen and Sing**– Class sings a song.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students play a memory game with verses from song.
- **Wrap Up** – Ask questions based on photos.

- Audio Track 59-62
- Classroom Presentation Tool
- Flashcards 60-68
- Online Practice
- Photos of animal families

## Lesson 6 Phonics

- **Warm Up** – Review letters and sounds from Unira 1-3. Students identify the first letter of each word.

- Audio Track 63-65
- Classroom Presentation Tool
- Flashcards 20, 25, 31-33, 45-48, 56-59, 63, 72-73

## First Grade ESL

- **Listen, point and repeat** – Students listen to words and new letters M, N, O and P.
- **Listen, chant and circle**– Students listen to new sounds of targeted letters.
- **Listen and find. Write the letter.** - Students write the first letter of each vocabulary word.
- **Optional Activity** - Teacher will say a vocabulary word and students will call out first letter.
- **Wrap Up** –Review the target sounds. Play a game using sound-word correspondence.

## Lesson 7 Video

- **Warm Up** – Teacher shows a photo from a cartoon family or a TV series. Teacher elicits questions.
- **Watch and match. Write the numbers** – Students watch Video 5 and match numbers and names to photos. Students are asked various questions about the paintings.
- **Your turn! Ask and answer** - Students act out a conversation. Students answer questions about the people in their photos.
- **Optional Activity** – Play a conversation game.
- **Draw and Say** - Students draw two people. Students ask and answer questions about their photos.
- **Wrap Up** - Teachers ask questions regarding the video.

- Workbook page 34
- Workbook Audio Track 23
- Online Practice

- Video 5
- Classroom Presentation Tool
- Online Practice
- Anthology/ Story 2
- Worksheet 1.4
- Unit 4 Test
- ExamView Assessment Suite
- A picture of a family or some family members from a tv series or a story that students are familiar with.

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	

# First Grade ESL

		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

## Unit Title: Unit 5 - My Body

### Stage 1: Desired Results

#### Standards & Indicators:

##### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Inform. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1. Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform. Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1. Argue. Interpretive, ELD-SS.1. Argue. Expressive)

##### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).



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- **RI.CI.1.2** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

### NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

### NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

# First Grade ESL

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Central Idea / Enduring Understanding:

Students will...

- Use words for parts of the body.
- Talk about parts of the body using This is and These are.
- Read about a painted face
- Describe people using He/She has and He/She doesn't have.
- Listen to and sing a song about parts of the body.
- Watch a video about masks from other countries.
- Identify and pronounce words with /kw/, /r/, /s/, /t/ /u/ at the beginning.
- Identify the value of being active.

## Essential/Guiding Question:

- What are the names of different body parts?
- What do different painted faces look like?
- What do masks from other countries look like?

## Content:

- **Theme:** My Body
- **Language:**
  - *Words*
    - arm, ear, eye, foot, hand, head, leg, mouth, body, face, hair, skeleton
  - *Grammar*
    - This is my head. These are my hands.
    - He has black hair. She doesn't have blue eyes.
  - *Phonics*
    - Words starting:
      - /kw/: queen
      - /r/: rabbit
      - /s/: sofa
      - /u/: umbrella
  - *Reading*
    - Anthology 1

## Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Identify and read a story
- Identify sounds and letters in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions
- Draw a picture about an object

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify units vocabulary.
- Participate in conversations with others using proper rules when speaking while going over vocabulary.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation

# First Grade ESL

- Sing songs related to the content of the unit
- Ask and answer questions about objects.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.
- Students will orally identify numbers.
- Students can visually identify grammar rules.

- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Unit 5 My Body**

##### **Lesson 1 Words**

- **Warm Up** – Review phonics lessons from Unit 1 and 4. Students learn new vocabulary from photos.
- **Listen and Point** – Students will listen to and point to new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Point, ask, and answer** - Students play true/false with new vocabulary. In pairs, students ask and point at new vocabulary.
- **Optional Activity** – Students will make faces from various materials.
- **Wrap Up** – Students will dance and move certain body parts.

##### **Lesson 2 Grammar**

- **Warm Up** – Review words from lesson 1. Teacher calls out different body parts and students point to that body part.
- **Listen and Chant** – Students listen to a chant and repeat. Find vocabulary words in the chant. Students read assigned parts of the chant. Students listen to the chant and point to body parts.
- **Listen and Read**– Students will listen and read sentences. They will use new words in the sentences using this is, these are.
- **Listen and number** - Students will listen to audio and correctly identify body part pictures.
- **Point and Say** - Working in pairs, students will say and point to different body parts. .
- **Optional Activity** - Students play a true/false game about body parts.
- **Wrap Up** – Students practice This is/ There are regarding vocabulary.

##### **Lesson 3 Reading**

- **Warm Up** –Students will answer questions about a photo.

### Resources:

- Audio Track - 67-68
- Classroom Presentation Tool
- Flashcards 74-81
- Workbook Page 40
- Workbook Audio Track 25
- Online Practice
- Photos of fruits and vegetables

- Audio Track 69-71
- Classroom Presentation Tool
- Flashcards 74-81
- Workbook page 41
- Workbook Audio Track 26
- Online Practice
- Sticky tack, softball

- Audio Track 72-73
- Classroom Presentation Tool

# First Grade ESL

- **Listen and Repeat** - Listen to new words and repeat. Students find the new words in text.
- **Read Again and match** - Students listen to audio and match vocabulary words.
- **Optional Activity** – Students make a skeleton using various materials.
- **Wrap Up** – Students practice the words for colors and body parts.

## Lesson 4 Grammar

- **Warm Up** – Students will describe their hair and eye colors.
- **Listen and Read** – Students read sentences based on He/She has and He/She doesn't have.
- **Read and Circle**– Students listen and complete an activity based on the audio.
- **Listen and draw lines** - Students match a name to a description based on the audio.
- **Say, ask and answer** – Students play a guessing game about someone in the classroom.
- **Optional Activity** – Students make their own masks.
- **Wrap Up** –Students will practice has/doesn't have.

## Lesson 5 Song

- **Warm Up** – Students will do a drawing dictation to practice body parts.
- **Listen and Read** –Students will listen to audio about body parts.
- **Listen and Sing**– Students will learn new verbs and will sing the song.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students will perform singing and acting.
- **Wrap Up** –Students will play a game using the word please.

## Lesson 6 Phonics

- **Warm Up** – Review letters and sounds from Unit
- **Listen, point and repeat** – Students listen to words and points to each picture and word as they hear it.
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters.
- **Listen and find. Write the letter**– Student. Write the listen, repeat, identify sounds and write the corresponding letters.
- **Optional Activity** - Student call out sounds from new vocabulary.
- **Wrap Up** – Review the phonics flashcards with targeted sounds.

- Flashcards 82-85
- Workbook page 42
- Workbook Audio Track 27
- Online Practice
- Photo of skeleton, glue, cotton swabs, black foam, white foam,

- Audio Track 74-75
- Classroom Presentation Tool
- Workbook page 43
- Workbook Audio Track 28
- Online Practice
- Construction paper, colored paper, ribbons

- Audio Track 76-79
- Classroom Presentation Tool
- Workbook page 45
- Online Practice

- Audio Track 80-82
- Classroom Presentation Tool
- Flashcards 25, 56-59, 63, 72-73, 86-90
- Workbook page 44
- Workbook Audio Track 29
- Online Practice
- Sticky Tack

# First Grade ESL

## Lesson 7 Video

- **Warm Up** – Students answer questions based on photos of masks.
- **Watch and match. Write the numbers** – Students watch Video 6 and match numbers and names to photos.
- **Optional Activity** – Students watch a video of a Chinese Dragon Race and describe the dragon's face.
- **Your turn! Ask and answer** - Students ask and answer questions.
- **Draw and Say** - Students draw two people and share their drawing with classmates.
- **Wrap Up** - Students play a game and answer questions about the video.

- Video 6
- Classroom Presentation Tool
- Online Practice
- Worksheet 1.5
- Unit 5 Test
- ExamView Assessment Suite
- Photo of people wearing masks
- Video of a Chinese Dragon race

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

# First Grade ESL

**Unit Title:** Unit 6 - Homes

## Stage 1: Desired Results

### Standards & Indicators:

#### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1. Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform. Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1. Argue. Interpretive, ELD-SS.1. Argue. Expressive)

#### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

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- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
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- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.Cl.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.Cl.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

# First Grade ESL

- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Central Idea / Enduring Understanding:

Students will...

- 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 about a game of hide and seek.
- Identify and pronounce words with /v/, /w/, /j/, and /z/ at the beginning.
- Identify and pronounce words that include /ks/.
- Watch a video about homes in other countries.
- Identify the value of playing with your friends.

## Essential/Guiding Question:

- What do the rooms in my home look like?
- What furniture is in each room?
- What do homes look like in other countries?
- What do homes look like that are unusual?

## Content:

- **Theme:** Homes
- **Language:**
  - *Words*
    - bathroom, bed, bedroom, cabinet, kitchen, living room, shower, TV, clock, house, water
  - *Grammar*
    - Where's the sofa? It's in the living room.
    - The table is next to the bed.
    - The game is on the bed.
    - The bedroom is under the water.
  - *Phonics*
    - Words starting:
    - /v/ violin
    - /w/ jellyfish
    - /ks/ kiwi
    - /j/ lamp
    - /z/ zebra
  - *Reading*
    - Anthology 3

## Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Identify sounds and letters in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions
- Draw pictures of homes

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify units vocabulary.
- Participate in conversations with others using proper rules when speaking while going over vocabulary.
- Sing songs related to the content of the unit
- Ask and answer questions about objects.
- Use words and phrases acquired through conversations, reading, and being read to, and

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments



# First Grade ESL

responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).

- Decode basic letters.
- Students will orally identify numbers.
- Students can visually identify grammar rules.

- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 6 Homes

##### Lesson 1 Words

- **Warm Up** – Teacher will show pictures and ask questions about the pictures.
- **Listen and Point** – Students will listen to and find the word and picture of the new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Say** - Students will use flashcards to say new vocabulary.new vocabulary
- **Optional Activity** – Students will draw and talk about their own houses.
- **Wrap Up** – Students will practice the new vocabulary by using flashcards.

##### Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1 Teacher writes new vocabulary on index cards and shares with students. Students then use flashcards to learn vocabulary.
- **Listen, point and chant** – Students listen to a chant and repeat. Students read assigned parts of the chant.
- **Listen and Read**– Students will listen to sentences containing Where/s ...? It's in the...
- **Write** - In pairs, students will read sentences and fill in the blank with new vocabulary.
- **Optional Activity** – Students will use a dollhouse and doll furniture to learn new vocabulary.
- **Close your book. Ask and answer** – Students will ask and answer questions based on a photo..
- **Wrap Up** – Students practice Where's the...? and it's in the ...

##### Lesson 3 Reading

- **Warm Up** –Teacher draws rooms of a house and students respond with things that go in that room.
- **Listen and Repeat** - After listening to new words students repeat them.
- **Listen and Read**– Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read Again and circle** - Students circle best option in sentence based on looking at a photo,

### Resources:

- Audio Track - 83-84
- Classroom Presentation Tool
- Flashcards 91-98
- Workbook Page 46
- Workbook Audio Track 30
- Online Practice
- Sticky tack

- Audio Track 85-86
- Classroom Presentation Tool
- Flashcards 91-98
- Workbook page 47
- Workbook Audio Track 31
- Online Practice
- Large index cards, sticky tack, a dollhouse and doll furniture, boxes

- Audio Track 87-88
- Classroom Presentation Tool
- Flashcards 99-101
- Workbook page 48
- Workbook Audio Track 32
- Online Practice
- A photo of an aquarium, photos of unusual rooms, sticky tack

# First Grade ESL

- **Optional Activity** – Students design their ideal bedroom.
- **Wrap Up** – Students look at photos of unusual bedrooms and respond with if they like it or not.

## Lesson 4 Grammar

- **Warm Up** – Students play What's in your pencil case.
- **Listen and Read** – Students listen and read sentences using next to, on and under.
- **Read and Circle**– Students will look at a picture and read and circle the correct response based on the picture.
- **Listen and draw** - Students listen to an audio and draw what they hear.
- **Say, ask and answer** - In groups, students will ask and answer questions about objects using new vocabulary.
- **Optional Activity** – Students practice prepositions.
- **Wrap Up** – Students will arrange objects according to what the teacher tells them.

- Audio Track 89-90
- Classroom Presentation Tool
- Workbook page 49
- Workbook Audio Track 33
- Online Practice

## Lesson 5 Song

- **Warm Up** – Students learn words from the song using places in the classroom and the wider school area.
- **Listen and Read** – Students read through chant and listen to chant.
- **Listen and Sing**– Students listen and sing song.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students play a game of hide and seek.
- **Wrap Up** - Sing the song using puppets

- Audio Track 91-94
- Classroom Presentation Tool
- Workbook page 51
- Online Practice
- A board game per group of students, puppets

## Lesson 6 Phonics

- **Warm Up** – Review phonics from Units 1-5.
- **Listen, point and repeat** – Students listen to words and new letter sounds. .
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters.
- **Optional Activity** - Students try to say the chant without looking at it.
- **Wrap Up** –Review the target sounds. Play a game using sound-word correspondence.

- Audio Track 95-97
- Classroom Presentation Tool
- Flashcards 20, 25, 31-22, 45-48, 56-59, 63, 72-73, 86-90, 102-105
- Workbook page 50
- Workbook Audio Track 34
- Online Practice

## Lesson 7 Video

- **Warm Up** – Students describe photos of rooms in a house.
- **Watch and match. Write the numbers** – Students watch Video 7 and match numbers and names to photos. Students are asked various questions about the paintings.

- Video 7
- Classroom Presentation Tool
- Online Practice
- Anthology Story 3
- Worksheet 1.6
- Unit 6 Test

# First Grade ESL

<ul style="list-style-type: none"> <li>• <b>Your turn! Ask and answer</b> - Students answer questions about their living rooms.</li> <li>• <b>Optional Activity</b> – Students answer questions based on the video.</li> <li>• <b>Draw and Say</b> - Students draw what they remember from the video.</li> <li>• <b>Wrap Up</b> - Teachers ask questions regarding the video.</li> </ul>	<ul style="list-style-type: none"> <li>• ExamView Assessment Suite</li> <li>• Photos of rooms</li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

**Unit Title:** Unit 7 - My Town

## Stage 1: Desired Results

**Standards & Indicators:**

**WIDA: 2020 Edition**

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)

# First Grade ESL

- **3-The Language of Mathematics**  
(ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

## **NJSLS Grade 1 English Language Arts**

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
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# First Grade ESL

- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
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## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
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- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Talk about places in a town
- Say what is in a town using There's a.
- Read about a model town.

### Essential/Guiding Question:

- Where are the places in our community?
- What is a model town?

## First Grade ESL

<ul style="list-style-type: none"> <li>Describe where things are in a town using There's a and There are.</li> <li>Listen to and sing a song about a town.</li> <li>Identify and pronounce CVC words with /a/ in the middle</li> <li>Watch a video about cities in other countries.</li> <li>Identify the value of loving your town?</li> </ul>	<ul style="list-style-type: none"> <li>What do cities and towns look like in other countries?</li> <li>When I think of my town, how does it make me feel?</li> </ul>
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### Content:

- Theme:** My Town
- Language:**
  - Words*
    - Library, park, playground, store, street, swimming pool, town center, zoo, flower, model, real, tiny
  - Grammar*
    - There's a store on the street.
    - There's a library in the town center.
    - There's a tree in the park.
    - There are houses next to the park.
  - Phonics*
    - /a/ bag, bat, jam, man, map

### Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Classify categories of words

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify places in a town.
- Participate in conversations with others using proper rules when speaking while going over places in a town.
- Sing songs related to the content of the unit (e.g., a song about a town)
- Ask and answer questions about towns.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Unit 7 My Town**

#### **Lesson 1 Words**

- Warm Up** – Students learn about what a town is from a photo.
- Listen and Point** – Students will listen to and look at new vocabulary.
- Listen and Repeat** – Students will listen and repeat names of vocabulary.

### Resources:

- Audio Track - 101-102
- Classroom Presentation Tool
- Flashcards 107-114
- Workbook Page 56
- Workbook Audio Track 37
- Online Practice

# First Grade ESL

- **Point and Say** - Teacher will name an object and students will answer where we find this object..
- **Optional Activity** – In groups, students make a poster of a town.
- **Wrap Up** – Students will practice new vocabulary using flashcards.

## Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1. Teacher draws a town and students say what each place is in the town.
- **Listen and Chant** – Students listen to a chant and repeat. Find vocabulary words in the chant. Students read assigned parts of the chant.
- **Listen and read**– Students will listen and read sentences. They will use new words in the sentences using There's a.
- **Write** - Working in pairs, students will write there is/there based on the picture.
- **Optional Activity** - Students build a street using building blocks,
- **Wrap Up** – Students will add stanzas to the chant.

## Lesson 3 Reading

- **Warm Up** –Students will answer questions about a photo.
- **Listen and Repeat** - Listen to new words and repeat. Students find new words in text.
- **Listen and Read**– Listen to text. Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read again. Complete the sentences** - Students underline important words in the text. Read the text once again and complete the fill in the blank activity.
- **Optional Activity** – Students read vocabulary words and make words.
- **Wrap Up** – Students make sentences using vocabulary words.

## Lesson 4 Grammar

- **Warm Up** – Students guess what a teacher is thinking by using gestures.
- **Listen and Read** – Students will listen to sentences using the targeted grammar phrases if There's a and There are.
- **Write There's and There are**– Students will read and complete a sentence using There's or There are..
- **Listen and draw** - Students will listen to sentences and draw what is said.
- **Point and say** - Students will point and say something about the classroom..

- Colored paper, photos of places in town

- Audio Track 103-104
- Classroom Presentation Tool
- Flashcards 107-114
- Workbook page 57
- Workbook Audio Track 38
- Online Practice
- Sticky tack, colored paper, building blocks

- Audio Track 105-106
- Classroom Presentation Tool
- Workbook page 58
- Workbook Audio Track 39
- Online Practice
- A bag, modeling clay

- Audio Track 107-108
- Classroom Presentation Tool
- Flashcards 107-114
- Workbook page 59
- Workbook Audio Track 40
- Online Practice
- Photos of outdoor scenes

# First Grade ESL

- **Optional Activity** –Using photos, students will describe the photos using There's and There are.
- **Wrap Up** – Using the unit opening photo, students write two sentences using There's and There are.

## Lesson 5 Song

- **Warm Up** – Students play a memory game about a town.
- **Listen and Read** – Students listen to the song while reading and scanning for new vocabulary.
- **Listen and Sing**– Class sings the song.
- **Sing and Act:** Students act and perform each line of the song.
- **Optional Activity** – In pairs, students draw an imaginary park.
- **Wrap Up** –Students sing the song and change the last word of each stanza.

- Audio Tracks 109-112
- Classroom Presentation Tool
- Flashcards 107-109, 112-114
- Workbook page 61
- Online Practice
- Photos of students' towns with important places and buildings

## Lesson 6 Phonics

- **Warm Up** – Students play a drawing game.
- **Listen, point and repeat** – Students learn short the vowel A in CVC words by pointing at pictures and words.
- **Optional Activity** - Students think and say their own sentences using the targeted vocabulary.
- **Listen, chant and circle**– Students listen to chant and circle the targeted sound.
- **Listen and find. Write the letter.** - Students write the first letter of each vocabulary word. vocabulary words based on drawings.
- **Wrap Up** –Review the target sounds using flashcards.

- Audio Tracks 112-115
- Classroom Presentation Tool
- Flashcards 20, 35, 51, 119-120
- Workbook page 60
- Workbook Audio Track 41
- Online Practice

## Lesson 7 Video

- **Warm Up** – Students brainstorm cities around the world.
- **Watch and match. Write the numbers** – Students watch Video 9 and match numbers and names to photos. Students are asked various questions about the paintings
- **Optional Activity** – In groups, students write sentences based on a photo of a city.
- **Your turn! Ask and answer** - In pairs, students ask and answer questions about their towns.
- **Draw and Say** - Students draw two places in a town. Students ask and answer questions about their drawing.
- **Wrap Up** - Students play a game to reinforce the video.

- Video 9
- Script for Video
- Classroom Presentation Tool
- Online Practice
- Worksheet 1.7
- Unit 7 Test
- ExamView Assessment Suite
- A map of the world, photos of places in your town.

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.



## First Grade ESL

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

**Unit Title:** Unit 8 - On the Farm

### Stage 1: Desired Results

#### Standards & Indicators:

#### **WIDA: 2020 Edition**

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Inform. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

# First Grade ESL

## **NJSLS Grade 1 English Language Arts**

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7.** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

# First Grade ESL

- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Talk about farm animals.
- Talk about things animals are able to do using can and can't
- Read about a farm.
- Use can 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 benign kind to animals.

### Essential/Guiding Question:

- What are the names of different farm animals?
- What do farmers do on a farm?
- What do farm animals in other countries look like?

### Content:

- **Theme:** On the Farm
- **Language:**

### Skills(Objectives):

- Predict
- Participate in conversation

# First Grade ESL

<ul style="list-style-type: none"> <li>o <i>Words</i> <ul style="list-style-type: none"> <li>▪ bee, bird, chicken, cow, dog, donkey, duck, sheep, farmer, food, pen</li> </ul> </li> <li>o <i>Grammar</i> <ul style="list-style-type: none"> <li>▪ A dog can run. A cat can't swim.</li> <li>▪ Can you see the lamb? Yes, I can.</li> <li>▪ Can a duck talk? No, it can't.</li> </ul> </li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ Words starting: <ul style="list-style-type: none"> <li>• /e/: bed</li> </ul> </li> </ul> </li> <li>o <i>Reading</i> <ul style="list-style-type: none"> <li>▪ <i>Anthology 4</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Decode</li> <li>• Identify and read a story</li> <li>• Identify sounds and letters in a word</li> <li>• Match text to illustrations</li> <li>• Monitor reading</li> <li>• Ask and answer questions</li> <li>• Draw a picture about an object</li> </ul>
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## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify places in a town.
- Participate in conversations with others using proper rules when speaking while going over places in a town.
- Sing songs related to the content of the unit (e.g., a song about a town)
- Ask and answer questions about towns.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 8 On the Farm

#### Lesson 1 Words

- **Warm Up** – Students listen, look, find and point to things in the main photo.
- **Listen and Point** – Students will listen to and point to new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Listen, ask, and answer** - Students listen to sounds of animals and guess what animal.
- **Optional Activity** – Students make a farm animal from clay.
- **Wrap Up** – Students play a guessing game in groups.

#### Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1. Students respond with animal sounds.
- **Listen and Chant** – Students listen to a chant and repeat. Find vocabulary words in the chant Students read assigned parts of the chant.

### Resources:

- Audio Tracks - 116-118
- Classroom Presentation Tool
- Flashcards 121-128
- Workbook Page 62
- Workbook Audio Track 42
- Online Practice
- Photos of animals from Unit Opener, sticky tack, modeling clay
- Audio Track 119-120
- Classroom Presentation Tool
- Flashcards 121-128
- Workbook page 63
- Workbook Audio Track 43

# First Grade ESL

- **Listen and Read**– Students will listen and read sentences. They will use new words in the sentences using can and can't.
- **Write can and can't** - Students will look at drawing and write if the animal can or can't do what is in the picture.
- **Optional Activity** - In pairs, students will draw a picture of an animal and then write as many can and can't sentences as they can about the animal.
- **Wrap Up** – Practice using can and can't in a memory game.

## Lesson 3 Reading

- **Warm Up** –Students play a guessing game about animals.
- **Listen and Repeat** - Listen to new words and repeat. Students find the new words in text.
- **Listen and Read**– Listen to text. Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read again. Complete the sentences** - Students read the story and fill in missing words in sentences.
- **Optional Activity** – In pairs, students take turns describing a farm.
- **Wrap Up** – Students will write sentences about a farm including new vocabulary.

## Lesson 4 Grammar

- **Warm Up** – Students play a guessing game using new vocabulary.
- **Listen and Read** –Students read sentences using can to ask about abilities.
- **Optional Activity** – Students answer questions based on a chart using can.
- **Read and answer**– Students read and answer questions orally.
- **Ask and answer** - In pairs, students ask and answer questions about animals.
- **Wrap Up** –Students answer questions about themselves using can and can't.

## Lesson 5 Song

- **Warm Up** – Review numbers and the animal words in the song . Answer questions about photos.
- **Listen and Read** – Students will review numbers and listen to audio about farm animals. They will find all the farm animal vocabulary in the song.
- **Listen and Sing**– Students will sing the song.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students listen to a song and hold up cards with numbers and animals that they hear.

- Online Practice
- A photo of a cat

- Audio Tracks 121-122
- Classroom Presentation Tool
- Flashcards 121-131
- Workbook page 64,67
- Workbook Audio Track 44
- Online Practice

- Audio Track 123
- Classroom Presentation Tool
- Flashcards 121-128
- Workbook page 65
- Workbook Audio Track 45
- Online Practice

- Audio Tracks 124-127
- Classroom Presentation Tool
- Flashcards 47-48, 121-141
- Online Practice
- Index cards

# First Grade ESL

- **Wrap Up** –Students find numbers and animals in the song.

## Lesson 6 Phonics

- **Warm Up** – Review sounds from unit 7.
- **Listen, point and repeat** – Students listen to words and points to each picture and word as they hear it.
- **Optional Activity** - Students practice the new sounds by saying a series of words with the target sound.
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters.
- **Listen and find. Write the word**– Students listen to the words, repeat them, identify sounds and write the word.
- **Wrap Up** – Review the phonics flashcards with targeted sounds by singing the chant.

- Audio Tracks 128-130
- Classroom Presentation Tool
- Flashcards 20, 24, 35, 51, 80, 95, 142-143
- Workbook page 66
- Workbook Audio Track 46
- Online Practice

## Lesson 7 Video

- **Warm Up** – Students answer questions based on photos of masks.
- **Watch and match. Write the numbers** – Students watch Video 6 and match numbers and names to photos.
- **Your turn! Ask and answer** - Students ask and answer questions.
- **Optional Activity** – Students watch a video of a Chinese Dragon Race and describe the dragon's face.
- **Draw and Say** - Students draw two people and share their drawing with classmates.
- **Wrap Up** - Students play a game and answer questions about the video.

- Video 10
- Classroom Presentation Tool
- Flashcards 121-128
- Online Practice
- Anthology Story 4
- Worksheet 1.8
- Unit 8 Test
- ExamView Assessment Suite

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	

## First Grade ESL

Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation  Guided and independent practice with the writing process	Teacher support with directions  Visual aids, realia, and manipulatives  Draw and talk aloud to develop writing ideas  Use of sentence frames to jumpstart writing	Small group instruction with letter/sound acquisition  Visual aids, realia, and manipulatives  Small group reading instruction using repetitive text with picture support  Draw to develop writing ideas
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### Unit Title: Unit 9 - My Clothes

### Stage 1: Desired Results

#### Standards & Indicators:

#### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

#### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

## First Grade ESL

- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7.** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.



# First Grade ESL

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Talk about clothes.
- Ask and answer questions about clothes using Are these your (shoes)? Yes, they are. No, they aren't.
- Read about a scarecrow.
- Talk about the color of things using it's (black). They're (green).
- Listen to and sing a song about clothes on a clothesline.
- Identify and pronounce CVC words with /i/ in the middle.
- Watch a video about school uniforms in other countries.
- Identify the value of wearing clean clothes.

### Essential/Guiding Question:

- What do I wear to school everyday?
- What does a scarecrow look like?
- What do school uniforms look like in other countries?
- Why should we clean our clothes?

### Content:

- **Theme:** My Clothes
- **Language:**
  - *Words*
    - dress, jeans, pants, shirt, shoes, skirt, socks, T-shirt, boots, gloves, happy, hat, scarecrow
  - *Grammar*
    - Are these your shoes? Yes, they are.
    - Are these your pants? No, they aren't.
    - What color is his face? It's orange.
    - What color are his eyes? They're black.
  - *Phonics*
    - Words starting:
    - /i/ big, bin, lip, sit, six

### Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Identify sounds and letters in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions
- Draw pictures of homes

# First Grade ESL

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify places in a town.
- Participate in conversations with others using proper rules when speaking while going over places in a town.
- Sing songs related to the content of the unit (e.g., a song about a town)
- Ask and answer questions about towns.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 9 My Clothes

##### Lesson 1 Words

- **Warm Up** – Review unit 8 vocabulary words using flashcards. Teacher will show pictures and ask questions about the picture.
- **Listen and Point** – Students will listen to and find the word and picture of the new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Point and Say** - Students will use flashcards to say new vocabulary.
- **Optional Activity** – Students will have a fashion parade using dolls.
- **Wrap Up** – Students will design an outfit for a party.

##### Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1. In pairs, students describe their clothes.
- **Listen, point and chant** – Students listen to a chant and repeat. Students read assigned parts of the chant.
- **Listen and Read**– Students will listen to sentences containing Are these your (shoes)? Yes, they are. No, they aren't.
- **Write** - In pairs, students will read sentences and fill in the blank based on drawings.
- **Optional Activity** – Using dolls, students ask and answer questions about the doll's clothes.
- **Wrap Up** – Students draw two clothes items and take turns asking questions about the items.

### Resources:

- Audio Tracks - 133-134
- Classroom Presentation Tool
- Flashcards 108-109, 112-113, 121-128
- Workbook Page 72
- Workbook Audio Track 49
- Online Practice
- Sticky tack, photos of different items of clothing and dolls
- Audio Track 135-136
- Classroom Presentation Tool
- Flashcards 144-151
- Workbook page 73
- Workbook Audio Track 50
- Online Practice
- A nice shirt, a funny or ugly hat, funny or ugly shoes, a pair of nice socks, paper cut out dolls and their clothes.

# First Grade ESL

## Lesson 3 Reading

- **Warm Up** –Review the names of clothing. Using photos, ask questions about the photos.
- **Listen and Repeat** - After listening to new words students repeat them.
- **Listen and Read**– Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read Again and match** - Students look at a photo and match sentences based on the photo.
- **Optional Activity** – Students make mini scarecrows.
- **Wrap Up** –Teacher reads the text to the students.

## Lesson 4 Grammar

- **Warm Up** – Students take turns describing each other.
- **Listen and Read** – Students listen and read sentences that describe things using colors and It's or They're.
- **Read and Answer**– Students will look at a drawing and orally answer questions based on the drawing.
- **Listen, draw and answer**- Students listen to an audio and draw what they hear.
- **Say, ask and answer** - In groups, students will ask and answer questions about clothes using new vocabulary.
- **Optional Activity** – Students draw pictures and describe them.
- **Wrap Up** – Students ask and answer questions about people's clothes.

## Lesson 5 Song

- **Warm Up** – Students learn words from the song using clothes words.
- **Listen and Read** – Students read through chant and listen to chant.
- **Listen and Sing**– Students listen and sing chant.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students draw and cut out clothes and play a game with these items.
- **Wrap Up** - Students invent two new verses to the song.

## Lesson 6 Phonics

- **Warm Up** – Students play a drawing game.
- **Listen, point and repeat** – Students listen and point to CVC words with /i/ in the middle.
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters
- **Listen and find. Write the word** – Students listen to words and write the words.
- **Optional Activity** - Students practice new sounds by saying words contain targeted sound.

- Audio Track 137-138
- Classroom Presentation Tool
- Flashcards 152-156
- Workbook page 74
- Workbook Audio Track 51
- Online Practice
- Glue, craft sticks, scissors, colored paper, yarn, sticky tack, foam blocks

- Audio Track 139140
- Classroom Presentation Tool
- Workbook page 75
- Workbook Audio Track 52
- Online Practice
- Photo of people wearing clothes students can name, sticky tack

- Audio Tracks 141-144
- Classroom Presentation Tool
- Workbook page 77
- Online Practice
- Two blue crayons, two t-shirts, a dirty shirt, colored paper, string and clothespins.

- Audio Tracks 145-147
- Classroom Presentation Tool
- Flashcards 157-161
- Workbook page 76
- Workbook Audio Track 53
- Online Practice

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- **Wrap Up** –Review the target sounds. Students sing the chat with the targeted sounds.

## Lesson 7 Video

- **Warm Up** – Students describe a school uniform.
- **Watch and match. Write the numbers** – Students watch Video 11 and match numbers and names to photos. Students are asked various questions about the video.
- **Your turn! Ask and answer** - Students answer questions about their living rooms.
- **Optional Activity** – Students will design school uniforms.
- **Draw and Say** - Students draw what they remember from the video.
- **Wrap Up** - Students describe the children in the photo in Activity 1.

- Video 11
- Classroom Presentation Tool
- Online Practice
- Worksheet 1.9
- Unit 9 Test
- ExamView Assessment Suite
- A school uniform

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

# First Grade ESL

**Unit Title:** Unit 10 - Eat and Drink

## Stage 1: Desired Results

### Standards & Indicators:

#### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1. Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform. Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1. Argue. Interpretive, ELD-SS.1. Argue. Expressive)

#### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

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- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.Cl.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.Cl.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

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- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with grace and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Central Idea / Enduring Understanding:

Students will...

- Talk about food and drink.
- Talk about food preferences using I like and I don't like
- Read about a school lunch
- Use Do you like...and Yes, I do, No, I don't. It's/They're ok to answer questions about food.
- Listen to and sing a song about food.
- Identify and pronounce CVC words with /o/ in the middle
- Watch a video about meals in other countries
- Identify the value of eating good food.

## Essential/Guiding Question:

- What are different kinds of food we eat?
- What do you like and don't like?
- What do meals in other countries look like?
- Why is it important to eat good food?

## Content:

- **Theme:** Food and Drink
- **Language:**
  - *Words*
    - banana, bread, candy, lemon, milk, potato, rice, tomato, water, great, lunch, terrible, tray
  - *Grammar*
    - I like bananas. I don't like rice.
    - Do you like apples? Yes, I do. They're great./ They're OK.
    - Do you like milk? No, I don't. It's terrible./It's ok.
  - *Phonics*
    - /o/ dog, dot, fox, mop, nod
  - *Reading*
    - Anthology 5

## Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Sort
- Retell
- Act out
- Track
- Sequence, Classify
- Identify and read stories
- Identify sounds in a word
- Match text to illustrations
- Monitor reading
- Answer questions
- Draw a picture about a theme
- Classify categories of words

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify different food
- Participate in conversations with others using proper rules when speaking while talking about food and drink.
- Sing songs related to the content of the unit (e.g., a song about a town)
- Ask and answer questions about food.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters and words.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

# First Grade ESL

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 10 Eat and Drink

##### Lesson 1 Words

- **Warm Up** – Students learn about new food vocabulary by looking at photos.
- **Listen and Point** – Students will listen to and look at new vocabulary.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Point and Say** - Students point and say the word.
- **Optional Activity** – Students make food and drink posters in small groups.
- **Wrap Up** – Students will unscramble letters and make words.

##### Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1. Review new words using flashcards.
- **Listen and Chant** – Students listen to a chant and repeat. Find vocabulary words in the chant. Students read assigned parts of the chant.
- **Listen and read**– Students will listen and read sentences. They will use new words in the sentences using I like and I don't like.
- **Write like or don't like** - Working in pairs, students will write I like/I don't like based on the picture.
- **Say** - Working in pairs, students will talk about foods they like and don't like.
- **Optional Activity** - Students will complete a survey about foods they like and don't like.
- **Wrap Up** – Students practice using like and don't like in a memory game.

##### Lesson 3 Reading

- **Warm Up** – Students play a guessing game about food and drink.
- **Listen and Repeat** - Listen to new words and repeat. Students find new words in text.
- **Listen and Read**– Listen to text. Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read again. Complete the sentences** - Students underline important words in the text. Read the text once again and complete the fill in the blank activity.
- **Optional Activity** – Students draw and label pictures of lunch on trays.
- **Wrap Up** – Students make sentences using vocabulary words.

### Resources:

- Audio Tracks - 148-149
- Classroom Presentation Tool
- Flashcards 101, 162-169
- Workbook Page 78
- Workbook Audio Track 54
- Online Practice
- Photos of food and drink, colored paper, glue, poster paper
- Audio Track 150-151
- Classroom Presentation Tool
- Flashcards 101, 162-169
- Workbook page 79
- Workbook Audio Track 55
- Online Practice
- Sticky tack, colored paper
- Audio Track 152-153
- Classroom Presentation Tool
- Flashcards 101, 162-173
- Workbook page 80
- Workbook Audio Track 56
- Online Practice



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## Lesson 4 Grammar

- **Warm Up** – Review Lesson 1 flashcards.
- **Listen and Read** – Students will listen to sentences using the targeted grammar, Do you like...I do./No, I don't. It's/They're OK to ask and answer questions about food.
- **Write** – Students will complete questions and answers in pairs.
- **Ask and answer** - Students will practice Do you like ...? using personal questions.
- **Optional Activity** –Students will do a taste testing activity.
- **Wrap Up** – Students will rate three different foods.

## Lesson 5 Song

- **Warm Up** – Review some of the words of the song with a drawing dictation.
- **Listen and Read** – Students listen to the song while reading and scanning for new vocabulary.
- **Listen and Sing**– Class sings the song.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – Students draw while singing the song.
- **Wrap Up** – In groups, students make a new stanza to the song.

## Lesson 6 Phonics

- **Warm Up** – Review Unit 9 phonic sounds using the flashcards.
- **Listen, point and repeat** – Students learn short the vowel E in CVC words by pointing at pictures and words.
- **Optional Activity** - Students practice the new sound by saying words with the sound.
- **Listen, chant and circle**– Students listen to chant and circle the targeted sound.
- **Listen and find. Write the word.** - Students listen, point and write the word with the targeted sound.
- **Wrap Up** – Students play a game using the four walls of the classroom.

## Lesson 7 Video

- **Warm Up** – Students look at different photos of food from other countries while the teacher talks about the visible ingredients in photos.
- **Watch and match. Write the numbers** – Students watch Video 12 and match numbers and names to photos. Students are asked various questions about the paintings
- **Your turn! Ask and answer** - In pairs, students ask and answer questions about food.

- Audio Track 154
- Classroom Presentation Tool
- Flashcards 101, 162-169
- Workbook page 81
- Workbook Audio Track 57
- Online Practice
- Sticky tack, food cut into small pieces, toothpicks

- Audio Tracks 155-158
- Classroom Presentation Tool
- Flashcards 24,44,73,80,95,101,162-163,166-168
- Workbook page 83
- Online Practice
- Photos of healthy and unhealthy food and drink items

- Audio Tracks 159-161
- Classroom Presentation Tool
- Flashcards 20, 35, 51,119-120, 125, 142-143, 157-161, 174-177
- Workbook page 82
- Workbook Audio Track 58
- Online Practice
- Sticky tack

- Video 12
- Classroom Presentation Tool
- Online Practice
- Anthology Story 5
- Worksheet 1.10
- Unit 10 Test
- ExamView Assessment Suite
- Photos of familiar dishes. dictionaries, paper plates, crayons

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- **Draw and Say** - Students draw different food. Students ask and answer questions about their drawing.
- **Optional Activity** – Using paper plates, students color their favorite meat. They will label the ingredients.
- **Wrap Up** - Teacher asks students questions about the video to see how much they remember.

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

**Unit Title:** Unit 11 - Beach Vacations

### Stage 1: Desired Results

**Standards & Indicators:**

**WIDA: 2020 Edition**

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**

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- (ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform. Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1. Argue. Interpretive, ELD-SS.1. Argue. Expressive)

## **NJSLS Grade 1 English Language Arts**

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- **RI.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- **RL.PP.1.5.** Identify who is telling the story at various points in a text.
- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.AA.1.7.** Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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- **RI.CT.1.8.** Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- **W.WP.1.4.** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- **W.SE.1.6.** With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- **W.RW.1.7.** Engage in discussion, drawing, and writing in brief but regular writing tasks.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.PI.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.**

## NJSLS Career Readiness, Life Literacies, and Key Skills

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with grace and support from adults.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- Talk about beach vacations
- Talk about objects using There isn't and There aren't.
- Read about children snorkeling.
- Ask and answer questions about things using Is there...? and Ues, there is/are. Not there isn't/aren't.

### Essential/Guiding Question:

- What can you do on a beach vacation?
- What do you do when you snorkel?
- What do beaches look like in other countries?

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<ul style="list-style-type: none"> <li>• Listen to and sing a song about the beach.</li> <li>• Identify and pronounce CVC words, with /ʌ/ in the middle.</li> <li>• Watch a video about beaches in other countries.</li> <li>• Identify the value of playing outside in the sun.</li> </ul>	
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Beach Vacations</li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>o <i>Words</i> <ul style="list-style-type: none"> <li>▪ beach, beach ball, boar, ice cream, ocean, sand, sandcastle, shell, sun hat, breathe, flippers, mask, snorkel</li> </ul> </li> <li>o <i>Grammar</i> <ul style="list-style-type: none"> <li>▪ There isn't a sun hat on my head. There aren't boats on the ocean.</li> <li>▪ Is there a boat in the water? No, there isn't.</li> <li>▪ Are there fish in the water? Yes, there are.</li> </ul> </li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ Words starting: <ul style="list-style-type: none"> <li>• /u/: bus, cup, jug, jump, run</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Predict</li> <li>• Participate in conversation</li> <li>• Compare</li> <li>• Decode</li> <li>• Identify and read a story</li> <li>• Identify sounds and letters in a word</li> <li>• Match text to illustrations</li> <li>• Monitor reading</li> <li>• Ask and answer questions</li> <li>• Draw a picture about an object</li> </ul>

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Identify different food</li> <li>• Participate in conversations with others using proper rules when speaking while talking about food and drink.</li> <li>• Sing songs related to the content of the unit (e.g., a song about a town)</li> <li>• Ask and answer questions about food.</li> <li>• Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).</li> <li>• Decode basic letters and words.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Pre-/Post-Tests</li> <li>• Graphic Organizers</li> <li>• Teacher Observation</li> <li>• Discussion</li> <li>• Writing</li> <li>• Drawing</li> <li>• Peer and Self Assessments</li> <li>• Practice Presentations</li> <li>• Quizzes</li> <li>• Practice Worksheets</li> <li>• ACCESS for ELLs</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 11 Beach Vacation</b>  <b><u>Lesson 1 Words</u></b></p> <ul style="list-style-type: none"> <li>• <b>Warm Up</b> – Students listen, look, find and point to things in the main photo.</li> <li>• <b>Listen and Point</b> – Students will listen to and point to new vocabulary.</li> <li>• <b>Listen and Repeat</b> – Students will listen and repeat names of vocabulary.</li> <li>• <b>Point and say</b> - Students listen to vocabulary words and point at pictures.</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Audio Tracks - 165-166</li> <li>• Classroom Presentation Tool</li> <li>• Flashcards 178-186</li> <li>• Workbook Page 88</li> <li>• Workbook Audio Track 61</li> <li>• Online Practice</li> <li>• Sticky Tack</li> </ul>
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# First Grade ESL

- **Optional Activity** – Students act out being at the beach.
- **Wrap Up** – Teacher draws a picture of the beach on the board. Students come up and draw themselves in the picture and state where they are.

## Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1. Students record words in a notebook.
- **Listen and Chant** – Students listen to a chant and repeat. Find vocabulary words in the chant. Students read assigned parts of the chant.
- **Listen and Read**– Students will listen and read sentences using There isn't and There aren't.
- **Write There isn't or There aren't** - Students will look at photo and decide which grammatical structure to use,
- **Say** - In pairs, students will say what isn't in the classroom.
- **Optional Activity** - Students will say a negative sentence about a beach drawing.
- **Wrap Up** – Students say true statements using isn't or aren't.

## Lesson 3 Reading

- **Warm Up** –Students answer questions based on the photo.
- **Listen and Repeat** - Listen to new words and repeat. Students find the new words in text.
- **Listen and Read**– Listen to text. Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read again. Complete the sentences** - Students read the story and fill in missing words in sentences and answer the questions.
- **Optional Activity** – Students write a sentence about the photo.
- **Wrap Up** – Students say a sentence about the photo.

## Lesson 4 Grammar

- **Warm Up** – Students state something about the classroom. Students shake their heads in agreement or disagreement.
- **Listen and Read** –Students read sentences about things using is there...?/Are there...? and Yes, there is/are. No, there isn't/aren't.
- **Write is, isn't, are or aren't**– Students fill in the blank with the correct verb.
- **Ask and answer** - In pairs, students ask and answer questions about beach vacations.
- **Optional Activity** – Students ask and answer questions about their homes.
- **Wrap Up** – Play a memory game using a photo.

- Audio Track 167-168
- Classroom Presentation Tool
- Workbook page 89
- Workbook Audio Track 62
- Online Practice

- Audio Tracks 169-170
- Classroom Presentation Tool
- Flashcards 187-190
- Workbook page 90
- Workbook Audio Track 63
- Online Practice
- A mask, a snorkel, flippers, a video of someone diving

- Audio Track 171
- Classroom Presentation Tool
- Workbook page 91
- Workbook Audio Track 64
- Online Practice

# First Grade ESL

## Lesson 5 Song

- **Warm Up** – Play a game to review beach vacation words.
- **Listen and Read** –Students will read the song. Play the song and students follow along.
- **Listen and Sing**– Students will sing the song.
- **Sing and Act:** Students act and perform each line of the song.
- **Optional Activity** – In pairs, students will dictate a line of the song and the other students will record in their notebook. Once done everyone will sing the song checking for accuracy.
- **Wrap Up** –Student brainstorm titles for the song.

- Audio Tracks 172-175
- Classroom Presentation Tool
- Flashcards 178-186
- Workbook p. 93
- Online Practice
- Nine large index cards, sticky tack, photos of children playing inside and outside in the sun.

## Lesson 6 Phonics

- **Warm Up** – Review sounds from unit 9-10.
- **Listen, point and repeat** – Students listen to words and points to each picture and word as they hear it.
- **Optional Activity** - Students practice the new sounds by saying a series of words with the target sound and writing it in their notebook.
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters.
- **Listen and find. Write the word**– Students listen to the words, repeat them, identify sounds and write the word.
- **Wrap Up** – Review the phonics flashcards with targeted sounds by singing the chant.

- Audio Tracks 176-178
- Classroom Presentation Tool
- Flashcards 125,157-161, 174-177
- Workbook page 92
- Workbook Audio Track 65
- Online Practice
- Sticky Tack

## Lesson 7 Video

- **Warm Up** – Students talk about what you can do in different places.
- **Watch and match. Write the numbers** – Students watch Video 14 and match numbers and names to photos.
- **Your turn! Ask and answer** - Students ask and answer questions.
- **Optional Activity** – Students write sentences about their vacation photos.
- **Draw and Say** - Students draw pictures of beach activities and share their drawing with classmates.
- **Wrap Up** - Students answer questions based on the video.

- Video 14
- Classroom Presentation Tool
- Online Practice
- Worksheet 1.11
- Unit 11 Test
- ExamView Assessment Suite
- Students' own photos of vacation homes

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	

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Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Questions with a yes or no oral response
Graphic Organizers	Graphic Organizers	Print-rich environment	Opportunities to listen to and repeat key vocabulary
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Print-rich environment with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
		Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

### Unit Title: Unit 12 - Free Time

### Stage 1: Desired Results

#### Standards & Indicators:

##### WIDA: 2020 Edition

- **1-Social and Instructional Language**  
(ELD-SI.K-3. Narrate, ELD-SI.K-3. Inform, ELD-SI.K-3. Explain, ELD-SI.K-3. Argue)
- **2-The Language of Language Arts**  
(ELD-LA.1. Narrate. Interpretive, ELD-LA.1. Narrate. Expressive, ELD-LA.1. Inform. Interpretive, ELD-LA.1. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.1.Inform. Interpretive, ELD-MA.K. Inform. Expressive)
- **4- The Language of Science**  
(ELD-SC.1. Inform.Interpretive, ELD-SC.1. Inform. Expressive, ELD-SC.1. Explain. Interpretive, ELD-SC.1. Explain. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.1. Inform, Interpretive, ELD-SS.1. Inform. Expressive, ELD-SS.1.Argue. Interpretive, ELD-SS.1.Argue. Expressive)

##### NJSLS Grade 1 English Language Arts

- **L.RF.1.1.** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.



## First Grade ESL

- **L.WF.1.1.** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- **L.WF.1.3.** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)
- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VI.1.3.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.IT.1.3.** Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RL.TS.1.4.** With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
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- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

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- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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- **SL.UM.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.

## NJSLS Grade 1 Social Studies

- **6.3.2.GeoGI.1:** Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

## NJSLS Career Readiness, Life Literacies, and Key Skills

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- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
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- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
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- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Central Idea / Enduring Understanding:

Students will...

- 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, identify and pronounce CVC words with /a/, /e/, /i/, /o/, and /u/ in the middle.
- Watch a video about free-time activities in other countries?
- Identify the value of using your time well.

### Essential/Guiding Question:

- What do I do during my free time?
- What do we do when we go to the park?
- What do free time activities look like in other countries?
- Why should we use our time well?

### Content:

- **Theme:** Free Time
- **Language:**
  - o Words
    - fly a kite, make a cake, paint a picture, play a game, play soccer, read a book, sing a song, write a story, hot, paper swing
  - o Grammar
    - Let's fly a kite! Great idea!

### Skills(Objectives):

- Predict
- Participate in conversation
- Compare
- Decode
- Identify sounds and letters in a word
- Match text to illustrations
- Monitor reading
- Ask and answer questions

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- *Let's play soccer! No!*
- *We're in the park. We're on the beach. We aren't at school.*
- o *Phonics*
  - /a/ hat, /e/ red, /i/ kid, /o/ hot, /u/ sun
- o *Reading*
  - *Anthology Story 6*

## Stage 2: Assessment Evidence

### Performance Task(s):

- Identify different food
- Participate in conversations with others using proper rules when speaking while talking about food and drink.
- Sing songs related to the content of the unit (e.g., a song about a town)
- Ask and answer questions about food.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because, and, or).
- Decode basic letters and words.

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Discussion
- Writing
- Drawing
- Peer and Self Assessments
- Practice Presentations
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Unit 12 Free Time

#### Lesson 1 Words

- **Warm Up** –Students will listen, look, find and point at pictures in their book.
- **Listen and Point** – Students will practice identifying objects and answering simple questions.
- **Listen and Repeat** – Students will listen and repeat names of vocabulary.
- **Point and Say** - Students will use flashcards to say new vocabulary.
- **Optional Activity** – Outside, students will draw and color a picture using chalk.
- **Wrap Up** – Students will guess what a teacher is doing using vocabulary.

#### Lesson 2 Grammar

- **Warm Up** – Review words from lesson 1.
- **Listen and chant** – Students listen to a chant and repeat. Students read assigned parts of the chant.
- **Listen and Read**– Students will listen to sentences containing Let's?
- **Optional Activity** – Using flashcards, students will use the term Let's to make up sentences.
- **Write** - In pairs, students will read sentences and fill in the blank based on drawings.

### Resources:

- Audio Tracks - 179-180
- Classroom Presentation Tool
- Flashcards 196-203
- Workbook Page 94
- Workbook Audio Track 66
- Online Practice
- Colored chalk, crayon or markers, a large piece of paper
- Audio Track 135-136
- Classroom Presentation Tool
- Flashcards 144-151
- Workbook page 73
- Workbook Audio Track 50
- Online Practice
- A nice shirt, a funny or ugly hat, funny or ugly shoes, a pair of nice socks, paper cut out dolls and their clothes.

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- **Wrap Up** – Students will brainstorm how to spend the last five minutes of class.

## Lesson 3 Reading

- **Warm Up** –Review vocabulary using photo in book.
- **Listen and Repeat**– - Listen to new words and repeat. Students find new words in text
- **Listen and Read**– Teacher asks questions about the text. Students read text to find vocabulary words.
- **Read Again. Write T for True or F for False** - Students read the passage and answer true or false.
- **Optional Activity** – Students design a cover of a book.
- **Wrap Up** –Teacher plays audio and students complete the sentences verbally.

## Lesson 4 Grammar

- **Warm Up** – Play a game to review grammar from Lesson 2.
- **Listen and Read** – Students listen and read sentences that use We're and We aren't to talk about their current location.
- **Write We're or We aren't**– Students will look at a drawing and write We're or We aren't based on the photo.
- **Say**- Students listen to audio and, in pairs, act it out.
- **Optional Activity** – Students will write a note or a postcard to a parent or relative.
- **Wrap Up** – Students will make a list of all activities they can do at home.

## Lesson 5 Song

- **Warm Up** – Students learn words from the song relating to activities at a party.
- **Listen and Read** – Students read through chant and listen to chant.
- **Listen and Sing**– Students listen and sing chant.
- **Sing and Act**: Students act and perform each line of the song.
- **Optional Activity** – In pairs, students sing lines to the song.
- **Wrap Up** - Students sing and perform actions using Let's.

## Lesson 6 Phonics

- **Warm Up** – Using flashcards, review vowel sounds from Unit 1-7.
- **Listen, point and repeat** – Students listen and point to words and repeat words.
- **Optional Activity** - Students practice new sounds by saying words contain targeted sound.
- **Listen, chant and circle**– Students listen, repeat, identify sounds and circle corresponding letters

- Audio Track 183-184
- Classroom Presentation Tool
- Flashcards 204-206
- Workbook page 96, 99
- Workbook Audio Track 68
- Online Practice

- Audio Track 185
- Classroom Presentation Tool
- Flashcards 196-203
- Workbook page 97
- Workbook Audio Track 69
- Online Practice
- Two index cards, self-addressed stamped envelope from parents/caregivers

- Audio Tracks 186-189
- Classroom Presentation Tool
- Flashcards 196-199, 202-203
- Online Practice

- Audio Tracks 190-192
- Classroom Presentation Tool
- Flashcards 17, 20, 35, 51, 119-120, 125, 142-143, 155, 157-161, 174-177, 204, 207-208
- Workbook page 98
- Workbook Audio Track 70
- Online Practice
- Sticky tack, a bag

# First Grade ESL

- **Listen and find. Write the word** – Students listen to words and write the words.
- **Wrap Up** –Review the target sounds. Students play a game to reinforce sounds..

## Lesson 7 Video

- **Warm Up** – Students answer questions about places in town. They talk about things one can do at these places.
- **Watch and match. Write the numbers** – Students watch Video 15 and match numbers and names to photos. Students are asked various questions about the video.
- **Optional Activity** – Students match words to different parts of the video.
- **Your turn! Ask and answer** - Students answer questions about what they can do today.
- **Draw and Say** - Students draw what they remember from the video.
- **Wrap Up** - Students answer questions about the video to see how much they can remember.

- Video 15
- Classroom Presentation Tool
- Online Practice
- Anthology Story 6
- Worksheet 1.12
- Unit 12 Test
- Workbook: Cambridge English Qualifications Pre-A1 Starters Practice Test
- ExamView Assessment Suite

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	Print-rich environment with visual cues
Open-ended questioning	Multiple choice and open-ended questioning	Portable word wall	Portable word wall with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Teacher support with directions	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Visual aids, realia, and manipulatives	Small group reading instruction using repetitive text with picture support
		Draw and talk aloud to develop writing ideas	Draw to develop writing ideas
		Use of sentence frames to jumpstart writing	

## First Grade ESL



# ESL Pacing Guide

## Level 1

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Things for School	13 days	13 days
MP1	Unit 2 –Toys	13 days	26 days
MP1	Unit 3 – People	14 days	40 days
MP2	Unit 4 – My Family	13 days	53 days
MP2	Unit 5 – My Body	13 days	66 days
MP2	Unit 6 – Homes	14 days	80 days
MP3	Unit 7 – My Town	13 days	93 days
MP3	Unit 8 – On the Farm	13 days	106 days
MP3	Unit 9- My Clothes	14 days	120 days
MP4	Unit 10- Eat and Drink	13 days	133 days
MP4	Unit 11- Beach Vacations	13 days	146 days
MP4	Unit 12- Free Time	14 days	160 days
MP1-4	ACCESS for ELLS 2.0 (Assessment) & FLEX Days	20 days	180 days

\* Unit Total is inclusive of introduction, instruction, unit assessments, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.