

# Third Grade ESL

**Unit Title:** Unit 1 - Around the World

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

#### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade three foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.3.3.** Write narratives to develop real or imagined experiences or events with basic story elements.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

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- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **NJSLS Visual and Performing Arts**

- **1.2.5.Cr1a** - Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- **1.2.5.Cr1b** - Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.IML.7-** Evaluate the degree to which information meets a need including social emotional learning, academic, and social

#### **Central Idea / Enduring Understanding:**

Students will...

- Name and locate countries around the world
- Read and decide if sentences are true or false
- Use our and their to talk about families
- Listen to and sing a song with a guessing game.
- Identify three ways to spell /eɪ/ sound and spell familiar words
- Watch a video about other countries
- Identify when to use capital letters

#### **Essential/Guiding Question:**

- Why is it important to make friends?
- What are some different countries outside of the US and where are they on a map?
- What are some positive and negative things about the lives of people who live in other countries?
- What is life like for children in another country?
- What are some interesting things about my home country?

#### **Content:**

- **Theme:** Around the World
- **Language:**
  - o **Words**
    - Argentina, Australia, Brazil, Italy, Japan, Poland, South Africa, Spain, the UK, the US, daughter, grandparent, parent son
  - o **Grammar**
    - Are you from Japan? Yes, I am.

#### **Skills (Objectives):**

##### **Collaboration:**

- Compare ideas with a partner

##### **Communication:**

- Describe your country to a person from another country

##### **Creativity:**

- Write new lyrics for a guessing song

##### **Critical Thinking:**

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<ul style="list-style-type: none"> <li>▪ Luca is my brother.</li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ /eɪ/ plane, train, play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify positive and negative aspects of other children's lives</li> </ul>
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### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate 10 countries</li> <li>• Learn and repeat a chant about stating where you are from</li> <li>• Listen to and repeat key vocabulary words</li> <li>• Identify statements that are true and false</li> <li>• Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.</li> <li>• Students will review possessive adjectives</li> <li>• Listen to and sing a song with a guessing game</li> <li>• Write and sing a song verse</li> <li>• Complete a paragraph with the correct /eɪ/ sound.</li> <li>• Ask and answer questions related to other countries by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Discuss and formulate simple sentences about other countries.</li> <li>• Write using capital letters properly</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>• Partner Work</li> <li>• Discussion</li> <li>• Learning/Writing Journals (Notebooks)</li> <li>• Peer and Self Assessments</li> <li>• Presentations</li> <li>• Partner Work</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 1 Around the World</b></p> <p><b><u>Lesson 1 Words</u></b></p> <ul style="list-style-type: none"> <li>• <b>Warm Up</b> – use artwork, find items on the map</li> <li>• <b>Listen and Point</b>– Students will look at a picture and point to the different countries</li> <li>• <b>Listen and Repeat</b> – Students will listen and repeat words.</li> <li>• <b>Optional Activity</b> – Students identify missing countries</li> <li>• <b>Wrap Up</b> – Students follow clues to name countries.</li> </ul> <p><b><u>Lesson 2 Grammar</u></b></p> <ul style="list-style-type: none"> <li>• <b>Warm Up</b> – Students review vocabulary from Lesson               <ul style="list-style-type: none"> <li>o Students work together and ask each other questions.</li> </ul> </li> <li>• <b>Listen, point and chant</b> – Students listen to a chant and repeat</li> <li>• <b>Listen and Read</b>– Students listen and read passage about where someone is from</li> <li>• <b>Match and write</b> – Students match the sentence to a question.</li> <li>• <b>Optional Activity</b> – In pairs, students ask and answer questions about countries</li> <li>• <b>Wrap Up</b> – Students use globe to practice saying where they are from</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Audio Track - 3-4</li> <li>• Classroom Presentation Tool</li> <li>• Flashcards 1-8</li> <li>• Workbook Page 8</li> <li>• Workbook Audio Track 3</li> <li>• Online Practice</li> <li>• A number of different objects. For example, teddy bear, calculator, dictionary, toy, robot, money, and any other objects related (or not related) to school</li> </ul> <ul style="list-style-type: none"> <li>• Audio Track 5-6</li> <li>• Classroom Presentation Tool</li> <li>• Flashcards 1-10</li> <li>• Workbook page 9</li> <li>• Workbook Audio Track 4</li> <li>• Online Practice</li> </ul>
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### Lesson 3 Reading

- **Warm Up** –draw a family picture
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Write T for True or F for false.**– Students read sentences and look through text to see if it is true or false..
- **Optional Activity** – Students ask and answer questions to each other about family members.
- **Wrap Up** – students give sentences with vocabulary words from flashcards

- Audio Track 7-8
- Classroom Presentation Tool
- Flashcards 11-14
- Workbook page 10
- Online Practice

### Lesson 4 Grammar

- **Warm Up** – Students discuss prior reading about an animal
- **Listen and Read** – Students listen to sentences and use possessive adjectives
- **Listen and circle** – Students listen and choose the correct picture.
- **Play, Listen and Follow instructions**– Students practice following oral directions from the teacher
- **Optional Activity** – Student's practice identifying objects that belong to themselves and others
- **Think and Write**– Students read and answer questions.
- **Wrap Up** –Students state sentences with possessive adjectives

- Audio Track 9
- Classroom Presentation Tool
- Workbook page 11
- Online Practice
- A bag, some classroom objects

### Lesson 5 Song

- **Warm Up** – Questioning game
- **Read. Write the words. Listen** – Students write vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing and act out the song
- **Optional Activity** – Students work in pairs to write a new verse
- **Wrap Up** –Students ask questions to determine the item the teacher is thinking of

- Audio Track 10-13
- Classroom Presentation Tool
- Online Practice

### Lesson 6 Phonics

- **Warm Up** – Students identify words with the different /eɪ/
- **Listen. Say the sounds**– Students listen and point to words that have the /eɪ/. They repeat them.
- **Listen, chant and write a\_e, ai, or ay**– Students listen, chant and complete the words with /eɪ/.

- Audio Track 14-16
- Classroom Presentation Tool
- Flashcards 15-20
- Workbook page 12
- Workbook Audio Track 5
- Online Practice

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- **Write a\_e, ai or ay** – Students listen to a word and write the word that matches the picture
- **Optional Activity** – students write sentences in pairs
- **Wrap Up** –Students review pronunciation

### Lesson 7 Video

- **Warm Up** – review and discuss what a penpal is
- **Watch** – Students watch Video 1 and write the name of the people who discuss the picture
- **Watch and Check** – Students check the words they hear
- **Write** - Students write an email to a fictitious friend in another country and tell him/her 3 things about their country
- **Optional Activity** – Students write 2 truths and a lie about their country
- **Wrap Up** - Students discuss what they learned in this unit in pairs

- Video 1
- Classroom Presentation Tool
- Flashcards 1-8
- Online Practice
- Worksheet 2.1
- 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.

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	

# Third Grade ESL

**Unit Title:** Unit 2 - On My Way!

## Stage 1: Desired Results

### Standards & Indicators:

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

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- **2-The Language of Language Arts**  
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- **4- The Language of Science**  
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

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- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
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- **9.4.5.IML.7-** Evaluate the degree to which information meets a need including social emotional learning, academic, and social

#### Central Idea / Enduring Understanding:

Students will...

- Talk about geographical features
- Ask and answer yes/no questions about where people live
- Read about unusual ways of getting to school
- Describe location using the words above, across, along, around, down, past, through, under
- Listen to and sing a song giving directions
- Identify 3 ways to spell /i:/ sound: ee, e, y
- Watch a video about long trips
- Write about a long trip they have taken
- Identify the value of helping others

#### Essential/Guiding Question:

- What are the different ways people get to school?
- What different forms of transportation can you name and how are they used?
- Which different types of transportation do you need for different geographical features ?
- Why is it important to help others?

#### Content:

- **Theme:** On My Way!
- **Language:**
  - Words
    - farm, field, forest, lake, mountain, path, river, town, village, waterfall, cable cars, exercise, subway

#### Skills (Objectives):

- Ask and answer questions with a partner
- Describe your journey to school
- Draw a scene to help learn new vocabulary
- Evaluate people's journeys to school



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- o *Grammar*
  - Do you live in a town? Yes, we do./No, we don't.
  - above, across, along, around, down, past, through, under
- o *Phonics*
  - /i:/ tree, beach, country
- o *Reading*
  - Anthology Story 1

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Name and locate 10 countries
- Learn and repeat a chant about stating where you are from
- Listen to and repeat key vocabulary words
- Identify statements that are true and false
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Students will review possessive adjectives
- Listen to and sing a song with a guessing game
- Write and sing a song verse
- Complete a paragraph with the correct /eɪ/ sound.
- Ask and answer questions related to other countries by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Discuss and formulate simple sentences about other countries.
- Write using capital letters properly

#### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 2 On My Way!**

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

- **Warm Up** – on the board write proper names of local geographical features students may be familiar with and discuss
- **Listen and Point** – Students will look at a picture and point.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Ask and Answer**- Using vocabulary, students will ask and answer things they have at home.
- **Optional Activity** – Do activity 3 as a class and play a buzzer game, whoever buzzes first and answers correctly gets a point
- **Wrap Up** – Students share picture from activity 4

#### Resources:

- Audio Track - 17-18
- Classroom Presentation Tool
- Flashcards 21-30
- Workbook Page 14
- Workbook Audio Track 6
- Online Practice
- sticky tack



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### Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 using flashcards.
- **Listen chant and act** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to sentences
- **Look and Say** – Students complete the chart
- **Optional Activity** – Students use prepositions to guess teacher's fictitious location in picture
- **Wrap Up** – Students give oral summary of what they learned today

- Audio Track 19-20
- Classroom Presentation Tool
- Flashcards 12-30
- Workbook page 15
- Workbook Audio Track 7
- Online Practice
- sticky notes

### Lesson 3 Reading

- **Warm Up** –Model how to explain their journey to school. Students share their journey with a partner
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and match.**– Students read sentences complete them with the mode of transportation
- **Optional Activity** – Students design an original form of transportation and share with a partner
- **Wrap Up** – Students share out their journeys to school

- Audio Track 21-22
- Classroom Presentation Tool
- Flashcards 31-33
- Workbook page 16
- Online Practice
- sticky tack, a large map of the world

### Lesson 4 Grammar

- **Warm Up** – Students review Lesson 1 prepositions of place.
- **Listen and Read** – Students listen to sentences using prepositions of place.
- **Read and match.** – Students read sentences and match them to the correct pictures.
- **Circle** – Students circle the correct word to complete the sentence
- **Write** – Student's write 2 true sentences and one false one about their trip to school and the rest of the class guesses the false one
- **Optional Activity** – Students pretend to be robots and give each other commands to follow using prepositions of place
- **Wrap Up** –Students discuss what they learned today

- Audio Track 23
- Classroom Presentation Tool
- Workbook page 17
- Online Practice

### Lesson 5 Song

- **Warm Up** – Students review vocabulary for lesson 1
- **Listen and follow**– Students listen to the song and follow the directions
- **Listen, read, and Sing**– Students listen to the song and sing it.
- **Sing and act.** - Students sing the song and act it out..

- Audio Track 24-27
- Classroom Presentation Tool
- Flashcards 21-30
- Workbook page 19
- Online Practice
- sticky tack

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- **Optional Activity** – Students draw a map of the school and write directions for others to follow
- **Wrap Up** –Students practice following directions on the map

### Lesson 6 Phonics

- **Warm Up** – Students clap hands when they hear the /eɪ/ sound
- **Listen and point**– Students listen and point to words that have the /i:/ sound. They repeat them..
- **Listen. Say the sounds**– Students listen and say the words with the /i:/ sound
- **Write ee, ea or y. Listen and chant** – Students listen to a word and write the correct spelling of the /i:/ sound
- **Optional Activity** – students write a sentence with as many /i:/ as they can
- **Wrap Up** –Students listen to clues and write the word (/i:/ words)

- Audio Track 24, 28-31
- Classroom Presentation Tool
- Flashcards 34-39
- Workbook page 18
- Workbook Audio Track 8
- Online Practice
- Sticky tack

### Lesson 7 Video

- **Warm Up** – Students visualize going on a long journey
- **Watch and match** – Students watch Video 2 and match the name of the people in the video to the picture.
- **Watch and Check.**– Students watch the video again and check the words they hear
- **Writing**- discuss the proper use of punctuation. Students write about a long trip using questions to guide them
- **Optional Activity** – Students write questions words on a piece of paper. Watch video again and complete the questions that were asked
- **Wrap Up** - Students share their writing aloud

- Video 2
- Classroom Presentation Tool
- Online Practice
- Anthology 1
- Worksheet 3.2
- Unit 2 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	
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary		

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Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation  Guided and independent practice with the writing process	Small group instruction and partner work with key and abstract vocabulary  Teacher support with directions  Visual aids, realia, and manipulatives  Draw and talk aloud to develop writing ideas  Use of sentence frames to jumpstart writing	Portable word wall with visual cues  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 3 - Help Out

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

#### NJSLS Grade 3 English Language Arts

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade three foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

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- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.3.3.** Write narratives to develop real or imagined experiences or events with basic story elements.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **NJSLS Visual and Performing Arts**

- **1.2.5.Cr1a** - Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- **1.2.5.Cr1b** - Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.IML.7-** Evaluate the degree to which information meets a need including social emotional learning, academic, and social

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<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• Identify and name domestic chores</li> <li>• Use adverbs of frequency to talk about routine chores</li> <li>• Read about helping out in the countryside and the city</li> <li>• Use adverbial expressions of frequency</li> <li>• Listen to and sing a song about helping out at home</li> <li>• Identify 3 ways to spell the /aɪ/ sound: igh, y, or i__e</li> <li>• Watch a video about helping out</li> <li>• Identify the value of being responsible</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• What are some domestic chores?</li> <li>• What domestic chores do you complete?</li> <li>• Why is it important to be responsible at school and at home?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Helping Out</li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>o <i>Words</i> <ul style="list-style-type: none"> <li>▪ clean up my bedroom, cook, feed the dog, fix my bike, go shopping, make my bed, practice the piano, take out the garbage, wash the dishes, water the plants, pick fruit, put away, recycling</li> </ul> </li> <li>o <i>Grammar</i> <ul style="list-style-type: none"> <li>▪ We never sleep.</li> <li>▪ How often do children in the city help at home?, every [morning], once/twice/three times a [day], on the weekend</li> </ul> </li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ /aɪ/ night, my, ride</li> </ul> </li> </ul> </li> </ul>	<p><b><u>Skills (Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Check guesses about a friend's habits</li> <li>• Interview a classmate</li> <li>• Make up gestures to accompany new vocabulary</li> <li>• Rank chores according to how pleasant they are</li> </ul>
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate 10 countries</li> <li>• Learn and repeat a chant about stating where you are from</li> <li>• Listen to and repeat key vocabulary words</li> <li>• Identify statements that are true and false</li> <li>• Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.</li> <li>• Students will review possessive adjectives</li> <li>• Listen to and sing a song with a guessing game</li> <li>• Write and sing a song verse</li> <li>• Complete a paragraph with the correct /eɪ/ sound.</li> <li>• Ask and answer questions related to other countries by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Discuss and formulate simple sentences about other countries.</li> <li>• Write using capital letters properly</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>• Partner Work</li> <li>• Discussion</li> <li>• Learning/Writing Journals (Notebooks)</li> <li>• Peer and Self Assessments</li> <li>• Presentations</li> <li>• Partner Work</li> <li>• Quizzes</li> <li>• Practice Worksheets</li> <li>• ACCESS for ELLs</li> </ul>

# Third Grade ESL

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### **Unit 3 Helping Out**

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

- **Warm Up** – Students generate a list of different chores they do at home
- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Act and Say** - Students act out and name different chores
- **Optional Activity** – Students create a chore chart they can use at home
- **Wrap Up** – Students name different rooms in the house and the chores that can be done there

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

- **Warm Up** – Students review vocabulary from Lesson 1 using flashcards.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to and read sentences using adverbs of frequency
- **Remember and Say** – Students study the chart and discuss it with a partner
- **Optional Activity** – Students discuss chores they do around the house using adverbs of frequency
- **Wrap Up** – Students share what they found in common with a peer

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

- **Warm Up** – Students discuss farm animals, draw on board and other students guess
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say**- Students look at the photo and discuss
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and circle**– Students read the questions and circle which is correct: country or city
- **Choose**- students choose city or country and explain which they prefer and why
- **Optional Activity** – In pairs, students pretend to be interviewing for a job in the city or country using teacher provided sentences frames
- **Wrap Up** – Students complete a t-chart organizer using city and country vocabulary

### Resources:

- Audio Track - 38-39
- Classroom Presentation Tool
- Flashcards 40-49
- Workbook Page 24
- Workbook Audio Track 12
- Online Practice
- Index cards, a blank calendar page, sticky tack

- Audio Track 40-41
- Classroom Presentation Tool
- Flashcards 40-49
- Workbook page 25
- Workbook Audio Track 13
- Online Practice

- Audio Track 42-43
- Classroom Presentation Tool
- Graphic Organizer T-chart
- Flashcards 50-52
- Workbook page 26
- Online Practice
- index card
- bag

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### Lesson 4 Grammar

- **Warm Up** – students guess chores that the teacher is acting out
- **Listen and Read** – Students listen to sentences using adverbial expressions of frequency
- **Complete**– Students read sentences and write the correct word from the word bank.
- **Write and Say** – Students interview a partner and record their answers, students share out their partner's answers
- **Write about a room in your home. Say where things are** – Students write about a room in their home and describe where these things are using prepositions.
- **Optional Activity** – Students will look for flashcards by using prepositions to describe things..
- **Wrap Up** –Students will draw three pictures from the lesson but use different objects.

- Audio Track 44
- Classroom Presentation Tool
- Workbook page 27
- Online Practice

### Lesson 5 Song

- **Warm Up** – Discuss photo and students write a sentence the teacher dictates
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read songs.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing the song and act it out
- **Optional Activity** – Students read random lines from the song with a partner and the partner completes the sentence
- **Wrap Up** –Students write a sentence about what is the right thing to do

- Audio Track 44-46
- Classroom Presentation Tool
- Online Practice
- A small ball

### Lesson 6 Phonics

- **Warm Up** – Students put sentence strips with lines from yesterday's song in the correct order
- **Listen. Say the sounds** – Students listen and say the sounds and words with /aɪ/
- **Write igh, y, or i\_e. Listen and Chant** – Students listen, chant and write the correct sounds in the words that have igh, y, and i\_e
- **Optional Activity** – Students write a sentences containing as many /aɪ/ words as they can
- **Wrap Up** –Students practice saying words with /aɪ/ , /eɪ/ and /i:/ with a partner

- Audio Track 45, 49-51
- Classroom Presentation Tool
- Flashcards 15-20, 34-39, 54-57
- Workbook page 28
- Workbook Audio Track 14
- Online Practice
- envelopes

### Lesson 7 Video

- **Warm Up** – Students write chores they enjoy doing on a piece of paper, teacher models on board
- **Watch.** – Students watch Video 4 and write the name of the people in the video based on the picture.

- Video 4
- Classroom Presentation Tool
- Workbook page 28
- Online Practice
- Worksheet 3.3
- Unit 3 Test



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<ul style="list-style-type: none"> <li>• <b>Watch and complete</b> – Students watch the video again and complete the sentences with adverbs of frequency</li> <li>• <b>Write.</b> - Review adverbs and adverbial expressions of frequency. Students write an interview and ask the partner the questions</li> <li>• <b>Optional Activity</b> – Students use script from the video to act it out with a partner</li> <li>• <b>Wrap Up</b> - Students pretend to be people from the video and take turns interviewing each other</li> </ul>	<ul style="list-style-type: none"> <li>• ExamView Assessment Suite</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 4 - Playtime

### 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**

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(ELD-LA.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)

- **3-The Language of Mathematics**

(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)

- **4- The Language of Science**

(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)

- **5- The Language of Social Studies**

(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

#### **Central Idea / Enduring Understanding:**

Students will...

- Identify and name games and hobbies
- Talk about likes and dislikes
- Read about an unusual hobby
- Ask and answer questions about likes and dislikes
- Listen to and sing a song about rainy day activities
- Identify 3 ways to spell the /ou/ sound: o\_e, oa, ow
- Watch a video about shared family hobbies
- Identify the value of taking care of their friends

#### **Essential/Guiding Question:**

- Why is it important to take care of friends?
- What are some fun activities to do on a rainy day?
- What are some hobbies people can have?
- Why is it important to take care of your friends?

#### **Content:**

- **Theme:** Playtime
- **Language:**
  - *Words*
    - brake, collect stickers, do puzzles, dress up, make things, play hide-and-seek, play video games, read comic books, roller-skate, watch movies, interested in, real, stick, teenager
  - *Grammar*
    - I like doing puzzles.
    - Do the children like riding real horses? Yes, they do.
  - *Phonics*
    - /ou/ window, coat, home

#### **Skills(Objectives):**

- **Collaboration:**
  - Ask questions to share information
- **Communication:**
  - Find things in common
- **Creativity:**
  - Create gestures for new vocabulary
- **Critical Thinking:**
  - Determine the best title for a story

## Stage 2: Assessment Evidence

#### **Performance Task(s):**

- Respond to a photo showing friends playing a game
- Learn and repeat a chant about what they like and don't like doing
- Listen to and repeat key vocabulary words
- Choose a title for a text

#### **Other Evidence:**

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion

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- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Read about an unusual hobby
- Listen to and sing a song about rainy day activities
- Ask and answer questions about their likes and dislikes
- Complete a chant with the correct /ou/ sound.
- Ask and answer questions related to hobbies by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Write to friend about hobbies

- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 4 Playtime**

##### Lesson 1 Words

- **Warm Up** – teacher shows and discusses favorite childhood toy
- **Listen and Point**– Students will look at a picture and point
- **Listen and Repeat** – Students will listen and repeat words.
- **Optional Activity** – Review hobby flashcards
- **Wrap Up** – Drawing game, students guess the hobby the teacher drew

##### Lesson 2 Grammar

- **Warm Up** – Students identify missing flashcard
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen and read passage about likes and dislikes
- **Circle** – Students circle the correct word to complete the sentence
- **Optional Activity** – Students work as a class to complete a t-chart with chores
- **Wrap Up** – Students state a like and dislike from a peer

##### Lesson 3 Reading

- **Warm Up** –Students share any unusual hobbies they are aware of
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say**- Students state what the girl in the picture is doing
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Reread and complete.**– Students read sentences and complete with a word from the word box

#### Resources:

- Audio Track - 52-53
- Classroom Presentation Tool
- Flashcards 58-67
- Workbook Page 30
- Workbook Audio Track 15
- Online Practice
- sticky tack, photo of a cat, an old toy

- Audio Track 54- 55
- Classroom Presentation Tool
- Flashcards 58-67
- Workbook page 31
- Workbook Audio Track 16
- Online Practice
- index cards

- Audio Track 56-57
- Classroom Presentation Tool
- Flashcards 68-71
- Workbook page 32
- Online Practice
- photos of unusual hobbies, a map

## Third Grade ESL

- **Optional Activity** – Students talk in pairs about unusually sports and what they think they are
- **Wrap Up** – students complete sentence frames

### Lesson 4 Grammar

- **Warm Up** – Students identify activities that the teacher likes and doesn't like to do
- **Listen and Read** – Students listen to sentences and read
- **Complete** – Students complete sentences with do, don't, does, or doesn't
- **Complete. Ask and Answer.**– Students complete the chart in pairs
- **Optional Activity** – Student's make another chart but this time in a group of 3/4
- **Wrap Up** –Students write sentences to ask a family member

### Lesson 5 Song

- **Warm Up** – Discuss today's weather
- **Listen and Read** – Students listen to the song and read aloud
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing and act out the song
- **Optional Activity** – Students work in pairs to create their own conversation modeled off of the song
- **Wrap Up** –Brainstorm rainy day activities

### Lesson 6 Phonics

- **Warm Up** – Write show, open and snow on the board and discuss the sounds they have in common
- **Listen. Say the sounds**– Students listen and point to words that have the /ou/ . They repeat them.
- **Listen, chant and write ow, oa, or o-e**– Students listen, chant and complete the words with /ou/.
- **Write o\_e, oa, or o\_e** – Students listen to a word and write the correct letters that matches the picture
- **Optional Activity** – students create a list of words with the /ou/ sound
- **Wrap Up** –Students write a sentence that use 2-3 /ou/ words

### Lesson 7 Video

- **Warm Up** – review and discuss the picture on page 44
- **Watch and circle** – Students watch Video 5 and circle the correct word to complete the sentence
- **Watch and Order** – Students put the activities in order
- **Write** - Students write an email to a fictitious friend in another country and tell him/her 3 things about their country

- Audio Track 58
- Classroom Presentation Tool
- Workbook page 33
- Online Practice

- Audio Track 59-62
- Classroom Presentation Tool
- Workbook 35
- Online Practice
- Audio of rain falling, poster paper

- Audio Track 63-65
- Classroom Presentation Tool
- Flashcards 72-76
- Workbook page 34
- Workbook Audio Track 17
- Online Practice

- Video 5
- Classroom Presentation Tool
- Online Practice
- Worksheet 3.4
- Unit 4 Test
- ExamView Assessment Suite

## Third Grade ESL

<ul style="list-style-type: none"><li>● <b>Optional Activity</b> – Students write 2 truths and a lie about their country</li><li>● <b>Wrap Up</b> - Students discuss what they learned in this unit in pairs</li></ul>			
<b>Differentiation</b> *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 5 - Eating Out

### 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.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**

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(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3.Argue. Expressive)

- **5- The Language of Social Studies**

(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VI.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.** Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.AW.3.1.** Write opinion texts to present an idea with reasons and information.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



## Third Grade ESL

### **NJSLS Visual and Performing Arts**

- **1.2.5.Cr1a** - Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

### **Central Idea / Enduring Understanding:**

Students will...

- Identify and name different food
- Talk about quantities of food
- Read about helping to reduce plastic garbage
- Talk about quantities and containers of food
- Listen to and sing a song about crazy food
- Identify three ways to spell the /u:/ sounds: oo, ue, and u\_e
- Watch a video about eating out
- Write a restaurant review
- Identify the value of taking care of the environment

### **Essential/Guiding Question:**

- What things can we do to reduce plastic garbage?
- What are some different types of food items?
- What is something unusual you've eaten and what did you think about it?
- Why is it important to take care of the environment?

### **Content:**

- **Theme:** Eating Out!!
- **Language:**
  - *Words*
    - ketchup, milkshakes, noodles, pancakes, pasta, salad, sandwiches, soup, vegetables, bottles, bowls, cups, glass, plates, straws
  - *Grammar*
    - There's a sandwich. /There's some juice.
    - Can I have a glass of water please?
  - *Phonics*
    - /u:/ noodles, blue, huge

### **Skills(Objectives):**

- Ask and answer questions with a partner
- Describe your journey to school
- Draw a scene to help learn new vocabulary
- Evaluate people's journeys to school

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Respond to a photo showing friends playing a game
- Learn and repeat a chant about what they like and don't like doing
- Listen to and repeat key vocabulary words
- Choose a title for a text
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Read about an unusual hobby
- Listen to and sing a song about rainy day activities

### **Other Evidence:**

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes

## Third Grade ESL

- Ask and answer questions about their likes and dislikes
- Complete a chant with the correct /ou/ sound.
- Ask and answer questions related to hobbies by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Write to friend about hobbies

- Practice Worksheets
- ACCESS for ELLs

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 5 Eating Out**

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

- **Warm Up** – list 5 things that can be eaten for each meal
- **Listen and Point** – Students will look at a picture and point.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Ask and Say-** students practice writing questions with Do/Does
- **Ask and Answer-** Using vocabulary, students will ask and answer things they have at home.
- **Optional Activity** – conversation activity
- **Wrap Up** – daily food diary

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

- **Warm Up** – Students practice asking about what food people have
- **Listen chant and act** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to sentences
- **Match**– Students match sentence parts (count and noncount nouns)
- **Optional Activity** – Draw a picture of a table with food on it and students state what is there.
- **Wrap Up** – Students guess what is in the refrigerator at home

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

- **Warm Up** –students search classroom for items that are plastic
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and complete.**– Students read sentences complete them
- **Optional Activity** – students reuse plastic trash (ie. turn a old plastic bottle into a pencil holder)
- **Wrap Up** – Students discuss how they could change and leave less waste

#### Resources:

- Audio Track - 68-69
- Classroom Presentation Tool
- Flashcards 77-85
- Workbook Page 40
- Workbook Audio Track 20
- Online Practice

- Audio Track 70-70
- Classroom Presentation Tool
- Flashcards 77-85
- Workbook page 41
- Workbook Audio Track 21
- Online Practice

- Audio Track 72-73
- Classroom Presentation Tool
- Flashcards 86-91
- Workbook page 42 and 45
- Online Practice

## Third Grade ESL

### Lesson 4 Grammar

- **Warm Up** – Students role play waiter and customer
- **Listen and Read** – Students listen to sentences requesting food items
- **Make Sentences.** – Students write questions using the words provided
- **Match**– Students words to the appropriate phrases
- **Ask and Answer**– students practice ordering food
- **Optional Activity** – Students role play restaurant
- **Wrap Up** –Students suggest a quantity of food

- Audio Track 74
- Classroom Presentation Tool
- Workbook page 43
- Online Practice

### Lesson 5 Song

- **Warm Up** – Students share what they had for breakfast this morning
- **Listen, read, and Sing**– Students listen to the song and sing it.
- **Sing and rate.** - Students sing the song and rate which foods are their favorite
- **Optional Activity** – students invent dishes and their peers rate them
- **Wrap Up** –Students state something yummy that goes with other food

- Audio Track 75-78
- Classroom Presentation Tool
- Online Practice

### Lesson 6 Phonics

- **Warm Up** – Students state what sound they hear the most
- **Listen and say**– Students listen and say the sounds that have the /u:/ sound. They repeat them.
- **Write oo, ue or u\_e. Listen and chant** – Students listen to a word and write the correct spelling of the /u:/ sound
- **Wrap Up** –Students write a mini story with a partner with as many /u:/ words as possible

- Audio Track 79-81
- Classroom Presentation Tool
- Flashcards 78, 92-96
- Workbook page 44
- Workbook Audio Track 22
- Online Practice

### Lesson 7 Video

- **Warm Up** – Students brainstorm places to eat in their hometown
- **Watch and match** – Students watch Video 6 and match the name of the people in the video to the picture.
- **Watch and complete.**– Students watch the video again and complete the sentences
- **Writing**- discuss the proper use of quotations. Students write about a restaurant from home.
- **Optional Activity** – Students rewrite the sentences from activity 2 and make it true for them
- **Wrap Up** - students share their reviews

- Video 6
- Classroom Presentation Tool
- Online Practice
- Worksheet 3.5
- Unit 5 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.

## Third 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
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	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 6 - Animal Behavior

### Stage 1: Desired Results

#### Standards & Indicators:

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- **3-The Language of Mathematics**  
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**  
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

## Third Grade ESL

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- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

### Central Idea / Enduring Understanding:

Students will...

- Identify and name wild animals
- Use present progressive to say what's happening now
- Read about the daily life of meerkats
- Use the present progressive to ask questions
- Listen to and sing a song about animal behavior
- Identify 2 ways to spell the /f/ sound: f and ph
- Watch a video about children's favorite animals
- Identify the value of being interested in animals

### Essential/Guiding Question:

- What are the names of some wild animals?
- What are two ways that the /f/ sound can be spelled?
- Why is being interested in animals a good quality to have?
- What are different ways you can describe animals?

### Content:

- **Theme:** Animal Behavior
- **Language:**
  - *Words*
    - ant, bat, dolphin, kangaroo, panda, parrot, penguin, shark, whale, busy, hungry, lizard, safe, waking up
  - *Grammar*
    - The penguin is jumping. It isn't looking for food.
    - Yes/No questions
      - Is it looking for food? Yes, it is./No, it isn't.
    - Wh- questions What is it doing? It's climbing a tree.
  - *Phonics*
    - /f/ dolphin, fish

### Skills(Objectives):

- Play a guessing game to practice grammar
- Share opinions about animals .
- Invent actions to accompany a song.
- Identify animal behavior from a photo

## Stage 2: Assessment Evidence

### Performance Task(s):

- Respond to a photo showing friends playing a game
- Learn and repeat a chant about what they like and don't like doing
- Listen to and repeat key vocabulary words
- Choose a title for a text
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Read about an unusual hobby
- Listen to and sing a song about rainy day activities
- Ask and answer questions about their likes and dislikes
- Complete a chant with the correct /ou/ sound.
- Ask and answer questions related to hobbies by interacting with classmates and members of the target

### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

## Third Grade ESL

culture using digital tools and face-to-face communication.

- Write to friend about hobbies

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 6 Animal Behavior**

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

- **Warm Up** – Students draw a picture of their favorite animal
- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Draw and Say** - Students play animal pictionary
- **Optional Activity** – Students play a memory game with missing animals
- **Wrap Up** – Students move around the room identifying adjectives that represent specific animals

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

- **Warm Up** – Students review vocabulary from Lesson 1 using flashcards.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to and read sentences using verbs in the present progressive
- **Complete**– Students complete the sentences with verbs in the present progressive.
- **Act and Say**- students describe the actions of others and confirm or deny if the description is correct
- **Optional Activity** – Students look at the animal photos and discuss what they are NOT doing
- **Wrap Up** – Teacher says untrue statements about the animal pictures and the teacher

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

- **Warm Up** –Students identify actions
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say**- Students look at the photo and respond
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and match**– Students match the times with the activity
- **Write and say**- students write what they are doing at different times of the day
- **Optional Activity** – Students watch a real life nature documentary about meerkats and discuss what they are doing and where they are.

#### Resources:

- Audio Track -82-83
- Classroom Presentation Tool
- Flashcards 97-105
- Workbook Page 46
- Workbook Audio Track 23
- Online Practice
- paper, 2 photos of flowers, sticky tack

- Audio Track 84-85
- Classroom Presentation Tool
- Flashcards 97-105
- Workbook page 47
- Workbook Audio Track 24
- Online Practice

- Audio Track 86-87
- Classroom Presentation Tool
- Flashcards 106-110
- Workbook page 48
- Online Practice
- large map
- video of meerkat behavior



## Third Grade ESL

- **Wrap Up** – Students orally compare what they are doing and meerkats are doing at different points in the day.

### Lesson 4 Grammar

- **Warm Up** – students discuss prior lesson and what they learned
- **Listen and Read** – Students listen to sentences and questions and read them
- **Put words in order**– Students write sentences by putting the words in the correct order
- **Ask and Answer** – Students discuss the photo with a partner
- **Optional Activity** – Students play charades
- **Wrap Up** –Students practice writing questions

### Lesson 5 Song

- **Warm Up** – Discuss photo and students generate a list of verbs that they could use to talk about it
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read songs.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing the song and act it out
- **Optional Activity** – Students work with a partner to write a verse to the song about a different animal
- **Wrap Up** –Students draw a picture and write a sentence about an animal doing something unusual

### Lesson 6 Phonics

- **Warm Up** – Students learn and practice a tongue twister
- **Listen. Say the sounds** – Students listen and say the sounds and words with /f/
- **Write f or ph. Listen and Chant** – Students listen, chant and write the correct sounds in the words that have f or ph
- **Optional Activity** – Students write a sentences containing as many /f/ words as they can
- **Wrap Up** –Students raise their left or right hand depending on whether the given word is spelled with f or ph

### Lesson 7 Video

- **Warm Up** – Students create cloud organizer about their favorite animal
- **Watch.** – Students watch Video 7 and write the name of the country based on the animal picture.
- **Watch and complete** – Students watch the video again and complete the activity identifying each animal the sentence pertains to
- **Write.** - Review present progressive

- Audio Track 88
- Classroom Presentation Tool
- Workbook page 49
- Workbook audio track 25
- Online Practice

- Audio Track 89-92
- Classroom Presentation Tool
- Song Lyrics
- Workbook 51
- Online Practice
- envelope
- photos of animals doing different activities

- Audio Track 93-95
- Classroom Presentation Tool
- T-chart
- Flashcards 99, 111-115
- Workbook page 50
- Online Practice

- Video 7
- Classroom Presentation Tool
- Workbook page 50
- Online Practice
- Anthology 3
- Worksheet 3.6
- Unit 6 Test
- ExamView Assessment Suite

## Third Grade ESL

(drop e and add -ing) . Students describe a photo of their favorite animal			
<ul style="list-style-type: none"><li>● <b>Optional Activity</b> – Students watch again and create their own quiz questions</li><li>● <b>Wrap Up</b> - Students pretend to be people from the video and take turns interviewing each other</li></ul>			
<b>Differentiation</b> *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 - Happy Faces

### 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.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**

## Third Grade ESL

(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)

### 4- The Language of Science

(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)

- **5- The Language of Social Studies**

(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

#### **Central Idea / Enduring Understanding:**

Students will...

- Talk about what people look like
- Use comparative adjectives to compare people

#### **Essential/Guiding Question:**

- Why is it important to celebrate others' differences?
- What words can you use to compare people?

## Third Grade ESL

<ul style="list-style-type: none"> <li>• Read about amazing people</li> <li>• Describe people and things using superlative adjectives</li> <li>• Listen to and sing a song about drawing a portrait</li> <li>• Identify 3 sounds for vowel +r spellings: -ir , -or, -ar</li> <li>• Watch a video about identifying people from their descriptions</li> <li>• Write a description of a friend or family member</li> <li>• Identify the value of accepting differences</li> </ul>	<ul style="list-style-type: none"> <li>• What are different physical features that can be used to describe a person?</li> <li>• What questions can you ask in order to learn more about a person?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Happy Faces</li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>o <i>Words</i> <ul style="list-style-type: none"> <li>▪ beard, curly hair, dark hair, fat, light hair, mustache, round face, straight hair, tall, thin, almost, die, meter, take [two hours]</li> </ul> </li> <li>o <i>Grammar</i> <ul style="list-style-type: none"> <li>▪ I'm shorter than the giant.</li> <li>▪ She has the longest hair in the world.</li> </ul> </li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ /ɜ:r/ birthday</li> <li>▪ /ɔ:r/ short</li> <li>▪ /a:r/dark</li> </ul> </li> </ul> </li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Collaboration:</b> <ul style="list-style-type: none"> <li>o Find out information from classmates to complete a survey</li> </ul> </li> <li>• <b>Communication:</b> <ul style="list-style-type: none"> <li>o Ask questions to guess someone's identity</li> </ul> </li> <li>• <b>Creativity:</b> <ul style="list-style-type: none"> <li>o Draw a picture based on a song</li> </ul> </li> <li>• <b>Critical Thinking:</b> <ul style="list-style-type: none"> <li>o Develop questions to learn more about a person</li> </ul> </li> </ul>

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Respond to a photo showing friends playing and smiling</li> <li>• Learn and repeat a song about drawing a portrait</li> <li>• Listen to and repeat key vocabulary words</li> <li>• Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.</li> <li>• Read about amazing people</li> <li>• Compare people using superlatives</li> <li>• Ask and answer questions about appearances</li> <li>• Complete a chant with the correct r controlled vowels.</li> <li>• Ask and answer questions related to identifying people by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Write a description of a friend or family member</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>• Partner Work</li> <li>• Discussion</li> <li>• Learning/Writing Journals (Notebooks)</li> <li>• Peer and Self Assessments</li> <li>• Presentations</li> <li>• Partner Work</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 7 Happy Faces</b></p> <p><b><u>Lesson 1 Words</u></b></p> <ul style="list-style-type: none"> <li>• <b>Warm Up</b> – teacher model describing the giant</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Audio Track - 99-100</li> <li>• Classroom Presentation Tool</li> </ul>
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## Third Grade ESL

- **Listen and Point**– Students will look at a picture and point
- **Listen and Repeat** – Students will listen and repeat words.
- **Draw and Say**- students draw phrases from the board
- **Optional Activity** – Review flashcards
- **Wrap Up** – write a description of the giant

### Lesson 2 Grammar

- **Warm Up** – review flashcards from prior lesson
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen and read passage
- **Write**– Students write the correct superlative to complete the sentence
- **Optional Activity** – Students compare animal sizes with the size of different modes of transportation
- **Wrap Up** – Students write 3 sentences comparing 2 pictures

### Lesson 3 Reading

- **Warm Up** –review lesson 1 vocabulary
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say**- Students state what makes the person in the photo special
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Reread and match.**– Students match people/items with their sizes
- **Think and Write**- which person would you like to talk to? What questions would you like to ask?
- **Optional Activity** – students share classroom record holders
- **Wrap Up** – students decide if sentences are true or false

### Lesson 4 Grammar

- **Warm Up** – Students discuss people from the last lesson
- **Listen and Read** – Students listen to sentences and read
- **Complete** – Students complete sentences with adjectives
- **Find Out.**– Students ask and answer questions to their partner using the nouns and adjectives given.
- **Optional Activity** – Students practice forming comparatives on a white board
- **Wrap Up** –Students create sentences with superlative adjectives

- Flashcards 116-125
- Workbook Page 56
- Workbook Audio Track 28
- Online Practice
- Map, timer

- Audio Track 101-103
- Classroom Presentation Tool
- Flashcards 116-125
- Workbook page 57
- Online Practice

- Audio Track 103-104
- Classroom Presentation Tool
- Flashcards 126-129, 116-125
- Workbook page 58
- Online Practice
- tape measure

- Audio Track 105
- Classroom Presentation Tool
- Workbook page 59
- Workbook Audio track 29
- Online Practice

## Third Grade ESL

### Lesson 5 Song

- **Warm Up** – Discuss the picture
- **Listen and Read** – Students listen to the song and read aloud
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Draw**- Students sing and draw a picture of the girl's sister using the directions from the song
- **Optional Activity** – Students practice completing the verses with the correct word with a partner
- **Wrap Up** –Describe students around the room and students guess

- Audio Track 106-109
- Classroom Presentation Tool
- Online Practice
- crayons
- sticky tack

### Lesson 6 Phonics

- **Warm Up** – Create a 3 column chart for words with -ar, -er, -ir
- **Write. Listen and Chant**– Students listen and complete the words with -ar, -or, -ir
- **Write or, ir, ar** – Students listen to a word and write the correct letters that matches the picture
- **Optional Activity** – students write sentences with as many ar/or/ir words as possible
- **Wrap Up** –Students lip read vocab words and write them down

- Audio Track 110-112
- Classroom Presentation Tool
- Flashcards 130-135, 15-20, 34-39, 53-57, 72-76, 92-96, 111-115
- Workbook page 60
- Workbook Audio Track 30
- Online Practice

### Lesson 7 Video

- **Warm Up** – review and discuss lesson 1 flashcards
- **Watch** – Students watch Video 9 and identify who Shiven is describing
- **Watch**– Students watch again and state who Rafi and Rhiane are describe
- **Watch and Match**- students match the person being described with where they know them from
- **Write** - mini-lesson about order of adjectives, students write a description of a person
- **Optional Activity** – Students describe a picture of a person from the text
- **Wrap Up** - Students share their drawing and description, others elicit other information by asking questions

- Video 9
- Classroom Presentation Tool
- flash cards 116-125
- Workbook page 60
- Online Practice
- Worksheet 3.7
- Unit 7 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		

## Third Grade ESL

Open-ended questioning  Write multiple paragraphs with consistent spelling, grammar, and punctuation  Develop confidence with the writing process	Multiple choice and open-ended questioning  Repeated practice with key vocabulary  Write one paragraph with consistent spelling, grammar, and punctuation  Guided and independent practice with the writing process	Print-rich environment  Portable word wall  Small group instruction and partner work with key and abstract vocabulary  Teacher support with directions  Visual aids, realia, and manipulatives  Draw and talk aloud to develop writing ideas  Use of sentence frames to jumpstart writing	Print-rich environment with visual cues  Portable word wall with visual cues  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 8 - Healthy Body, Healthy Mind

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

##### NJSLS Grade 3 English Language Arts

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.



## Third Grade ESL

- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
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- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

#### **Central Idea / Enduring Understanding:**

Students will...

- Name parts of the body and common ailments
- Talk about what people must/must not do
- Read about yoga in schools
- Give an opinion using phrases such as It's good/healthy/easy to.
- Listen to and sing a song about moving your body
- Identify two ways to spell the /au/ sounds: ow, ou
- Watch a video about the sports children do
- Write a summary
- Identify the value of staying in shape

#### **Essential/Guiding Question:**

- What can we do to keep our mind and body healthy?
- How can yoga in schools be beneficial?
- What is something you do or a sport you play to stay active?
- Why is it important to stay in shape?

#### **Content:**

- **Theme:** Healthy Body, Healthy Mind
- **Language:**
  - *Words*
    - back, shoulder, stomach, tooth (teeth), a cold, a cough, a sore neck, sick, toothache, medicine, calm, grade, worry
  - *Grammar*

#### **Skills(Objectives):**

- Make a poster in groups
- Recommend ways of getting over ailments
- Act out common ailments
- Identify behavior that is and isn't healthy

## Third Grade ESL

- You must sit down now, You must not run.
- It's good to do yoga.
- o *Phonics*
  - /au/ now, bounce

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Respond to a photo showing friends playing and smiling
- Learn and repeat a song about drawing a portrait
- Listen to and repeat key vocabulary words
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Read about amazing people
- Compare people using superlatives
- Ask and answer questions about appearances
- Complete a chant with the correct r controlled vowels.
- Ask and answer questions related to identifying people by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Write a description of a friend or family member

#### Other Evidence:

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 8 Healthy Body, Healthy Mind**

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

- **Warm Up** – students play simon says
- **Listen and Point** – Students will look at a picture and point.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Write-** students complete a t-chart with different body parts
- **Act and say-** students play charades guessing which part of the body is ailing the student
- **Optional Activity** – index card memory game
- **Wrap Up** – students practice reading vocabulary words

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

- **Warm Up** – Students practice vocabulary from lesson 1
- **Listen and chant–** Students listen to a chant and repeat
- **Listen and Read–** Students listen to sentences
- **Match–** Students circle must or mustn't
- **Act-** students role play being at the doctor
- **Optional Activity** – students draw scenarios from a bag and have to give commands

#### Resources:

- Audio Track - 113-114
- Classroom Presentation Tool
- Flashcards 136-145
- Workbook Page 62
- Workbook Audio Track 31
- Online Practice

- Audio Track 115-116
- Classroom Presentation Tool
- Flashcards 136-145
- Workbook page 63
- Online Practice
- paper
- paper bag

## Third Grade ESL

- **Wrap Up** – review lesson 1 flashcards

### Lesson 3 Reading

- **Warm Up** –students discuss the photo
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and complete.**– Students read sentences and respond with true or false
- **Optional Activity** – learn a few simple yoga poses as a class
- **Wrap Up** – Students think, pair, share possible benefits of yoga

### Lesson 4 Grammar

- **Warm Up** – Students use words on index cards to complete teacher generated sentences
- **Listen and Read** – Students listen to sentences about the benefits of yoga in schools
- **Match**– Students match phrases to complete sentences
- **Order**- students put words in the correct order to create sentences
- **Complete**– students complete the sentences frames
- **Create**- students create a poster about being healthy
- **Optional Activity** – Students recall sentences from activity 4
- **Wrap Up** –Students identify true sentences and signal by raising hand

### Lesson 5 Song

- **Warm Up** – access prior knowledge about dancing and different cultural dances
- **Listen, read and sing**– Students listen to the song, read it, and practice singing.
- **Sing and dance**- students practice the dance while singing
- **Optional Activity** – students make changes to the dance and have a competition
- **Wrap Up** –Students state something yummy that goes with other food

### Lesson 6 Phonics

- **Warm Up** – Students identify the /au/ in words
- **Listen and say**– Students listen and say the sounds that have the /au/ sound. They repeat them.
- **Write ou or ow. Listen and chant** – Students listen to a word and write the correct spelling of the /au/ sound
- **Optional Activity**- Students write a silly conversation using as many ou and ow words as possible

- Audio Track 117-118
- Classroom Presentation Tool
- Flashcards 146-148
- Workbook page 64
- Online Practice

- Audio Track 119
- Classroom Presentation Tool
- Workbook page 65
- workbook audio track 32
- Online Practice
- index cards
- poster paper

- Audio Track 120-123
- Classroom Presentation Tool
- Workbook p. 67
- Online Practice

- Audio Track 124-126
- Classroom Presentation Tool
- Flashcards 149-152
- Workbook page 66
- Workbook Audio Track 33
- Online Practice

## Third Grade ESL

- **Wrap Up** –quiz students on proper pronunciation of words from unit 8 phonics flashcards

### Lesson 7 Video

- **Warm Up** – Students brainstorm a possible list of 10 sports children play around the world
- **Watch and check** – Students watch Video 10 and check the name of the sport they hear.
- **Watch and complete.**– Students watch the video again and complete the sentences
- **Writing-** discuss ordinal words and how to put writing in order. Students write a summary of the video
- **Optional Activity** – Students practice writing interview question about sports and practicing interviewing peers
- **Wrap Up** - students put steps of a common routine in order

- Video 10
- Classroom Presentation Tool
- Workbook p. 66
- Online Practice
- Anthology story 4
- Anthology teaching notes p. 139.
- Worksheet 3.8
- 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	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	

# Third Grade ESL

**Unit Title:** Unit 9 - I Love 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.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)
- **4- The Language of Science**  
(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)
- **5- The Language of Social Studies**  
(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

#### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **W.WR.3.5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

### **Central Idea / Enduring Understanding:**

Students will...

- Name buildings and places in town
- Talk about places in the past with was/wasn't
- Read about a megacity
- Use expressions to say when something happened in the past
- Listen to and sing a song about growing older
- Identify 4 ways to spell the /3^v/ sound:ir, ur, or, and er
- Watch a video about cities in other countries
- Write about where they live
- Identify the value of loving your town

### **Essential/Guiding Question:**

- What are the names of some buildings and places in your town?
- What are four ways that the /3^v/sound can be spelled?
- Why is loving your town important?
- How can you express that something has happened in the past?
- Where do you live and what is it like there?

### **Content:**

- **Theme:** I Love My Town
- **Language:**
  - *Words*
    - building, bus stop, cafe, hospital, market, movie theater, parking lot, sports center, supermarket, factory, shopping center, skyscraper
  - *Grammar*
    - There was/ wasn't a zoo. Was there a park?
    - Forty years ago it was very different
  - *Phonics*
    - /3^v/ birthday, burger, world, person

### **Skills(Objectives):**

- Build and memorize a list of places in their town in groups
- Guess endings of each other's sentences
- Imagine their town in the past
- Evaluate the pros and cons of living in a megacity

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Respond to a photo showing friends playing and smiling
- Learn and repeat a song about drawing a portrait
- Listen to and repeat key vocabulary words
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Read about amazing people
- Compare people using superlatives
- Ask and answer questions about appearances

### **Other Evidence:**

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets

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- Complete a chant with the correct r controlled vowels.
- Ask and answer questions related to identifying people by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Write a description of a friend or family member

- ACCESS for ELLs

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 9 I Love My Town**

##### Lesson 1 Words

- **Warm Up** – Students discuss the picture they see
- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Play** - Students play a memory game adding details about their town
- **Optional Activity** – Students use a map of the town to discuss and identify buildings
- **Wrap Up** – Students play a flashcard game listening to clues to guess the words on the flashcards

##### Lesson 2 Grammar

- **Warm Up** – Students review vocabulary from Lesson 1 using a buzzer game.
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to and read sentences using verbs in the past tense
- **Complete**– Students complete the sentences with verbs in the past tense
- **Act and Say**- students ask each other questions about the map of the town
- **Optional Activity** – memory game
- **Wrap Up** – students play memory game, identify the missing flash card from lesson 1

##### Lesson 3 Reading

- **Warm Up** –Students practice reading numbers in the thousands
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say**- Students look at the photo and respond
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and write**– Students read again and write T true and F for False
- **Write and say**- Would you like to live in a megacity? Why? Why not?

#### Resources:

- Audio Track -129-130
- Classroom Presentation Tool
- Flashcards 153-161
- Workbook Page 72
- Workbook Audio Track 37
- Online Practice
- town map

- Audio Track 131-132
- Classroom Presentation Tool
- Flashcards 153-161
- Workbook page 73
- Online Practice
- town map

- Audio Track 133-134
- Classroom Presentation Tool
- Flashcards 162-164
- Workbook page 74
- Online Practice
- large map

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- **Wrap Up** – Students write new words they learned this lesson in a notebook including pictures and example sentences

### Lesson 4 Grammar

- **Warm Up** – students work with teacher to complete timeline
- **Listen and Read** – Students listen to sentences and questions and read them
- **Complete**– Students complete sentences by putting in the correct word
- **Write** – Students write a sentence about how certain things have changed over many years
- **Optional Activity** – Students orally compare 2 pictures from a city (Past and now)
- **Wrap Up** –review lesson 1 vocabulary with lesson 4 grammar

### Lesson 5 Song

- **Warm Up** – Discuss photo and students put words in pairs
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read the song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing the song and act it out
- **Optional Activity** – Students complete lyrics from the song
- **Wrap Up** –Students answer comprehension questions about the song

### Lesson 6 Phonics

- **Warm Up** – Students identify the sounds in words that are the same
- **Listen. Say the sounds** – Students listen and say the sounds and words with /ɜ^v/
- **Write er, ir, ur, and or. Listen and Chant** – Students listen, chant and write the correct sounds in the words that have er, ie, or, and ur
- **Optional Activity** – /ɜ^v/ tennis game, hit a ball back and forth, player with ball has to think of word with /ɜ^v/
- **Wrap Up** –review phonics flashcards for unit 9

### Lesson 7 Video

- **Warm Up** – Students respond to questions about the photo on page 96
- **Watch.** – Students watch Video 11 and write the name of the cities based on the description
- **Watch and complete** – Students watch the video again and complete the activity matching the city to it's features

- Audio Track 135
- Classroom Presentation Tool
- Workbook page 75
- Workbook audio track 38
- Online Practice
- world map
- pairs of photos of cities (Past and present)

- Audio Track 136-139
- Classroom Presentation Tool
- Workbook 77
- Online Practice
- large map of the world

- Audio Track 140-142
- Classroom Presentation Tool
- Flashcards 130, 165-167
- Workbook page 76
- Workbook audio track 39
- Online Practice

- Video 11
- Classroom Presentation Tool
- Workbook page 76
- Online Practice
- Worksheet 3.9
- Unit 9 Test
- ExamView Assessment Suite



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<ul style="list-style-type: none"><li>● <b>Write.</b> - Review proper nouns and their capitalization. Students write about where they live</li><li>● <b>Optional Activity</b> – Students make a TV advertisement for one of the cities from the video</li><li>● <b>Wrap Up</b> - Students peers edit their writing</li></ul>		<ul style="list-style-type: none"><li>● large map of the world</li><li>● travel photos from cities mentioned in the video</li></ul>	
<b>Differentiation</b> *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 10 - Yesterday and Long Ago

### 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.2-3. Narrate. Interpretive, ELD-LA.2-3 Narrate. Expressive, ELD-LA.2-3. Inform. Interpretive, ELD-LA.2-3. Inform. Expressive)
- **3-The Language of Mathematics**  
(ELD-MA.2-3.Explain.Interpretive, ELD-MA.2-3. Explain, Expressive, ELD-MA.2-3.Argue. Interpretive, ELD-MA.2-3.Argue. Expressive)

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### 4- The Language of Science

(ELD-SC.2-3. Explain. Interpretive, ELD-SC.2-3.Explain. Expressive, ELD-SC.2-3.Argue. Interpretive, ELD-SC.2-3. Argue. Expressive)

- **5- The Language of Social Studies**

(ELD-SS.2-3. Explain, Interpretive, ELD-SS.2-3. Explain. Expressive, ELD-SS.2-3. Argue. Interpretive, ELD-SS.2-3.Argue. Expressive)

### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade three foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **NJSLS Visual and Performing Arts**

- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

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<p><b><u>Central Idea / Enduring Understanding:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Name everyday actions</li> <li>• Use the regular simple past to talk about past activities</li> <li>• Read about an ancient Maya city</li> <li>• Ask and answer questions in the past</li> <li>• Listen to and sing a song about what children did last weekend</li> <li>• Identify 4 sounds for vowel /eə/ sound: air, are, ear, and ar</li> <li>• Watch a video about weekend activities</li> <li>• Write an email to a friend</li> <li>• Identify the value of being interested in others</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• What are some things that you do everyday?</li> <li>• How do we ask about things that have already happened?</li> <li>• What type of different activities can people do on the weekend?</li> <li>• Why is it important to show interest in the lives of others?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Yesterday and Long Ago</li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>o <i>Words</i> <ul style="list-style-type: none"> <li>▪ bike to school, climb trees, cry, laugh, need water, sail, stay home, wait for the bus, walk to school, archaeologist, change, machine, remains</li> </ul> </li> <li>o <i>Grammar</i> <ul style="list-style-type: none"> <li>▪ The ancient Maya people lived in Mexico. They didn't use electricity.</li> <li>▪ Did they learn anything new from the lidar machine? Yes, they did.</li> </ul> </li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ /eə/ hair, square, bear</li> </ul> </li> </ul> </li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Collaboration:</b> <ul style="list-style-type: none"> <li>o Work together to guess what the ancient Maya people did and didn't do</li> </ul> </li> <li>• <b>Communication:</b> <ul style="list-style-type: none"> <li>o Ask questions to learn about a partner</li> </ul> </li> <li>• <b>Creativity:</b> <ul style="list-style-type: none"> <li>o Write a new verse to a song</li> </ul> </li> <li>• <b>Critical Thinking:</b> <ul style="list-style-type: none"> <li>o Study a piece of art</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Respond to a photo showing Native markings</li> <li>• Learn and repeat a song about what a child did last weekend</li> <li>• Listen to and repeat key vocabulary words</li> <li>• Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.</li> <li>• Read about a ancient Mayan city</li> <li>• Ask and answer questions in the past</li> <li>• Complete a chant with the correct /eə/ words</li> <li>• Ask and answer questions related to the past by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Write an email to a friend</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>• Partner Work</li> <li>• Discussion</li> <li>• Learning/Writing Journals (Notebooks)</li> <li>• Peer and Self Assessments</li> <li>• Presentations</li> <li>• Partner Work</li> <li>• Quizzes</li> <li>• Practice Worksheets</li> <li>• ACCESS for ELLs</li> </ul>
<p style="text-align: center;"><b>Stage 3: Learning Plan</b></p>	
<p><b><u>Learning Opportunities/Strategies:</u></b> <b>Unit 10 Yesterday and Long Ago</b></p>	<p><b><u>Resources:</u></b></p>

## Third Grade ESL

### Lesson 1 Words

- **Warm Up** – students write down things they do everyday
- **Listen and Point**– Students will look at a picture and point
- **Listen and Repeat** – Students will listen and repeat words.
- **Act and Say**- students act out and say things they do everyday
- **Optional Activity** – Review time expressions, students state how often they do things
- **Wrap Up** – students guess vocabulary based off of teacher cues

- Audio Track - 143-144
- Classroom Presentation Tool
- Flashcards 168-176
- Workbook Page 78
- Workbook Audio Track 40
- Online Practice

### Lesson 2 Grammar

- **Warm Up** – discuss the photo on pages 98-99
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen and read sentences
- **Circle, Listen and Check**– Students circle the correct answer to complete the sentence
- **Optional Activity** – Simple past Bingo
- **Wrap Up** – Ask students whether or not they performed the actions on flash cards from lesson
  - o They respond using simple past.

- Audio Track 145-147
- Classroom Presentation Tool
- Flashcards 168-176
- Workbook page 79
- Online Practice
- large world map

### Lesson 3 Reading

- **Warm Up** –review the simple past
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say**- students find a pyramid, a road and a building in the photo
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Reread and respond.**– Students read again and answer questions with True or False
- **Write**- students write down 3 things they learned about the ancient Mayan people
- **Optional Activity** – students choose an interesting fact about the Mayan people. write and illustrate it
- **Wrap Up** – students record new word in their notebooks along with pictures and example sentences

- Audio Track 148-149
- Classroom Presentation Tool
- Flashcards 177-180
- Workbook page 80
- Online Practice
- poster paper

### Lesson 4 Grammar

- **Warm Up** – Students make sentences in the simple past using certain verbs
- **Listen and Read** – Students listen to sentences and read
- **Say**– students respond to questions with Yes, he/they did. or No, he/they didn't.

- Audio Track 150
- Classroom Presentation Tool
- Flashcards- 168-176
- Workbook page 81
- Workbook Audio track 41
- Online Practice

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- **Ask and answer** – Students ask and answer questions to their partner in the simple past.
- **Optional Activity** – Students responding with negative answers
- **Wrap Up** –Students ask each other questions using the flash cards from lesson 1

### Lesson 5 Song

- **Warm Up** – Discuss the picture
- **Listen and Read** – Students listen to the song and read aloud
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Write**- Students sing and write about 3 things they did last weekend
- **Optional Activity** – Students draw a picture of their perfect weekend
- **Wrap Up** –Students recall lines from the song

- Audio Track 151-154
- Classroom Presentation Tool
- Flashcards 168-176
- Online Practice
- Workbook 83
- large world map
- drawing

### Lesson 6 Phonics

- **Warm Up** – review /eə/ words
- **Listen and say**– Students listen and repeat the words with /eə/
- **Write air, are, ear, or ar** – Students listen to the chant and complete with the proper spelling for /eə/, complete words with the correct spelling for /eə/
- **Optional Activity** – students write sentences with as many /eə/ words as possible
- **Wrap Up** –Students practice pronunciation of /eə/ words

- Audio Track 155-157
- Classroom Presentation Tool
- Flashcards 13, 181-185
- Workbook page 82
- Workbook Audio Track 42
- Online Practice

### Lesson 7 Video

- **Warm Up** – discuss the photo on page 104 and what students do on the weekend
- **Watch** – Students watch Video 12 and discuss different weekend activities
- **Watch and Circle**- students circle the person who discussed the activity
- **Write** - mini-lesson about writing an email, students write an email to a friend
- **Optional Activity** – Students interview each other about their weekend
- **Wrap Up** - Students vote on which weekend looked the most fun and explain why

- Video 12
- Classroom Presentation Tool
- Workbook page 82
- Online Practice
- Anthology Story 5
- Anthology teaching notes 140
- Worksheet 3.10
- Unit 10 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	

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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 11 - Outdoor Adventure**

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

##### **NJSLS Grade 3 English Language Arts**

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade three foundational skills.

## Third Grade ESL

- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **NJSLS Visual and Performing Arts**

- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

#### **Central Idea / Enduring Understanding:**

Students will...

- Name outdoor activities
- Use simple past irregular verbs to talk about past activities
- Read about an Arctic explorer
- Use where, who, what, and when to ask and answer questions in the past
- Listen to and sing a song about friendship
- Identify /s/ and /d3/ sounds in words with c and g
- Watch a video about doing something for the first time

#### **Essential/Guiding Question:**

- What are some activities we can do outside?
- How do we ask questions about past events?
- What can you do to ensure that you are safe while outside?
- Why is friendship an important part of life?
- Why is it important to make sure to stay safe while outside?

## Third Grade ESL

<ul style="list-style-type: none"> <li>• Write a report about the first time they did something</li> <li>• Identify the value of staying safe outside</li> </ul>	
<b><u>Content:</u></b> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Outdoor Adventure</li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>o <i>Words</i> <ul style="list-style-type: none"> <li>▪ eat outside, get lost, go canoeing, go on a roller coaster, have a picnic, make friends, ride on a motorcycle, see a shooting star, sleep in a tent, swim in a lake, explorer, ski, sled</li> </ul> </li> <li>o <i>Grammar</i> <ul style="list-style-type: none"> <li>▪ Olivia and her family went to the woods.</li> <li>▪ Where did she go? She went to the Arctic.</li> </ul> </li> <li>o <i>Phonics</i> <ul style="list-style-type: none"> <li>▪ /s/ face, pencil</li> <li>▪ /dʒ/ huge, giraffe</li> </ul> </li> </ul> </li> </ul>	<b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"> <li>• Play a memory game in groups</li> <li>• Ask follow-up questions</li> <li>• Invent actions to accompany a song</li> <li>• Decide whether and where to explore</li> </ul>

### Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> <ul style="list-style-type: none"> <li>• Respond to a photo showing Native markings</li> <li>• Learn and repeat a song about what a child did last weekend</li> <li>• Listen to and repeat key vocabulary words</li> <li>• Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.</li> <li>• Read about a ancient Mayan city</li> <li>• Ask and answer questions in the past</li> <li>• Complete a chant with the correct /eə/ words</li> <li>• Ask and answer questions related to the past by interacting with classmates and members of the target culture using digital tools and face-to-face communication.</li> <li>• Write an email to a friend</li> </ul>	<b><u>Other Evidence:</u></b> <ul style="list-style-type: none"> <li>• Pre-/Post-Tests</li> <li>• Graphic Organizers</li> <li>• Teacher Observation</li> <li>• Partner Work</li> <li>• Discussion</li> <li>• Learning/Writing Journals (Notebooks)</li> <li>• Peer and Self Assessments</li> <li>• Presentations</li> <li>• Partner Work</li> <li>• Quizzes</li> <li>• Practice Worksheets</li> <li>• ACCESS for ELLs</li> </ul>
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### Stage 3: Learning Plan

<b><u>Learning Opportunities/Strategies:</u></b> <b>Unit 11 Outdoor Adventure</b> <b><u>Lesson 1 Words</u></b> <ul style="list-style-type: none"> <li>• <b>Warm Up</b> – students generate a list of actions that match verbs</li> <li>• <b>Listen and Point</b> – Students will look at a picture and point.</li> <li>• <b>Listen and Repeat</b> – Students will listen and repeat the vocabulary words.</li> <li>• <b>Act and say-</b> students act out the activities on the vocab list</li> </ul>	<b><u>Resources:</u></b> <ul style="list-style-type: none"> <li>• Audio Track - 160-161</li> <li>• Classroom Presentation Tool</li> <li>• Flashcards 186-195</li> <li>• Workbook Page 88</li> <li>• Workbook Audio Track 45</li> <li>• Online Practice</li> </ul>
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## Third Grade ESL

- **Optional Activity** – students write down an activity and the others practice doing it.
- **Wrap Up** – students guess vocabulary words following teacher's clues

### Lesson 2 Grammar

- **Warm Up** – discuss the photo on pages 110-111
- **Listen and chant**– Students listen to a chant and repeat
- **Listen and Read**– Students listen to sentences
- **Match**– Students match the past tense of the infinitive to the present tense
- **Complete**– students complete sentences with the past tense form of the verb
- **Optional Activity** – students make sentences with verbs in the past tense
- **Wrap Up** – review lesson 1 flashcards

### Lesson 3 Reading

- **Warm Up** –review irregular simple past verbs
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look**– Students answer questions about the photo
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and complete.**– Students read sentences and complete them
- **Optional Activity** – students work with a peer to write 5 sentences that they would like to ask Jade
- **Wrap Up** – Students draw pictures to illustrate vocabulary

### Lesson 4 Grammar

- **Warm Up** – Students recall the information they learned about Jade in the prior lesson
- **Listen and Read** – Students listen to sentences using questions words
- **Listen and Check**– Students put the words in the correct order
- **Ask and Answer**– students share an experience and others ask follow up questions showing interest
- **Optional Activity** – 3 truths and a lie game using past tense verbs
- **Wrap Up** –Students practice writing follow up questions

### Lesson 5 Song

- **Warm Up** – discuss the photo
- **Listen, read and sing**– Students listen to the song, read it, and practice singing.
- **Sing and act**– students act out the song while singing

- Audio Track 162-163
- Classroom Presentation Tool
- Flashcards 186-195
- Workbook page 89
- Workbook audio track 46
- Online Practice
- large map of the world

- Audio Track 164-165
- Classroom Presentation Tool
- Flashcards 196-198
- Workbook page 90
- Online Practice
- large map of the world

- Audio Track 166-167
- Classroom Presentation Tool
- Workbook page 91
- Online Practice
- index cards

- Audio Track 168-171
- Classroom Presentation Tool
- Workbook p. 93
- Online Practice
- paper

## Third Grade ESL

- **Optional Activity** – students write what they do with their best friend, students guess who wrote what sentence
- **Wrap Up** –Students practice singing to song again

### Lesson 6 Phonics

- **Warm Up** – Students read words with /s/ and /d3/
- **Listen and say**– Students listen and say the sounds that have the /s/ and /d3/ sounds. They repeat them.
- **Write c or g. Listen and chant** – Students listen to a word and write the correct one
- **Optional Activity**- Students play a buzzer game
- **Wrap Up** – students write a mini story using as many /s/ and /d3/ words as possible

### Lesson 7 Video

- **Warm Up** – Students ask questions about the picture
- **Watch and match**– Students watch Video 14 and match the person to the experience
- **Watch and circle.**– Students watch the video again and circle the correct answer
- **Writing**- discuss writing paragraphs and starting new paragraphs for new ideas. Students write a report about their first time doing something
- **Optional Activity** – Write down questions Lara was asked and practice interviewing a partner
- **Wrap Up** - students share their partner's report from activity 3

- large map of the world

- Audio Track 168, 172-174
- Classroom Presentation Tool
- Flashcards 95, 199-201
- Workbook page 92
- Workbook Audio Track 47
- Online Practice
- timer

- Video 14
- Classroom Presentation Tool
- Workbook p. 92
- Online Practice
- Worksheet 3.11
- Unit 11 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	

## Third Grade ESL

	Guided and independent practice with the writing process	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 12 - Let's Have Fun!

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

##### NJSLS Grade 3 English Language Arts

- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.3.2.** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade three foundational skills.
- **L.KL.3.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RL.MF.3.6.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

## Third Grade ESL

- **RI.AA.3.7.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **W.IW.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.3.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.3.7.** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.ES.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.AS.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### NJSLS Visual and Performing Arts

- **1.2.5.Cr2a** - Collaboratively form ideas, plans and models to prepare for media artwork.

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

- **9.4.5.Cl.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

#### Central Idea / Enduring Understanding:

Students will...

- Name vacation activities
- Use going to + verb to talk about future plans
- Read about summer camps
- Ask and answer questions about the future with going to
- Listen to and sing a song about summer vacations
- Identify the schwa /ə/, as in banana, holiday, and travel.
- Watch a video about vacations
- Write about their next vacation
- Identify the value of planning your freetime

#### Essential/Guiding Question:

- What are some activities you can do while on vacation?
- How can you describe future plans?
- Where are some places people across the world go for vacation?
- Where do you plan to (or would like to) vacation next?
- Why is it important to plan out your free time?

#### Content:

- **Theme:** Let's Have Fun!
- **Language:**
  - *Words*
    - art gallery, dinosaur, fair, museum, ride, sculpture, summer camp, theme park, water park, wildlife park, chef, circus, juggle, skill, star, unicycle
  - *Grammar*
    - I'm going to see some dinosaurs.
    - Is she going to learn to juggle? No, she isn't.

#### Skills(Objectives):

- Work together to draw a picture and guess the action.
- Choose a summer camp
- Write a postcard about an imagined vacation
- Interpret information in a chant

## Third Grade ESL

o *Phonics*

- /ə/ banana, holiday, travel

### Stage 2: Assessment Evidence

**Performance Task(s):**

- Respond to a photo showing Native markings
- Learn and repeat a song about what a child did last weekend
- Listen to and repeat key vocabulary words
- Initiate or engage in everyday conversations with teachers and other students using pointing and gesturing.
- Read about a ancient Mayan city
- Ask and answer questions in the past
- Complete a chant with the correct /eə/ words
- Ask and answer questions related to the past by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Write an email to a friend

**Other Evidence:**

- Pre-/Post-Tests
- Graphic Organizers
- Teacher Observation
- Partner Work
- Discussion
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Presentations
- Partner Work
- Quizzes
- Practice Worksheets
- ACCESS for ELLs

### Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

**Unit 12 Let's Have Fun!**

**Lesson 1 Words**

- **Warm Up** – show different places of interest that are local and students discuss which they would like to visit
- **Listen and Point** – Students will listen and look at a picture and point to the picture.
- **Listen and Repeat** – Students will listen and repeat the vocabulary words.
- **Say-** Students work with a partner. They state what they are doing and the partner has to guess where they are
- **Optional Activity** – Students build an itinerary on a budget
- **Wrap Up** – Students complete the sentence/question with the proper vocab

**Lesson 2 Grammar**

- **Warm Up** – Vacation hangman game
- **Listen and chant** – Students listen to a chant and repeat
- **Listen and Read**– Students listen to and read sentences using verbs in the future
- **Complete**– Students write verbs in the future tense using going to
- **Draw-** students draw pictures of different actions and their partner guesses
- **Optional Activity** – charades
- **Wrap Up** – students make sentences with going to and specific pronouns

**Resources:**

- Audio Track -175-176
- Classroom Presentation Tool
- Flashcards 202-211
- Workbook Page 94
- Workbook Audio Track 48
- Online Practice

- Audio Track 177-178
- Classroom Presentation Tool
- Flashcards 186-195, 202-211
- Workbook page 95
- Online Practice
- Calendar

## Third Grade ESL

### Lesson 3 Reading

- **Warm Up** –discuss the photo on pg. 120-121
- **Listen and Repeat** – Students listen and repeat words. Students find these words in the text.
- **Look and Say-** Students look at the photo and discuss what kind of summer camp it is
- **Listen and Read**– Students listen to text. Teacher asks a question and students read the text to find the answer.
- **Read and write**– Students read again and fill in the blank
- **Write and say-** What summer camp are you going to choose? Why?
- **Wrap Up** – Students write new words they learned this lesson in a notebook including pictures and example sentences

### Lesson 4 Grammar

- **Warm Up** – students discuss what are going to do after school
- **Listen and Read** – Students listen to sentences and questions and read them
- **Make questions**– Students put the words in the correct order to make a question
- **Match**– Students use the chart to match the questions with the answers
- **Ask and Answer-** students work in pairs to ask and answer questions about future summer plans
- **Act and Say-** Students play charades
- **Optional Activity** – Students discuss what they think is happening in a picture
- **Wrap Up** –review lesson 1 vocabulary with lesson 4 grammar

### Lesson 5 Song

- **Warm Up** – Discuss photo as a whole group
- **Listen and Read** – Students look for vocabulary words in the song. Students listen and read song.
- **Listen and Sing**– Students listen to the song and sing it.
- **Sing and Act** - Students sing the song and act it out
- **Optional Activity** – Provide students with details of what you will need on vacation and students guess where you're going
- **Wrap Up** –Students brainstorm a list of ideas of things they can do at home over summer break

### Lesson 6 Phonics

- **Warm Up** – Students identify stressed and unstressed syllables in a word

- Audio Track 179-180
- Classroom Presentation Tool
- Flashcards 212-217
- Workbook page 96
- Online Practice
- Large map

- Audio Track 181
- Classroom Presentation Tool
- Flashcards 202-211
- Workbook page 97
- Workbook audio track 49
- Online Practice
- Photos of things about to happen

- Audio Track 182-185
- Classroom Presentation Tool
- Workbook 99
- Online Practice
- Large map of the world

- Audio Track 182, 186-189
- Classroom Presentation Tool

## Third Grade ESL

- **Listen. Underline** – Students underline the stressed syllables in words
- **Listen and answer**– listen again, how are the syllables in bold said
- **Circle, listen and chant**- students circle the syllable with /ə/, listen and repeat the chant
- **Write**- students write the vowels and say the words. Listen and repeat.
- **Optional Activity** – students identify the stressed syllables in words on page 122
- **Wrap Up** –students identify /ə/ in words, the number of syllables and which are stressed

### Lesson 7 Video

- **Warm Up** – Students match descriptions to the photos on page 124
- **Watch.** – Students watch Video 15 and match the person talking to the place
- **Watch and complete** – Students watch the video again and complete with true or false
- **Write.** - Review conjunctions. Students write a postcard
- **Optional Activity** – Students invent a vacation orally
- **Wrap Up** - Students write 2 sentences about what they are going to do next vacation

- Flashcards 2, 7, 27, 59, 81, 102, 117, 138, 161, 192
- Workbook page 98
- Workbook audio track 50
- Online Practice

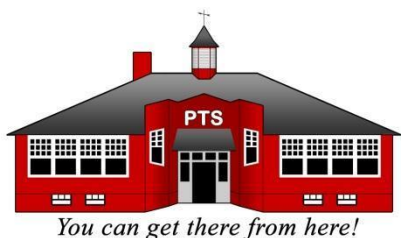
- Video 15
- Classroom Presentation Tool
- Graphic organizer- 3 column chart
- Workbook page 98
- Online Practice
- Anthology story 6
- Worksheet 3.12
- Unit 12 Test
- ExamView Assessment Suite
- Post cards

**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	

## Third Grade ESL

		Draw and talk aloud to develop writing ideas  Use of sentence frames to jumpstart writing	Small group reading instruction using repetitive text with picture support  Draw to develop writing ideas
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## ESL Pacing Guide Level 3

<b>MP</b>	<b>Units</b>	<b>Unit TOTAL*</b>	<b>Cumulative TOTAL**</b>
<b>MP1</b>	Unit 1 – Around the World	<b>13 days</b>	<b>13 days</b>
<b>MP1</b>	Unit 2 –On My Way!	<b>13 days</b>	<b>26 days</b>
<b>MP1</b>	Unit 3 – Help Out	<b>14 days</b>	<b>40 days</b>
<b>MP2</b>	Unit 4 – Playtime	<b>13 days</b>	<b>53 days</b>
<b>MP2</b>	Unit 5 – Eating Out	<b>13 days</b>	<b>66 days</b>
<b>MP2</b>	Unit 6 – Animal Behavior	<b>14 days</b>	<b>80 days</b>
<b>MP3</b>	Unit 7 – Happy Faces	<b>13 days</b>	<b>93 days</b>
<b>MP3</b>	Unit 8 – Healthy Body, Healthy Mind	<b>13 days</b>	<b>106 days</b>
<b>MP3</b>	Unit 9- I Love My Town	<b>14 days</b>	<b>120 days</b>
<b>MP4</b>	Unit 10- Yesterday and Long Ago	<b>13 days</b>	<b>133 days</b>



## Third Grade ESL

<b>MP4</b>	Unit 11- Outdoor Adventure	<b>13 days</b>	<b>146 days</b>
<b>MP4</b>	Unit 12- Let's Have Fun!	<b>14 days</b>	<b>160 days</b>
<b>MP1-4</b>	ACCESS for ELLS 2.0 (Assessment) & FLEX Days	<b>20 days</b>	<b>180 days</b>

\* 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.