

Fourth Grade ESL

Unit Title: Unit 1 - All Kinds of Jobs

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.PP.4.5.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in
 - the point of view they represent.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.

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.

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- **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.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Central Idea / Enduring Understanding:

Students will...

- Compare and contrast different kinds of jobs
- Read about stop-motion animation
- Discuss and use everyday actions, actions happening in the present tense, and action frequencies in relation to jobs
- Create interview questions, ask and answer questions about jobs
- Identify the value of being curious

Essential/Guiding Question:

- What kinds of jobs can people have?
- What actions are employees required to perform at their jobs and how frequently?
- What questions should be asked during an interview?

Content:

- **Theme:** All Kinds of Jobs
- **Language:**
 - *Words*
 - actor, clown, dentist, firefighter, nurse, photographer, pilot, police officer, server, animated movies, designer, models, movie director
 - *Grammar*
 - Simple present
 - Present Progressive
 - Adverbs of frequency
 - *Reading*
 - Walking with Giants
 - Stop-motion animation
 - Reading Strategy: skimming

Skills (Objectives):

- **Listening Strategy**
 - Focusing on Listening- close eyes
- **Reading Strategy**
 - Skimming
- **Collaboration**
 - Work together as a team to win a singing competition
- **Communication**
 - Discuss daily routines with classmates
- **Creativity**
 - Create a poster about a family member's job
- **Critical thinking**
 - Categorize different kinds of jobs

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- Ask and answer questions about jobs
- Create questions to utilize during an interview on jobs

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Job Interview
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Using the phrase “I’m a teacher”, in pairs have students brainstorm more jobs.
- **Use the Photo-** Students use key vocabulary to reflect on what is happening in the photo.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 9.
- Chart paper

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Lesson 1 Words

- **Warm-up-** Students will complete the sentence stem about future jobs.
- **Listen and Repeat-** Students will listen and repeat key vocabulary for this unit.
- **Optional Activity 1-** Students rank key vocab in order of preference, #1 being their favorite.
- **Answer the Questions-** Students categorize jobs into categories.
- **Optional Activity 2-** Students categorize 12-15 flashcards with key vocabulary on them.
- **Listen to the Conversation-** Students read and predict passages based on true/false questions. Students listen to passages on smoke jumpers and revise answers as needed.
- **Optional Activity 3-** In pairs, students discuss if forest fires occur in their home countries, why do they think they occur?
- **Wrap Up-** In teams, students compete to guess the key vocabulary term first.

- Audio Tracks 2-3
- Classroom Presentation Tool
- Student Book p. 10
- Student Notebook
- Student Workbook p. 8
- Workbook Audio Track 3
- 12-15 cards with different jobs written on them

Lesson 2 Grammar

- **Warm Up –** Students use verb phrases to create sentences about the key vocabulary.
- **Listen and Read-** Listen to track 4, students follow along on p.11. Discuss, using simple present and present progressive, what do different jobs do?
- **Optional Activity-** Students create game cubes relating to simple verbs and time references, roll the die, and create sentences. Ex: they roll a 3, with “they/simple present/ weekly” students could create the sentence “They play soccer every Wednesday.”
- **Complete the text-** Students complete the text using simple present or present progressive.
- **Ask and Answer-** Students will unscramble words to create questions using frequency and simple present or present progressive. Check responses in pairs.
- **Wrap Up-** Students act out a phrase in simple present tense for classmates to create.

- Audio Track 4
- Classroom Presentation Tool
- Game Cube
- Student Book p. 10,11
- Student Notebook
- Student Workbook p. 9
- Scissors

Lesson 3 Reading

- **Warm Up-** Students will pose like statues. Each classmate has to create a sentence about the pose another classmate is doing. Ex: She's playing soccer.
- **Use the Photo-** Students will use photo on p. 12 to discuss what the main subject is doing and why.
- **Listen and Read-** Students will listen to track 5 about the movie *Walking with Giants*. Teacher will demonstrate how to skim a text for key information.
- **Match meanings-** Students will match key vocabulary with their definition.
- **Read and answer-** Students will skim the text to complete answers using key vocabulary.

- Audio Track 5
- Classroom Presentation Tool
- Student Book p.12
- Student Notebook
- Student Workbook p. 10
- poseable toys or clay
- camera
- movie-making software

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- **Optional Activity-** In groups, students create a stop-motion animation movie using simple present to narrate.
- **Wrap Up-** Divide class in 2 teams, say a key vocabulary word and the person at the board has to write the key vocabulary correctly to gain a point for their team.

Lesson 4 Grammar

- **Warm Up-** Students pull a paper with an everyday action and must draw it on the board for their classmates to identify.
- **Listen and Read-** Using student book p. 13 and track 6, students will listen and follow along with the passage on Adverbs of frequency. Teacher clarifies with examples of something students do at each frequency.
- **Adverbs of Frequency-** Students will rewrite sentences to include the adverb of frequency identified.
- **True/ False-** Create sentences about your day using adverbs of frequency that are both true and false. In partners, see if you can identify which statements are true or false.
- **Optional Activity-** Hang posters with each adverb of frequency. Have students draw a picture or write a sentence to add to each poster about that frequency.
- **Wrap Up-** Using posters, both teacher and students will take turns identifying an action of frequency, and everyone has to stand by the poster that equates to their life. Ex: I always have coffee with breakfast (Teacher might go to always, students should go to never.)

Lesson 5 Song

- **Warm Up-** Using SB. 14, students discuss what they saw with a partner.
- **Listen and Read-** Students listen and discuss which job is being described in the text.
- **Listen and Sing-** Students listen and sing along.
- **Optional Activity 1-** Students work in pairs to create another verse of the song on a different job.
- **Sing and Act-** Students sing the song and act out the phrases. Introduce the idea of being curious about what each job does.
- **Optional Activity 2-** Have students create a new verse using their favorite job.
- **Wrap Up-** Have students read their verses on their favorite job for their classmates to figure out.

- Audio Track 6
- Classroom Presentation Tool
- Student Book p. 13
- Student Notebook
- Student Workbook p. 11
- Workbook Audio Track 4
- 20 pieces of paper with every day actions on them
- 6 pieces of poster board with an adverb of frequency written on it
- sticky notes

- Audio tracks 7-10
- Classroom Presentation Tool
- Student Book p. 14
- Student Notebook
- Student Workbook p. 13

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Lesson 6 Writing

- **Warm Up-** Teacher will read passage for students to listen and imagine. Students will share with a partner what they imagined.
- **Read the Interview-** Students will read an interview about an engineer at NASA.
- **Read and Answer-** Students will answer clarifying questions about the interview.
- **Writing Skill-** Students will unscramble words to create interview questions.
- **Interview-** Create interview questions to ask a family member about their job. Review questions with a partner.
- **Optional Activity-** Revisit their answer for what they would like to be when they grow up from lesson 1. Has anyone's answer changed?
- **Wrap Up-** Using job cards, have students ask a question about that job that would be used in an interview. The rest of the team has to guess the job.

- Classroom Presentation Tool
- Student Book p. 15
- Student Notebook
- Workbook p.12
- 12-15 pieces of paper with jobs written on them

Lesson 7 Video

- **Warm Up-**Orally produces questions about a family member's job.
- **Watch the Video-** While watching Video 1, check off which jobs are discussed.
- **Watch and Match-** Match actions provided with the children from the video.
- **Read and Write-** Determine if statements are true or false based on the video.
- **Optional Activity-** Discuss the difficulties and benefits of the jobs in the video.
- **Discuss in pairs-** In pairs, discuss the opinion questions on jobs.
- **Wrap Up-** Identify key qualities you need to be successful at a job.

- Video 1
- Classroom Presentation tool
- Worksheet 4.1
- Unit 1 Test
- a soft ball
- Student Book p. 16
- Student Notebook

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 2 - Move to the Music

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

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- **5-**The Language of Social Studies (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

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NJSLS Grade 4 Social Studies

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NJSLS Visual and Performing Arts

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NJSLS Career Readiness, Life Literacies, and Key Skills

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- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Central Idea / Enduring Understanding:

Students will...

- Identify musical instruments
- Read and Discuss music in different cultures
- Use completed actions in the past and adverbs of manner to discuss how they do things
- Write a review of a movie or a show
- Identify the value of being yourself

Essential/Guiding Question:

- What are musical instruments?
- How do you write a review and give opinions on music and movies?
- How does identity relate to music?

Content:

- **Theme:** Move to the Music
- **Language:**
 - **Words**
 - cello, classical music, concert,dancer, drums, flute, keyboard,pop music, singer, violin, bang, carry, climb, shout
 - **Grammar**
 - Simple past
 - Present Progressive
 - Adverbs of manner

Skills (Objectives):

- **Listening Strategy**
 - Listening for Gist
- **Reading Strategy**
 - Using the title to predict Content
- **Collaboration**
 - Work together in pairs to remember details from a picture
- **Communication**
 - Ask a classmate about recent past events
- **Creativity**
 - Dance in different ways to identify the value of being yourself
- **Critical thinking**
 - Evaluate a show or movie for a review

Stage 2: Assessment Evidence

Performance Task(s):

- Graphic Organizer- Pie Chart, 3 column chart

Other Evidence:

- Student Practice Books
- Student Writing Samples

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- Ask and answer questions about music and instruments
- Using adverbs of manner to describe music
- Acting out past tense verbs with the adverb of manner

- Unit Test
- Final Project – A review
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Ask students to draw pictures of musical instruments that they know of.
- **Use the Photo**- Students use key vocabulary to reflect on what is happening in the photo.

Lesson 1 Words

- **Warm-up**- Students work in pairs to answer questions about their personal experience with music
- **Listen and Repeat**- Students will listen and repeat key vocabulary for this unit.
- **Optional Activity 1**- Using the pie chart, students will sort key vocabulary into the headings instruments, people, and types of music.
- **Answer the Questions**- Students use key vocabulary to complete the text.
- **Listen to the Conversation**- Students listen to the gist of a passage to complete comprehension questions.
- **Wrap Up**- In teams, students will complete to identify what the teacher is acting out and write it on the board correctly.

Lesson 2 Grammar

- **Warm Up** – Using a 3 column chart, students will create questions about music and write them in column 1.
- **Listen and Read**- Listen to track 13, students follow along on p.19. Discuss, using simple past: be and simple past: regular to discuss concerts.
- **Optional Activity**- Write verbs associated with music (ex: play, clap, watch) and have students convert these verbs into the simple past.
- **Complete the text**- Students complete the text using verbs in the simple past.
- **Ask and Answer**-Students will unscramble words to create questions using frequency and simple present or present progressive. Check responses in pairs.
- **Optional Activity 2**- Have a student say a sentence in the simple past, the next student say Student 1's answer and adds their own, etc.
- **Think and Ask**- Think of 3 things you did yesterday. Have pairs take turns asking questions to guess their partner's answer.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 17.

- Audio Tracks 11-12
- Classroom Presentation Tool
- Graphic Organizer- Pie Chart
- Student Book p. 18
- Student Notebook
- Student Workbook p. 14
- Workbook Audio Track 5
- glue
- a photo of a full size orchestra or clip of an orchestra playing

- Audio Track 13
- Classroom Presentation Tool
- Graphic Organizer- 3 column chart
- Student Book p. 19
- Student Notebook
- Student Workbook p. 15
- Workbook Audio Tracks 6-7
- a soft ball

Fourth Grade ESL

- **Wrap Up-** Ask yes/no questions in the simple past, continue until all students have had a turn to both ask and answer.

Lesson 3 Reading

- **Warm Up-** Have students stand in a straight line and ask them questions about what they did yesterday using simple past tense verbs. If yes, jump left. If no, jump right.
- **Use the Photo-** Students will use photo on p. 20 to discuss what the main subjects are doing and why.
- **Listen and Read-** First students will predict 5 words they think they will hear in the passage based on the title. Students will listen to track 14 about Indian Music and Dance
- **Read and Circle-** Students will read the text and circle the correct answers.
- **Read and Correct-** Students will read the text and correct the sentences.
- **Optional Activity-** Read a sentence from the text, have students find where you are as quickly as possible and continue reading where you left off.
- **Wrap Up-** Have students convert verbs from the passage into the simple past.

Lesson 4 Grammar

- **Warm Up-** Play different kinds of music. Have students hold up a paper with an adjective that matches that music.
- **Listen and Read-** Using student book p. 21 and track 15, students will listen and follow along with the passage on Adverbs of manner. Teacher clarifies with examples of how something is done.
- **Complete the text-** Students will use adverbs of manner to complete the text.
- **Optional Activity-** Students can bring in an instrument and demonstrate how to play it to the class.
- **Adverbs of Manner-** Students will rewrite sentences to include the adverb of frequency identified.
- **Wrap Up-** Have students give directions of a verb and an adverb of manner. Ex: Walk slowly, please. Jump quickly, please. Etc.

Lesson 5 Song

- **Warm Up-** Using SB. 14, students discuss what they saw with a partner.
- **Listen and Read-** SB p. 22, Track 16. Students listen and identify adverbs in the text.
- **Listen and Sing-** Students listen and sing along.

- Audio Track 14
- Classroom Presentation Tool
- Student Book p.20
- Student Notebook
- Student Workbook p. 16

- Audio Track 15
- Classroom Presentation Tool
- Graphic Organizer 3 column chart
- Student Book p. 21
- Student Notebook
- Student Workbook p. 17
- Audio clips of 4-5 different kinds of music
- pieces of paper with adjectives on them

- Audio tracks 16-19
- Classroom Presentation Tool
- Student Book p. 22
- Student Notebook
- Student Workbook p. 19
- cards with adverbs written on them
- 2 songs of teacher's choice

Fourth Grade ESL

- **Optional Activity 1-** In pairs, students will flip a card with an adverb and choose a way to show that adverb.
- **Listen and Act-** Students sing the song and dances in a way that reflects the adverbs. Discuss how individuality can be shown while dancing.
- **Wrap Up-** Play new music and encourage the students to dance how they feel comfortable to the music, switch to another song and ask how their dancing changed.

Lesson 6 Writing

- **Warm Up-** Display pictures of well-known musicals, in pairs, students discuss what they know or predict these musicals would be about.
- **Read the review-** Students will read a review of the musical *Annie*.
- **Read and Answer-** Students will answer clarifying questions about the review.
- **Writing Skill-** Students will use the word Because to further expand on opinions.
- **Optional Activity-** On a post-it, brainstorm favorite movies, tv-shows, animals, or actors.
- **Review-** Students will write a review of a show they have seen.
- **Wrap Up-** Students will share their reviews. Give a thumbs up or down if this show would interest you.

- Classroom Presentation Tool
- Student Book p. 23
- Student Notebook
- Workbook p.18
- photos from contemporary musical movies of theater performances
- post-it

Lesson 7 Video

- **Warm Up-** Write the 3 countries we will see on the board, have students predict which instrument is popular in each country.
- **Watch the Video-** While watching Video 2, match the instrument to the country.
- **Watch and Complete-** Complete sentences using the information from the video
- **Read and Circle-** Circle the correct answer for each sentence based on the video.
- **Optional Activity-** Use adverbs of manner to describe how each instrument was played in the video.
- **Discuss in pairs-** In pairs, discuss questions about instruments in your life.
- **Wrap Up-** Have questions prepared on different instruments, in teams students with the closest guess win.

- Video 2
- Classroom Presentation tool
- Worksheet 4.2
- Anthology Story 1
- ANthology Teaching notes 136
- Unit 2 Test
- Student Book p. 24
- Student Notebook
- questions relating to instruments prepared by the teacher.

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		

Fourth Grade ESL

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

Unit Title: Unit 3 - Let's Celebrate!

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.

Fourth Grade ESL

- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.PP.4.5.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in
 - the point of view they represent.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Fourth Grade ESL

- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.

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.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Central Idea / Enduring Understanding:

Students will...

- Identify and discuss the different ways people celebrate and why
- Use the simple past to talk about celebrations and recent events
- Create Wh- questions in the simple past
- Write an email to a friend
- Identify the value of being a good neighbor

Essential/Guiding Question:

- How do people celebrate?
- Why do people celebrate?
- What are the essential elements of an email?
- How can you be a good neighbor?

Content:

- **Theme:** Let's Celebrate
- **Language:**
 - Words
 - eat traditional food, give presents, make special food, play party games, put up decorations, throw streamers, watch a parade, wear traditional clothes, buy/bought,

Skills (Objectives):

- **Listening Strategy**
 - Note-taking
- **Reading Strategy**
 - Guessing Meaning from context
- **Writing Strategy**
 - Time Connector
- **Collaboration**
 - Find out about a partner's experience
- **Communication**

Fourth Grade ESL

<ul style="list-style-type: none"> choose/chose, drink/drank, learn/learned, take/took o Grammar <ul style="list-style-type: none"> ▪ Simple past of common and irregular verbs ▪ Wh- question with did and be 	<ul style="list-style-type: none"> o Ask and answer questions about festivals they attend • Creativity <ul style="list-style-type: none"> o Decide which international festival they would like to attend • Critical thinking <ul style="list-style-type: none"> o Identify ways to be a good neighbor
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Categorizing key vocabulary • Personal Response Entries • Ask and answer wh- questions about festivals • Create and organize key details of parties and festivals. • Compare and contrast celebrations 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Student Practice Books • Student Writing Samples • Final Projects-Crafting an email • Unit Test • Oral Presentation of Published Works
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 Unit Walkthrough</u></p> <ul style="list-style-type: none"> • Thematic Introduction – Using the phrase “ Let’s Celebrate”, in pairs have students brainstorm more what that means. • Use the Photo- Student A opens to page 29 and tells student B what to draw to reproduce this picture. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> • Warm-up- Students will pretend to plan a party and write 2 lists on chart paper, one list of what needs to be done before a party and one list of what needs to be done during the party. • Listen and Repeat- Students will listen and repeat key vocabulary for this unit. • Answer the Questions- Students discuss key questions in pairs. • Listen to the Presentation- Students listen to the presentation and take-notes as a class. Using the notes, complete clarifying questions. • Optional Activity 3-In pairs, students are given a piece of paper with topics on them and they must brainstorm 3 examples relating to that topic. • Wrap Up- Act out a key vocabulary word for classmates to guess. <p><u>Lesson 2 Grammar</u></p> <ul style="list-style-type: none"> • Warm Up – In teams, write a list of actions related to a celebration on post its. • Listen and Read- Listen to track 24, students follow along on p31. Discuss, irregular verbs in the simple past. • Optional Activity- Students create affirmative, negative or question sentences using the irregular past. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Home school Connection Letter • Classroom Presentation Tool • Student Book Page 29. • Paper and pencil for Student B <ul style="list-style-type: none"> • Audio Tracks 22-23 • Classroom Presentation Tool • Student Book p. 30 • Student Notebook • Student Workbook p. 24 • Workbook Audio Track 10 • a soft ball • 6 pieces of paper with the following topics written on them: food, clothes, games, decorations, theme, and place • Chart paper <ul style="list-style-type: none"> • Audio Track 24 • Classroom Presentation Tool • Student Book p. 31 • Student Notebook • Student Workbook p. 25 • Markers • Spinners • Ball
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Fourth Grade ESL

- **Complete the text-** Students complete the text using irregular verbs in the simple past.
- **Ask and Answer-** Students will use the word box to create questions about festivals. Students will ask these questions to a partner
- **Wrap Up-** Students use sentence cards to dictate to their partner what they should draw. Switch roles.

Lesson 3 Reading

- **Warm Up-** In pairs, students discuss opinions of foods at celebrations.
- **Use the Photo-** Students will use photo on p. 32 to discuss what the main subject is.
- **Listen and Read-** Students will listen to track 25 about food festivals in Italy. Students will practice using the strategy Guessing meaning from context.
- **True or False-** Students will refer back to text to complete true/false statements
- **Simple Past-** Students will identify examples of simple past in the text.
- **Optional Activity-** Students create social media post about a festival they've been to.
- **Wrap Up-** Students draw a verb from the bag and must use the word in a sentence.

Lesson 4 Grammar

- **Warm Up-** Students will play a game using the phrase "Change chairs if you ___ yesterday".
- **Listen and Read-** Using student book p. 33 and track 26, students will listen and follow along with the passage on Adverbs of frequency. Teacher clarifies with examples of something students do at each frequency.
- **Optional Activity-** Students organize cut up questions into sentences.
- **Wh questions-** Students will unscramble words to create Wh- questions.
- **Ask a Friend-** Students ask a partner about festivals they have attended.
- **Wrap Up-** Students practice Wh- questions in the past tense with a partner using a spinner.

Lesson 5 Song

- **Warm Up-** Play guess the word with the word Neighbors. In pairs, discuss the meaning of this word.
- **Listen and Read-** Students listen and discuss what they see at a street party.
- **Listen and Sing-** Students listen and sing along.
- **Sing and Act-** Students sing the song and act out the phrases. Introduce the idea of the value of a good neighbor.

- Eight sentences on pieces of paper
- Post-its

- Audio Track 25
- Classroom Presentation Tool
- Student Book p.32,33
- Student Notebook
- Student Workbook p. 26
- Small pieces of paper with a verb on each
- A small bag to put the paper in

- Audio Track 26
- Classroom Presentation Tool
- Student Book p. 33
- Student Notebook
- Student Workbook p. 27
- Workbook Audio Track 11-12
- Questions on paper
- Spinner

- Audio tracks 27-30
- Classroom Presentation Tool
- Student Book p. 34
- Student Notebook
- Student Workbook p. 29

Fourth Grade ESL

- **Optional Activity 1-** In pairs, students decide on details for a street party they are throwing in their neighborhood.
- **Optional Activity 2-** Students write a new verse for the song.
- **Wrap Up-** Fill in the blank with the song lyrics.

Lesson 6 Writing

- **Warm Up-** Teacher will pretend to read an exciting email from a friend. Students brainstorm what it could be about.
- **Read an email-** Students will read an email between friends
- **Read and Answer-** Students will answer clarifying questions about the email.
- **Optional Activity-** Students create Wh- questions in relation to the text.
- **Writing Skill-** Time Connectors-Students identify time connectors in the text and discuss their placement.
- **Email-** Students draft an email to a friend about a celebration
- **Wrap Up-** Write a sentence in the past tense about a Crazy Day using a time connector.

- Classroom Presentation Tool
- Student Book p. 35
- Student Notebook
- Workbook p.28

Lesson 7 Video

- **Warm Up-** Review different types of celebrations from this unit.
- **Watch the Video-** While watching Video 4, match countries with the festival they celebrate.
- **Watch and Match-** Match key vocabulary provided with the children from the video.
- **Clarifying Questions-** Answer clarifying questions about the video using full sentences.
- **Discuss in pairs-** In pairs, discuss the similarities and differences of festivals you have attended.
- **Optional Activity-** Students create a sculpture out of clay similar to that of the video and must explain their work.
- **Wrap Up-** Write Wh- questions about festivals on a paper airplane, choose a different airplane than your own to answer that question orally.

- Video 4
- Classroom Presentation tool
- Graphic Organizer- Sunshine Organizer
- Worksheet 4.3
- Unit 3 Test
- Modeling clay
- Scrap paper
- Student Book p. 36
- Student Notebook

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		

Fourth Grade ESL

Graphic Organizers	Graphic Organizers	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Open-ended questioning	Multiple choice and open-ended questioning	Print-rich environment	Print-rich environment with visual cues
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	Guided and independent practice with the writing process	Teacher support with directions	Visual aids, realia, and manipulatives
		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 - Sports

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

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

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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Fourth Grade ESL

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- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
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- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
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- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss sports
- Use can and could to discuss ability
- Use object pronouns
- Create a fact file about an athlete
- Identify the value of having fun doing sports

Essential/Guiding Question:

- What are sports?
- Which abilities make sports easier or more difficult?
- What key attributes to athletes have?
- How does enjoyment factor into sports?

Content:

- **Theme:** Sports
- **Language:**
 - *Words*
 - cycling, diving, golf, gymnastics, ice skating, rowing, sailing, snowboarding, track, volleyball, brave, nervous, surprised, tired
 - *Grammar*

Skills(Objectives):

- **Listening Strategy**
 - Listening for Specific Information
- **Reading Strategy**
 - Understanding Facts and Figures
- **Writing Strategy**
 - Using When
- **Collaboration**
 - Share relevant information about an athlete

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- Can and could
- object pronouns

- **Communication**
 - Find out what sports their partner enjoys doing
- **Creativity**
 - Create a fact file about an athlete
- **Critical thinking**
 - Reflect on the abilities now and in the past

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- Ask and answer questions about sports
- use object pronouns in context
- Graphic Organizer- T-chart

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Fact File
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 4 Unit Walkthrough

- **Thematic Introduction** – Using the question “What sports can you play?”, in pairs have students brainstorm more jobs.
- **Use the Photo-** Students use key vocabulary to reflect on what is happening in the photo.

Lesson 1 Words

- **Warm-up-** Students will complete the sentence stemming from their favorite sports.
- **Listen and Repeat-** Students will listen and repeat key vocabulary for this unit.
- **Answer the Questions-** Students sort sports into categories.
- **Listen to the Conversation-** Students listen and read the passage on Paralympic sports for key details.
- **Optional Activity 3-** In pairs, students research a paralympic sport to share with the class.
- **Wrap Up-** In teams, students compete to guess the key vocabulary term first.

Lesson 2 Grammar

- **Warm Up** – Students use can to describe sports bloopers.
- **Listen and Read-** Introduce and discuss grammar can and could.
- **Complete the text-** Students complete the text using can and could.
- **Ask and Answer-** Students will use word box to create sentences using can and could. Students ask questions in pairs.
- **Optional Activity-** Using TPR students respond to questions about what they can and can't do.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 37.

- Audio Tracks 31-32
- Classroom Presentation Tool
- Student Book p. 38
- Student Notebook
- Student Workbook p. 30
- Workbook Audio Track 13
- Sticky notes

- Audio Track 33
- Classroom Presentation Tool
- Student Book p. 39
- Student Notebook
- Student Workbook p. 31
- Sports bloopers video
- A soft ball

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- **Wrap Up-** Students create sentences with can and could in the past tense.

Lesson 3 Reading

- **Warm Up-** Students will use a picture prompt to discuss swimming ability.
- **Use the Photo-** Students will use photos to discuss what the main subject is doing and why.
- **Listen and Read-** Students will listen and read key text on swimming. Teacher will explain reading strategy: understanding facts and fi
- **Read and answer-** Students will use the text to complete answers using key vocabulary.
- **Match meanings-** Students will match key vocabulary with their definition.
- **Optional Activity 1-** Show video of olympic swimmers for student's to describe.
- **Optional Activity 2-** Students research and create a poster on an olympic sport of their choice.
- **Wrap Up-** In partners, give key details you remember about Eric Moussambani.

Lesson 4 Grammar

- **Warm Up-** Using a mentor sentence, students practice replacing nouns with pronouns.
- **Listen and Read-** Students will listen and follow along with the passage on object pronouns.
- **Object Pronouns-** Students will complete the text using object pronouns.
- **Complete the Question-** Students complete questions using object pronouns.
- **Optional Activity-** Take turns passing a ball and tell the group who threw the ball. She threw the ball. etc.
- **Wrap Up-** Students create sentences with object pronouns using paper with missing pronouns.

Lesson 5 Song

- **Warm Up-** Students discuss what is happening in the photo with a partner.
- **Listen and Read-** Students listen and discuss how the author's perspective of sports changes.
- **Listen and Sing-** Students listen and sing along.
- **Sing and Act-** Students sing the song and act out the phrases. Introduce the value of having fun with sports.
- **Optional Activity 1-** Students identify why different sports can be fun.
- **Wrap Up-** Students recall key phrases from the text.

Lesson 6 Writing

- **Warm Up-** Students answer questions about their favorite athlete.

- Audio Track 34
- Classroom Presentation Tool
- Student Book p.40
- Student Notebook
- Student Workbook p. 32
- A photo of swimmers
- A video clip of Eric Moussambani
- A video clip of olympic swimmers

- Audio Track 35
- Classroom Presentation Tool
- Student Book p. 41
- Student Notebook
- Student Workbook p. 33
- A soft ball
- Small pieces of paper (7 per student)

- Audio tracks 36-39
- Classroom Presentation Tool
- Graphic Organizer T-Chart
- Game Cube
- Student Book p. 42
- Student Notebook
- Student Workbook p. 35
- Scissor
- Tape

- Classroom Presentation Tool
- Student Book p. 43
- Student Notebook

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- **Read the Interview-** Students will read an interview about Usain Bolt.
- **Read and Answer-** Students will answer clarifying questions about the fact file.
- **Writing Skill-** Students will discuss punctuation used with a when clause and how to use it.
- **Fact File-** Create a fact file on a famous athlete.
- **Wrap Up-** Using concentric circle papers, students will create clauses.

Lesson 7 Video

- **Warm Up-** Students describe sports for classmates to identify.
- **Watch the Video-** While watching Video 4, students identify which athletes were discussed.
- **Watch and Match-** Match actions provided with the athletes from the video.
- **Read and Write-** Determine if statements are true or false based on the video.
- **Optional Activity-** Using a fact file, create 3 questions to ask about a partner's athlete.
- **Discuss in pairs-** In pairs, discuss the opinion questions on athletes.
- **Wrap Up-** Recall 1 fact about an athlete from the video.

- Workbook p.34
- 12-15 pieces of paper with 3 concentric circles drawn on them
- A small object such as a coin or paper clip

- Video 5
- Classroom Presentation tool
- Anthology Story 2
- Anthology Teaching Notes page 137
- Worksheet 4.4
- Unit 4 Test
- Student Book p. 44
- Student Notebook
- A phone
- Photos of famous athletes from students' home countries
- Sticky notes

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	

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

Unit Title: Unit 5 - Incredible Places

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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- **RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.PP.4.5.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in
 - the point of view they represent.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
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Central Idea / Enduring Understanding:

Students will...

- discuss natural and man-made features
- use comparative and superlative adjectives
- create a travel brochure
- identify the value of exploring new places

Essential/Guiding Question:

- What are natural and man-made features?
- How does a travel brochure help travelers?
- Why should new places be explored?

Content:

- **Theme:** Incredible Places
- **Language:**
 - *Words*
 - bridge, castle, cave, dessert, island, jungle, plant, pyramid, rock, wave, dangerous, exciting, important, popular
 - *Grammar*
 - Comparative and superlative forms of short, long, and irregular adjectives

Skills(Objectives):

- **Listening Strategy**
 - Noticing questions in conversation
- **Reading Strategy**
 - Using visual clues
- **Writing Strategy**
 - Using Capital Letters
- **Collaboration**
 - Respond to a partners ideas
- **Communication**
 - Ask and answer questions in pairs about various topics
- **Creativity**
 - Create a travel brochure
- **Critical thinking**
 - Identify whether features are natural or man-made

Stage 2: Assessment Evidence

Performance Task(s):

- Ask and answer questions about natural and man-made features
- Using comparative and superlative adjectives to give detail
- Graphic Organizer: T-Chart, pie chart

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Unit Test
- Final Project – a travel brochure
- Oral Presentation of Published Works

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 5 Unit Walkthrough

- **Thematic Introduction** – Using photographs, have students identify natural features.
- **Use the Photo-** Students use key vocabulary to reflect on what is happening in the photo and how they might feel.

Lesson 1 Words

- **Warm-up-** Students work in pairs to answer questions about their personal experience with vacations.
- **Listen and Repeat-** Students will listen and repeat key vocabulary for this unit.
- **Optional Activity 1-** Students categorize key vocabulary using photos.
- **Answer the Questions-** Students use key vocabulary to complete the text.
- **Listen to the Conversation-** Students listen to the passage paying attention to questions.
- **Wrap Up-** Identify the missing words from the sentences.

Lesson 2 Grammar

- **Warm Up** – Use adjectives to describe key vocabulary.
- **Listen and Read-** Listen and read the key text on comparative and superlative adjectives.
- **Ask and Answer-** Students compare locations using comparative and superlative adjectives.
- **Complete the text-** Students complete the text using comparative and superlative adjectives.
- **Questions-** Create questions using comparative and superlative adjectives.
- **Optional Activity 2-** Choose a noun and create 4 sentences about that noun using comparative and superlative adjectives.
- **Wrap Up-** Give students an adjective and they must use it to describe objects from the classroom.

Lesson 3 Reading

- **Warm Up-** In groups, create a list of activities you can do at the beach.
- **Use the Photo-** Students will use photo to discuss what they see.
- **Listen and Read-** Students will listen and read the text while using visual cues.
- **Read and T/F-** Students will read the text and identify the true/ false statements.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 49
- Photos of lakes, mountains, forest, etc

- Audio Tracks 41-42
- Classroom Presentation Tool
- Graphic Organizer- T-Chart
- Student Book p. 50
- Student Notebook
- Student Workbook p. 40
- Workbook Audio Track 17
- Vacation photos

- Audio Track 43
- Classroom Presentation Tool
- Student Book p. 51
- Student Notebook
- Student Workbook p. 42

- Audio Track 44
- Classroom Presentation Tool
- Student Book p. 52
- Student Notebook
- Student Workbook p. 42
- A photo of the World Islands in Dubai
- Paper

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- **Read and Complete-** Students will read the text and complete the sentences.
- **Optional Activity-** Students create an island shaped like something else and describe it to their partners.
- **Wrap Up-** Identify countries in the picture of the World Islands.

Lesson 4 Grammar

- **Warm Up-** Students brainstorm adjectives in pairs.
- **Listen and Read-** Students will listen and follow along with the passage on long adjectives.
- **Complete the text-** Students will use long adjectives to complete the text.
- **Long adjectives-** Students will write sentences to include long adjectives. Discuss questions with a partner.
- **Optional Activity-** Students modify adjectives into long adjectives using pie charts.
- **Wrap Up-** Reflect on what being a window cleaner of Burj Khalifa would be like.

Lesson 5 Song

- **Warm Up-** Using photos, students discuss what they saw with a partner.
- **Listen and Read-** Students listen and identify locations in the text.
- **Listen and Sing-** Students listen and sing along.
- **Listen and Act-** Students sing the song and act out what is described. Discuss the value of exploration.
- **Optional Activity-** In pairs, students create a new verse for the song.
- **Wrap Up-** Students recall parts of the song.

Lesson 6 Writing

- **Warm Up-** In partners, where would you like to travel to? Why?
- **Read the travel brochure-** Students will read the text on Finland.
- **Read and Answer-** Students will answer clarifying questions about the travel brochure.
- **Writing Skill-** Students will review the importance of capital letters in writing.
- **Travel Brochure-** Students will write a travel brochure of a place they would like to visit.
- **Optional Activity-** Display brochures, which of these locations would you like to visit?
- **Wrap Up-** identify the quantity of capital letters from an oral sentence.

- Audio Track 45
- Classroom Presentation Tool
- Graphic Organizer pie chart
- Student Book p. 53
- Student Notebook
- Student Workbook p. 43
- Workbook Audio 18

- Audio tracks 46-49
- Classroom Presentation Tool
- Student Book p. 54
- Student Notebook
- Student Workbook p. 45

- Classroom Presentation Tool
- Student Book p. 55
- Student Notebook
- Workbook p.44
- Travel brochures
- Photos or videos of the Northern Lights

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Lesson 7 Video

- **Warm Up**-Write the 3 countries we will see on the board, have students predict which instrument is popular in each country.
- **Watch the Video**- While watching Video 2, match the instrument to the country.
- **Watch and Complete**-Complete sentences using the information from the video
- **Read and Circle**- Circle the correct answer for each sentence based on the video.
- **Optional Activity**- Use adverbs of manner to describe how each instrument was played in the video.
- **Discuss in pairs**- In pairs, discuss questions about instruments in your life.
- **Wrap Up**- Have questions prepared on different instruments, in teams students with the closest guess win.

- Video 6
- Classroom Presentation tool
- Worksheet 4.5
- Unit 5 Test
- Student Book p. 56
- Student Notebook
- Vocabulary cards of man-made and natural features

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	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

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Unit Title: Unit 6 - Cool Clothes

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.PP.4.5.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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,

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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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss fashion and accessories
- Use possessive pronouns for belongings
- Write an invitation to a party
- Identify the value of taking care of your things.

Essential/Guiding Question:

- What is fashion?
- What are accessories?
- Why do we need to take care of our belongings?
- How do we show possession of belongings?

Content:

- **Theme:** Cool Clothes
- **Language:**
 - *Words*
 - bracelet, comfortable, leggings, plain, pocket, polka dots, sneakers, stripe, sunglasses, frighten, hurt, match, weak
 - *Grammar*
 - Possessive pronouns
 - Infinitive of purpose

Skills(Objectives):

- **Listening Strategy**
 - Visualizing
- **Reading Strategy**
 - Reflecting while reading
- **Writing Strategy**
 - Times, dates, addresses
- **Collaboration**
 - Work in pairs to discuss ways to help students feel happy at school
- **Communication**
 - Write an invitation to a party
- **Creativity**
 - Design your own clothing
- **Critical thinking**
 - Decide what to take to a desert island

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- Show possession using pronouns
- Create and organize key details of a party

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Writing an invitation
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Students brainstorm uses of accessories.
- **Use the Photo-** In pairs, students discuss how weather impacts fashion.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 57.
- A scarf, gloves, baseball cap, shorts, sunglasses, rain boots

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Lesson 1 Words

- **Warm-up-** In pairs, write down any words related to clothes.
- **Listen and Read-** Students will listen and read the text on clothing.
- **Answer the Questions-** Students complete sentences using key vocabulary.
- **Listen and answer-** Students listen to the presentation and visualize what the designer is saying to answer questions.
- **Design-**Students design their own clothing and share out with the group.
- **Optional Activity-**Using fashion magazines, students identify likes and dislikes in fashion.
- **Wrap Up-** Students describe what someone is wearing.

Lesson 2 Grammar

- **Warm Up –** In pairs, students ask and answer questions about ownership.
- **Listen and Read-** Students listen and follow along with the text on possessive pronouns. .
- **Complete the text-** Students complete the text using possessive pronouns.
- **Ask and Answer-**Students will use possessive pronouns to ask and answer questions.
- **Optional Activity-** Students create sentences using possessive pronouns.
- **Wrap Up-** Students use possessive pronouns to show ownership of items in the classroom.

Lesson 3 Reading

- **Warm Up-** Students identify if they are wearing matched or mismatched socks.
- **Listen and Read-**Students listen and read the passage using the reading strategy reflecting while reading.
- **Match meaning -** Students will match the meanings with the word.
- **True or False-** Students will refer back to text to complete true/false statements
- **Opinion-**Students will discuss opinions related to passage.
- **Optional Activity-** Students create poster for mismatched sock day.
- **Wrap Up-** Recall key details from text.

Lesson 4 Grammar

- **Warm Up-** Identify why people have belongings.

- A large brown bag
- Green and red crayons

- Audio Tracks 50-51
- Classroom Presentation Tool
- Student Book p. 58
- Student Notebook
- Student Workbook p. 46
- Workbook Audio Track 19
- Fashion magazines or photos from the internet

- Audio Track 52
- Classroom Presentation Tool
- Student Book p. 59
- Student Notebook
- Student Workbook p. 47
- Brown paper bags
- Sentences on strips of paper

- Audio Track 53
- Classroom Presentation Tool
- Student Book p.60
- Student Notebook
- Student Workbook p. 48
- Mismatched socks
- Colored pencils

- Audio Track 54
- Classroom Presentation Tool

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- **Listen and Read-** Students listen and read the passage on the infinitive of purpose.
- **Match to make sentences-** Students match subjects and predict to make sentences.
- **Why-** Students will discuss the purpose of each item.
- **Ask a Friend-** Students ask a partner about festivals they have attended.
- **Choose and explain-** In pairs, students compare and contrast items needed on a desert island.
- **Wrap Up-** Students practice describing and object's purpose.

Lesson 5 Song

- **Warm Up-** In pairs, discuss and describe your favorite things.
- **Listen and Read-** Students listen and discuss the song.
- **Listen and Sing-** Students listen and sing along.
- **Sing and Act-** Students sing the song and act out the phrases. Introduce the idea of taking care of your things.
- **Optional Activity -** Students write a new verse for the song.
- **Wrap Up-** Fill in the blank with the song lyrics.

Lesson 6 Writing

- **Warm Up-** Brainstorm with a partner on what you see at parties.
- **Read an invitation-** Students will read an invitation to a sleepover.
- **Read and Answer-** Students will answer clarifying questions about the text.
- **Writing Skill-** Students identify and discuss writing skill: times, dates, addresses.
- **Create-** Students create an invitation to a party.
- **Wrap Up-** invite a partner to your party.

Lesson 7 Video

- **Warm Up-** Categorize key vocabulary.
- **Watch the Video-** While watching Video, match countries with their fashion.
- **Watch and Match-** Check of key vocabulary discussed in the video.
- **Clarifying Questions-** Answer clarifying questions about the video using full sentences.
- **Discuss in pairs-** In pairs, discuss the similarities and differences of fashion.
- **Optional Activity-** Students draw traditional clothes from their country.
- **Optional Activity 2-** Students design outfits in pairs.

- Student Book p. 61
- Student Notebook
- Student Workbook p. 49
- Workbook Audio Track 20
- Sunglasses, an umbrella, smartphone, large book, coat, bottle of water, large bag, ball

- Audio tracks 55-58
- Classroom Presentation Tool
- Student Book p. 62
- Student Notebook
- Student Workbook p. 51
- A set of cards

- Classroom Presentation Tool
- Student Book p. 63
- Student Notebook
- Workbook p.50
- Party music

- Video 7
- Classroom Presentation tool
- Anthology Story 3
- Anthology teaching notes p 138
- Worksheet 4.6
- Unit 6 Test
- Units 1-6 tests
- Student Book p. 64
- Student Notebook
- A set of word cards
- A plastic bottle, a book, a black trash bag, a banana peel, crayons, a towel, poster paper,
- Two photos from a fashion magazine

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<ul style="list-style-type: none">● Wrap Up- Describe an outfit a classmate created.			
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	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 7 - Life in the Past

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- 1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- 2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- 3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- 4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)

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- **5-The Language of Social Studies (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)**

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
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- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss life in the past
- use verb + preposition to talk about life in the past
- Write a timeline
- Identify the value of playing outside

Essential/Guiding Question:

- How did people live in the past?
- How can I understand life in the past using a timeline?
- What value did playing outside bring?

Content:

- **Theme:** Life in the Past
- **Language:**
 - *Words*
 - the back, the front, an elevator, an entrance, a floor, a gate, a key, a roof, downstairs, upstairs, chalk, circle, glass, square, sidewalk
 - *Grammar*
 - verb + preposition
 - Has/have to and had to

Skills(Objectives):

- **Listening Strategy**
 - Identifying stops
- **Reading Strategy**
 - Identifying key words
- **Writing Strategy**
 - Numbers
- **Collaboration**
 - Compare ideas with a partner
- **Communication**
 - Discuss life in the past
- **Creativity**
 - Organize events on a timeline

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- **Critical thinking**
 - o Evaluate positive and negative points about how life in the past was different

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- Ask and answer questions about life in the past
- use object verb + prepositions
- Graphic Organizer- sunshine organizer

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-timeline
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 4 Unit Walkthrough

- **Thematic Introduction** – Compare how life was different 10 years ago.
- **Use the Photo-** Students use key vocabulary to reflect on similarities between the photo and their lives.

Lesson 1 Words

- **Warm-up-** Students use spinners to discuss rooms of a house.
- **Listen and Repeat-** Students will listen and repeat key vocabulary for this unit.
- **Optional Activity** -Using photos, students identify which photo is being described.
- **Identify-** Students identify key vocabulary in the photo
- **Listen to the Conversation-** Students listen and read the passage using listening strategy: Identifying stops.
- **Wrap Up-** Whisper down the lane and write the sentence.

Lesson 2 Grammar

- **Warm Up** – Students identify irregular verbs in passage.
- **Listen and Read-** Introduce and discuss grammar concept verb + preposition.
- **Complete the text-** Students complete the text using preposition.
- **Complete the text-** Students complete the text using verb+ preposition.
- **Discuss-** Students discuss questions from complete the text.
- **Optional Activity-** Using hieroglyphic alphabet, students write their names.
- **Wrap Up-** Students write sentences about themselves.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 69.

- Audio Tracks 62-63
- Classroom Presentation Tool
- Student Book p. 70
- Student Notebook
- Student Workbook p. 56
- Workbook Audio Track 23
- Spinner
- Paper clips
- Photos of houses around the world

- Audio Track 64
- Classroom Presentation Tool
- Student Book p. 71
- Student Notebook
- Student Workbook p. 57
- A copy of the hieroglyphic alphabet
- Sticky notes with key vocab verbs

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Lesson 3 Reading

- **Warm Up-** Students discuss questions about playing with friends.
- **Use the Photo-** Students will use photo to discuss what the main subject is doing and why.
- **Listen and Read-**Students will listen and read key text on playing outside Teacher will explain reading strategy: Identifying key words.
- **Optional Activity 1-** Students use sunshine graphic organizers to brainstorm games outside.
- **Read and answer-** Students will use the text to complete answers using key vocabulary.
- **Match meanings-** Students will match key vocabulary with their definition.
- **Wrap Up-** Say clues and students must identify the key vocabulary term.

- Audio Track 65
- Classroom Presentation Tool
- Student Book p.72
- Student Notebook
- Student Workbook p. 58
- Sunshine graphic organizer

Lesson 4 Grammar

- **Warm Up-** Students identify true and false statements on key vocabulary.
- **Listen and Read-** Students will listen and follow along with the passage on has/have to.
- **Read and Circle-** Students will complete the text using has/have to.
- **Complete the text-** Students complete text using has/have to.
- **Compare/Contrast-**Students compare and contrast their lives with their grandparents.
- **Optional Activity-** Students identify similarities in past events.
- **Wrap Up-** Students create sentences that their classmates are acting out.

- Audio Track 66
- Classroom Presentation Tool
- Student Book p. 73
- Student Notebook
- Student Workbook p. 59
- Workbook audio tracks 24-25
- Green and red pieces of paper
- Sentences on paper to act out

Lesson 5 Song

- **Warm Up-** Students discuss what is happening in the photo with a partner.
- **Listen and Read-** Students listen and read the key text.
- **Listen and Sing-** Students listen and sing along.
- **Sing and Act-** Students sing the song and act out the phrases.
- **Optional Activity 1-** Students identify exaggeration in sentences about the past.
- **Wrap Up-** Students recall key phrases from the text.

- Audio tracks 67-70
- Classroom Presentation Tool
- Student Book p. 74
- Student Notebook

Lesson 6 Writing

- **Warm Up-** Brainstorm what you know about our school building.
- **Read the Timeline-** Students will read a timeline of a school.
- **Read and Answer-** Students will answer clarifying questions about the timeline.

- Classroom Presentation Tool
- Student Book p. 75
- Student Notebook
- Workbook p.60
- Information about famous buildings
- Papers with years written on them

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- **Writing Skill-** Students will discuss numbers and how to write years.
- **Optional Activity-**Practice writing numbers when said as a year.
- **Timeline-** Create a timeline of our school.
- **Wrap Up-** Using papers with years on them, students must get themselves in order.

Lesson 7 Video

- **Warm Up-**Students discuss how life was different 50 years ago.
- **Watch the Video-** While watching Video, students identify what was discussed.
- **Watch and Complete-**Students complete sentences based off of video.
- **Read and Write-** Determine if statements are true or false based on the video. .
- **Discuss in pairs-** In pairs, discuss the opinion questions on athletes.
- **Optional Activity-** Hypothesize how your grandparent would react to these advancements.
- **Wrap Up-** Recall 1 fact about this unit.

- Video 9
- Classroom Presentation tool
- Worksheet 4.7
- Unit 7 Test
- Student Book p. 76
- Student Notebook
- Spinner
- A paper clip

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	

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		Use of sentence frames to jumpstart writing	Draw to develop writing ideas
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Unit Title: Unit 8 - Fresh Food

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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,

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and social.	
<p><u>Central Idea / Enduring Understanding:</u></p> <p>Students will...</p> <ul style="list-style-type: none"> • Discuss food and community gardening • Use quantifiers to talk about amounts of food • Write a recipe for soup • Identify the value of making your own food 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What foods do we eat? • How can you use quantifiers to identify amounts of food? • What are the key components in a recipe? • Why is it good to make our own food?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Theme: Fresh Food • Language: <ul style="list-style-type: none"> o Words <ul style="list-style-type: none"> ▪ broccoli, cereal, chili pepper, corn, jam, lettuce, nuts, olives, strawberry, zucchini, fresh food, junk food, seed, weed o Grammar <ul style="list-style-type: none"> ▪ How much? and How many? ▪ Quantifiers with count and noncount nouns 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Listening Strategy <ul style="list-style-type: none"> o Using graphic organizers • Reading Strategy <ul style="list-style-type: none"> o Evaluating the writer's opinion • Writing Strategy <ul style="list-style-type: none"> o Commas • Collaboration <ul style="list-style-type: none"> o Work in groups to guess a classmate's true and false statements • Communication <ul style="list-style-type: none"> o Talk to a partner about how much food he/she eats in a week • Creativity <ul style="list-style-type: none"> o Act out the lyrics to the song • Critical thinking <ul style="list-style-type: none"> o Identify the stages of making a dish to write a recipe
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Ask and answer questions about food • Using quantifiers to identify amount • Graphic Organizer: T-Chart, KWL chart 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Student Practice Books • Student Writing Samples • Unit Test • Final Project – a recipe • Oral Presentation of Published Works
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 8 Unit Walkthrough</u></p> <ul style="list-style-type: none"> • Thematic Introduction – Using realia, compare and contrast different kinds of fresh fruits and vegetables. • Use the Photo- Students use key vocabulary to reflect on what is happening in the photo and what they see. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> • Warm-up- Students identify key vocabulary from oral descriptions. • Listen and Repeat- Students will listen and repeat key vocabulary for this unit. • Answer the Questions- Students use key vocabulary to complete the text. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Home school Connection Letter • Classroom Presentation Tool • Student Book Page 77 • A paper bag • Fresh fruits and vegetables • A can of food <ul style="list-style-type: none"> • Audio Tracks 71-72 • Classroom Presentation Tool • Graphic Organizer- KWL Chart • Student Book p. 78 • Student Notebook • Student Workbook p. 62 • Workbook Audio Track 26

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- **Listen to the Conversation-** Students listen to the passage and answer T/f questions.
- **Optional Activity 1-** Students plant their own seeds to watch grow.
- **Wrap Up-** Use key vocabulary in sentences.

Lesson 2 Grammar

- **Warm Up –** Identify which nouns are quantifiable.
- **Listen and Read-** Listen and read the key text on how many and how much.
- **Complete the text-** Students complete the text using key vocabulary.
- **Questions-** Create questions using key vocabulary. Ask and Answer these questions with a partner.
- **Optional Activity -** Create questions using key vocabulary.
- **Wrap Up-** Categorize items using the key vocabulary.

Lesson 3 Reading

- **Warm Up-** In groups, create a list of foods we can grow.
- **Use the Photo-** Students will use photos to discuss what they see.
- **Listen and Read-** Students will listen and read the text while identifying the writer's opinions.
- **Read and match-** Students will read the text and match meanings of key vocabulary.
- **Read and Complete-** Students will read the text and complete the sentences.
- **Optional Activity-** Students create a poster of healthy foods.
- **Wrap Up-** Identify true/false statements about key vocabulary.

Lesson 4 Grammar

- **Warm Up-** Students ask questions to create a list of needs for the supermarket.
- **Listen and Read-** Students will listen and follow along with the passage on quantifiers.
- **Complete the text-** Students will use quantifiers to complete the text.
- **Read and Circle-** Students read text and identify quantifiers.
- **Quantifiers-** Students will write sentences to include quantifiers. Discuss questions with a partner.
- **Optional Activity-** Students modify adjectives into long adjectives using pie chart.
- **Wrap Up-** Reflect on what being a window cleaner of Burj Khalifa would be like.

- Plastic cups with holes pierced in the bottom
- Potting soil
- Seeds

- Audio Track 73
- Classroom Presentation Tool
- Graphic Organizer: T-Chart
- Student Book p. 79
- Student Notebook
- Student Workbook p. 63
- Workbook Audio Track 27

- Audio Track 74
- Classroom Presentation Tool
- Student Book p. 80
- Student Notebook
- Student Workbook p. 64
- Word cards
- Poster paper
- Colored pencils
- Green and red construction paper

- Audio Track 75
- Classroom Presentation Tool
- Graphic Organizer pie chart
- Student Book p. 81
- Student Notebook
- Student Workbook p. 65
- A picture of a food market

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Lesson 5 Song

- **Warm Up-** Using photos, students discuss what they see with a partner.
- **Listen and Read-** Students listen and identify foods in the text.
- **Listen and Sing-** Students listen and sing along.
- **Listen and Act-** Students sing the song and act out what is described. Discuss the value of making your own food.
- **Optional Activity-** In pairs, students create a new verse for the song.
- **Optional Activity #2-** Brainstorm items needed to make a fruit salad.
- **Wrap Up-** Students recall parts of the song.

- Audio tracks 76-79
- Classroom Presentation Tool
- Student Book p. 82
- Student Notebook
- Student Workbook p. 67

Lesson 6 Writing

- **Warm Up-** In partners, use key vocabulary to describe how to make soup.
- **Read the recipe-** Students will read the text on pumpkin soup.
- **Read and Answer-** Students will answer clarifying questions about the text.
- **Writing Skill-** Students will review the importance of commas in writing.
- **Recipe-** Students will write a recipe.
- **Wrap Up-** Which recipe would you like to try?

- Classroom Presentation Tool
- Student Book p. 83
- Student Notebook
- Workbook p.66

Lesson 7 Video

- **Warm Up-** Students share opinions on key vocabulary.
- **Watch the Video-** While watching the video, match the fruit to the country.
- **Watch and Complete-** Complete sentences using the information from the video
- **Read and Circle-** Circle the correct answer for each sentence based on the video.
- **Optional Activity-** Students predict which key vocab word will be used.
- **Discuss in pairs-** In pairs, discuss questions about fruit in your life.
- **Wrap Up-** Ask clarifying questions on video.

- Video 10
- Classroom Presentation tool
- Anthology story 4
- Anthology Teaching Notes p.139
- Worksheet 4.8
- Unit 8 Test
- Student Book p. 84
- Student Notebook
- A video camera or cell phone

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		

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Graphic Organizers	Graphic Organizers	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Open-ended questioning	Multiple choice and open-ended questioning	Print-rich environment	Print-rich environment with visual cues
Write multiple paragraphs with consistent spelling, grammar, and punctuation	Repeated practice with key vocabulary	Portable word wall	Portable word wall with visual cues
Develop confidence with the writing process	Write one paragraph with consistent spelling, grammar, and punctuation	Small group instruction and partner work with key and abstract vocabulary	Small group instruction with letter/sound acquisition
	Guided and independent practice with the writing process	Teacher support with directions	Visual aids, realia, and manipulatives
		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 9 - The World of the Future

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.

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- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss technology
- Use will and won't to talk about the future
- Create wh- questions using will
- Write an opinion text
- Identify the value of using their imagination

Essential/Guiding Question:

- What is technology?
- How can we discuss things in the future?
- How can we communicate opinions?
- What is the value in using our imagination?

Content:

- **Theme:** The World of the Future
- **Language:**
 - *Words*
 - app, charge a tablet, e-book, go online, headphones, interactive whiteboard, laptop, microphone, VR headset, Wi-Fi, control, drop, satellite, send a text
 - *Grammar*
 - Future with will- affirmative, negative, and questions
 - Future time expressions

Skills(Objectives):

- **Listening Strategy**
 - Understanding the speaker's attitude
- **Reading Strategy**
 - Summarizing
- **Writing Strategy**
 - Expressing opinions
- **Collaboration**
 - Brainstorm Topics together for a writing task
- **Communication**
 - Discuss questions about the future
- **Creativity**
 - Imagine life in the future
- **Critical thinking**
 - Predict how robots will be used in the future

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- Use will to communicate about the future
- Express opinions on the future

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Opinions on the future
- Unit Test
- Oral Presentation of Published Works

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 Unit Walkthrough

- **Thematic Introduction** – Students identify time frames.
- **Use the Photo-** In pairs, students discuss what they see in this photo and how it relates to key vocab.

Lesson 1 Words

- **Warm-up-** In pairs, predict what a school will look like in 100 years.
- **Listen and Read-** Students will listen and read the key text.
- **Answer the Questions-** Students complete sentences using key vocabulary.
- **Listen and answer-** Students listen to the presentation and identify T/F statements.
- **Optional Activity-** In pairs, identify what technology should be brought to the school and why.
- **Wrap Up-** Students discuss how often technology is used.

Lesson 2 Grammar

- **Warm Up** – In pairs, discuss how robots could impact instruction.
- **Listen and Read-** Students listen and follow along with the text on future tense.
- **Complete the text-** Students complete the text using future tense.
- **Ask and Answer-** Students will use future tense with will to ask and answer questions.
- **Optional Activity-** Students design a robot and identify what it will or won't do.
- **Wrap Up-** Students use future tense to discuss robots.

Lesson 3 Reading

- **Warm Up-** Students compare technology available today from the past.
- **Photo-** Students use the photo to identify background knowledge on drones.
- **Listen and Read-** Students listen and read the passage using the reading strategy summarizing.
- **Match meaning** - Students will match the meanings with the word.
- **Meaning-** Students will discuss key questions related to text.
- **Optional Activity-** Students role play a discussion between two professions from the text.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 89

- Audio Tracks 82-83
- Classroom Presentation Tool
- Student Book p. 90
- Student Notebook
- Student Workbook p. 72
- Workbook Audio Track 29

- Audio Track 84
- Classroom Presentation Tool
- Student Book p. 91
- Student Notebook
- Student Workbook p. 73
- Workbook Audio 30
- Colored pencils or markers

- Audio Track 85
- Classroom Presentation Tool
- Student Book p.92
- Student Notebook
- Student Workbook p. 74
- Red and green construction paper

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- **Wrap Up-** Recall key details from text.

Lesson 4 Grammar

- **Warm Up-** Students demonstrate if they agree or disagree with opinions.
- **Listen and Read-** Students listen and read the passage on questions with will.
- **Make questions-** Students create questions using stems.
- **Questions-** Students will create questions about the future.
- **Ask a Friend-** Students ask the questions created to a partner.
- **Optional Activity-** In pairs, students compare and contrast feelings about technology from the past and today.
- **Wrap Up-** Students predict transportation in the future.

Lesson 5 Song

- **Warm Up-** In pairs, predict how life will be in the future.
- **Listen and Read-** Students listen and discuss the song.
- **Listen and Sing-** Students listen and sing along.
- **Sing and Act-** Students sing the song and act out the phrases. Introduce the idea of using imagination.
- **Optional Activity -** Students predict what we will do in the future.
- **Wrap Up-** Fill in the blank with the song lyrics.

Lesson 6 Writing

- **Warm Up-** Brainstorm with a partner on what words you would use to describe animals.
- **Read an opinion text-** Students will read an opinion text on the future.
- **Read and Answer-** Students will answer clarifying questions about the text.
- **Writing Skill-** Students identify and discuss writing skill: expressing opinions.
- **Create-** Students create an opinion piece.
- **Wrap Up-** Share opinions.

Lesson 7 Video

- **Warm Up-** Recall key vocabulary.
- **Watch the Video-** While watching Video, identify technology discussed.
- **Clarifying Questions-** Answer clarifying questions about the video using full sentences.
- **Discuss in pairs-** In pairs, discuss opinions on technology.

- Audio Track 86
- Classroom Presentation Tool
- Student Book p. 93
- Student Notebook
- Student Workbook p. 75
- Game cube
- Student robot pictures from lesson 2
- Smartphone or video game controller
- Glue or tape

- Audio tracks 87-90
- Classroom Presentation Tool
- Student Book p. 94
- Student Notebook
- Student Workbook p. 77
- Graphic organizer: t-chart
- Poster board

- Classroom Presentation Tool
- Student Book p. 95
- Graphic organizer: spider map
- Student Notebook
- Workbook p.76
- Photos of animals and places

- Video 11
- Classroom Presentation tool
- Worksheet 4.9
- Unit 9 Test
- Student Book p. 96
- Student Notebook
- A paper bag
- A smartphone

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<ul style="list-style-type: none">● Optional Activity- Students give opinions about their favorite technology.● Optional Activity 2- In pairs, design an app.● Wrap Up- Write sentences about what will or won't happen in the future.		<ul style="list-style-type: none">● Slips of paper● Sticky notes	
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	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 10 - Feeling Good

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)

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

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

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- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss taking care of themselves
- Use should to give advice
- Use why and because to ask for and give reasons
- Create a text giving advice
- Identify the value of sleeping well

Essential/Guiding Question:

- How can you take care of yourself?
- How and when should you give advice?
- Why is it important to take care of yourself?

Content:

- **Theme:** Feeling Good
- **Language:**
 - *Words*
 - asleep/awake, dark/light, dry/wet, rest/get exercise, strong/weak, brush your teeth, shampoo, soap, toothbrush, toothpaste, towel
 - *Grammar*
 - Should and shouldn't
 - Why..? and because...

Skills(Objectives):

- **Listening Strategy**
 - Noticing Repetition and Paraphrasing
- **Reading Strategy**
 - Identify Topic Sentences
- **Writing Strategy**
 - Words that sound the same
- **Collaboration**
 - Give advice to solve a problem
- **Communication**
 - Talk to a partner about themselves
- **Creativity**
 - Imagine Animals doing certain things

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- **Critical thinking**
 - o Evaluate why people do certain things

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- Ask and answer questions about self care
- use should and shouldn't to give advice
- Graphic Organizer KWL Chart

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit Walkthrough

- **Thematic Introduction** – Introduce key vocabulary using life connections.
- **Use the Photo-** Students use key vocabulary to reflect on what is happening in the photo.

Lesson 1 Words

- **Warm-up-** Students will categorize key vocabulary words.
- **Listen and Repeat-** Students will listen and repeat key vocabulary for this unit.
- **Optional Activity-** Students recall opposites of key vocabulary.
- **Answer the Questions-** Students answer questions about key vocabulary.
- **Listen to the Conversation-** Students listen and read the passage and answer comprehension questions.
- **Wrap Up-** Students recall opposite pairs

Lesson 2 Grammar

- **Warm Up** – Students share out about themselves.
- **Listen and Read-** Introduce and discuss grammar should and shouldn't.
- **Complete the text-** Students complete the text using should and shouldn't.
- **Ask and Answer-** Students will use word box to create sentences using should and shouldn't. Students ask questions in pairs.
- **Optional Activity-** Students take turns giving advice using should and shouldn't.
- **Wrap Up-** Students give teacher advice using should and shouldn't.

Lesson 3 Reading

- **Warm Up-** Students put key vocabulary in order.
- **Use the Photo-** Students will use a photo to discuss what the main subject is.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 97.

- Audio Tracks 91-92
- Classroom Presentation Tool
- Student Book p. 98
- Student Notebook
- Student Workbook p. 78,83
- Workbook Audio Track 31

- Audio Track 93
- Classroom Presentation Tool
- Student Book p.99
- Student Notebook
- Student Workbook p. 79
- Workbook Audio Track 32
- Index cards
- A soft ball

- Audio Track 94
- Classroom Presentation Tool
- Student Book p.100
- Student Notebook

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- **Listen and Read**-Students will listen and read key text on Clean Birds. Teacher will explain the reading strategy: Identify the topic sentence.
- **Match meanings**- Students will match key vocabulary with their definition.
- **Read and answer**- Students will use the text to complete answers using key vocabulary.
- **Optional Activity 1**- Students research another animal that collaborates and shares with a partner.
- **Wrap Up**- Students act out sentences about animals.

Lesson 4 Grammar

- **Warm Up**- Students share opinions on key vocabulary.
- **Listen and Read**- Students will listen and follow along with the passage on Why and because.
- **Matching**- Students will match the why and because parts of the questions.
- **Complete the Question**- Students place words in order to create sentences. Then share with a partner.
- **Optional Activity**- Students completed KWL charts on animals.
- **Wrap Up**- Students create why/because questions and responses.

Lesson 5 Song

- **Warm Up**- Students discuss what is happening in the photo with a partner.
- **Listen and Read**- Students listen and read the song.
- **Listen and Sing**- Students listen and sing along.
- **Sing and Act**- Students sing the song and act out the phrases.
- **Optional Activity** - Students create a new verse for the song.
- **Wrap Up**- Students recall key phrases from the song.

Lesson 6 Writing

- **Warm Up**- Students practice giving advice.
- **Read the Text**- Students will read an advice column.
- **Read and Answer**- Students will answer clarifying questions about the text.
- **Writing Skill**- Students will practice using the writing skill: words that sound the same.
- **Pairs**- Students work in pairs to give advice.
- **Wrap Up**- Students identify words that sound the same.

- Student Workbook p. 80
- Pieces of green and red construction paper

- Audio Track 95
- Classroom Presentation Tool
- Student Book p. 101
- Student Notebook
- Student Workbook p.81
- Graphic Organizer: KWL chart
- Game Cube
- Photos of animals

- Audio tracks 96-99
- Classroom Presentation Tool
- Student Book p. 102
- Student Notebook
- Student Workbook p. 35
- An orange, a piece of bread, chocolate, an onion, rose petals
- A non-transparent container

- Classroom Presentation Tool
- Student Book p. 103
- Student Notebook
- Workbook p.82

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Lesson 7 Video

- **Warm Up**-Students predict why others are absent.
- **Watch the Video**- While watching the video, students identify how others treat a cold.
- **Watch and Match**- Match countries with the ingredients used to treat a cold.
- **Read and Write**- Determine if statements are true or false based on the video.
- **Discuss in pairs**- In pairs, discuss the opinion questions on treating a cold.
- **Optional Activity**- Students create posters with advice on how to treat a cold.
- **Wrap Up**- Recall problems discussed in this unit and how to give advice.

- Video 12
- Classroom Presentation tool
- Anthology Story 5
- Anthology Teaching Notes page 140
- Worksheet 4.10
- Unit 10 Test
- Student Book p. 104
- Student Notebook
- Poster paper
- Colored pencils or markers
- Sticky notes

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	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

Fourth Grade ESL

Unit Title: Unit 11 - City Life

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss places in a city
- Use present perfect to talk about events in the past

Essential/Guiding Question:

- Where can I go in a city?
- How can I discuss events in the past?
- How can I persuade someone to come to a club?

Fourth Grade ESL

<ul style="list-style-type: none"> Design a poster advertising a club identify the value of exploring their city 	<ul style="list-style-type: none"> What is the value of exploring a city?
<p><u>Content:</u></p> <ul style="list-style-type: none"> Theme: City Life Language: <ul style="list-style-type: none"> Words <ul style="list-style-type: none"> airport, bus station, fire station, hotel, pharmacy, police station, restaurant, square, train station, university, chimney, city center, highway, office building Grammar <ul style="list-style-type: none"> present perfect: affirmative and negative Present perfect: interrogative with yes/ no answers 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> Listening Strategy <ul style="list-style-type: none"> Predicting vocabulary Reading Strategy <ul style="list-style-type: none"> Organizing information Writing Strategy <ul style="list-style-type: none"> Using questions to get attention Collaboration <ul style="list-style-type: none"> Work together to design a poster Communication <ul style="list-style-type: none"> Talk with a partner about an artist's experience Creativity <ul style="list-style-type: none"> Visualize a helicopter ride Critical thinking <ul style="list-style-type: none"> Consider places to explore in their own city

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> Ask and answer questions about city life Using present perfect in relation to events. Graphic Organizer: Timeline, T-chart 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Student Practice Books Student Writing Samples Unit Test Final Project Oral Presentation of Published Works
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit Walkthrough</u></p> <ul style="list-style-type: none"> Thematic Introduction – Students compare and contrast key vocabulary. Use the Photo- Students use key vocabulary to reflect on what is happening in the photo. <p><u>Lesson 1 Words</u></p> <ul style="list-style-type: none"> Warm-up- Students work in pairs to complete the spelling of key vocabulary. Listen and Repeat- Students will listen and repeat key vocabulary for this unit. Optional Activity 1- Students connect key vocabulary to their lives. Answer the Questions- Students use key vocabulary to complete the text. Listen to the Conversation- Students listen to the passage to identify key details. Wrap Up- Describe key vocabulary. <p><u>Lesson 2 Grammar</u></p> <ul style="list-style-type: none"> Warm Up – Recall key details from text in Lesson 1. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> Home school Connection Letter Classroom Presentation Tool Graphic Organizer: t-chart Student Book Page 109 A world map Audio Tracks 101-102 Classroom Presentation Tool Student Book p. 110 Student Notebook Student Workbook p. 88 Workbook Audio Track 36 Cardboard Scissors Glue Colored pencils Audio Track 103 Classroom Presentation Tool Student Book p. 111
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Fourth Grade ESL

- **Listen and Read-** Listen and read the key text on present perfect.
- **Create Sentences-** Students create sentences using stems.
- **Complete the text-** Students complete the text using present perfect.
- **Discuss-** Students discuss a project they have been working on with a partner.
- **Optional Activity 2-** Students create sentences using present perfect.
- **Wrap Up-** Students use present perfect to recall lessons.

Lesson 3 Reading

- **Warm Up-** Students visualize adapted key vocabulary.
- **Use the Photo-** Students will use the photo to discuss what they see.
- **Listen and Read-** Students will listen and read the text while using reading strategy: organizing information.
- **Read and Complete-** Students will read the text and complete the sentences.
- **Read and T/F-** Students will read the text and identify the true/ false statements.
- **Optional Activity-** Students critique Stephen Wiltshire's cityscape.
- **Wrap Up-** Students discuss how they enjoy being creative.

Lesson 4 Grammar

- **Warm Up-** Students create sentences with present perfect.
- **Listen and Read-** Students will listen and follow along with the passage on present perfect.
- **Complete the text-** Students will organize text to create questions.
- **Optional Activity-** Students create Have you... questions.
- **Create questions -** Students will write questions using present perfect and share with a partner.
- **Wrap Up-** Students create questions about their personal life.

Lesson 5 Song

- **Warm Up-** Brainstorm locations in a city.
- **Listen and Read-** Students listen and identify locations in the text.
- **Listen and Sing-** Students listen and sing along.
- **Listen and Act-** Students sing the song and act out what is described. Discuss the value of exploration.

- Student Notebook
- Student Workbook p. 89
- Word cards with actions

- Audio Track 104
- Classroom Presentation Tool
- Student Book p. 112
- Student Notebook
- Student Workbook p. 90
- Graphic Organizer- Timeline
- Examples of Stephen Wiltshire's cityscapes

- Audio Track 105
- Classroom Presentation Tool
- Student Book p. 113
- Student Notebook
- Student Workbook p. 91
- Workbook Audio 37
- A soft ball

- Audio tracks 106-109
- Classroom Presentation Tool
- Student Book p. 114
- Student Notebook
- Student Workbook p. 93
- Pieces of paper with locations written on them

Fourth Grade ESL

- **Optional Activity-** In pairs, students create a new verse for the song.
- **Wrap Up-** Students recall parts of the song.

Lesson 6 Writing

- **Warm Up-** In partners, discuss what you do after school.
- **Read the text-** Students will read the text.
- **Read and Answer-** Students will answer clarifying questions about the text.
- **Writing Skill-** Students will identify the writing skill: using questions to get attention.
- **Create-** Students will create a poster for a walking club.
- **Wrap Up-** Students vote for posters that are most interesting, etc.

- Classroom Presentation Tool
- Student Book p. 115
- Student Notebook
- Workbook p.92
- Poster paper
- Colored pencils
- Scissors
- Glue
- Sticky notes

Lesson 7 Video

- **Warm Up-** Recall key details from this unit.
- **Watch the Video-** While watching the video, match the narrator with the topic they discuss.
- **Watch and Complete-** Complete sentences using the information from the video
- **Read and Answer-** Answer comprehension questions about the video.
- **Optional Activity-** Students relate video to real life experiences.
- **Discuss in pairs-** In pairs, discuss questions related to your home country.
- **Wrap Up-** Recall 2 details from the video.

- Video 14
- Classroom Presentation tool
- Worksheet 4.11
- Unit 11 Test
- Student Book p. 116
- Student Notebook
- A world map
- A video from a cable car
- Poster paper
- Colored pencils
- Scissors
- Glue

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,	Teacher support with directions	

Fourth Grade ESL

	grammar, and punctuation	Visual aids, realia, and manipulatives	Visual aids, realia, and manipulatives
	Guided and independent practice with the writing process	Draw and talk aloud to develop writing ideas	Small group reading instruction using repetitive text with picture support
		Use of sentence frames to jumpstart writing	Draw to develop writing ideas

Unit Title: Unit 12 - You Can Do This!

Stage 1: Desired Results

Standards & Indicators:

WIDA: Narrate, Inform, Explain, Argue

- **1-The Language for Social and Instructional Purposes**
(ELD-SI.4-12.Narrate, ELD-SI.4-12. Inform, ELD-SI.4-12. Explain, ELD-SI.4-12.Argue)
- **2-The Language of Language Arts**
(ELD-LA.4-5.Narrate. Interpretive, ELD-LA.4-5. Narrate.Expressive, ELD-LA.4-5. Inform. Interpretive, ELD-LA.4-5.Inform.Expressive, ELD-LA.4-5. Argue.Interpretive, ELD-LA.4-5. Argue.Expressive)
- **3-The Language of Mathematics**
(ELD-MA.4-5.Explain.Interpretive, ELD-MA.4-5. Explain. Expressive, ELD-MA.4-5.Argue. Interpretive, ELD-MA.4-5. Argue. Expressive)
- **4-The Language of Science**
(ELD-SC.4-5. Explain. Interpretive, ELD-SC.4-5. Explain. Expressive, ELD-SC.4-5. Argue. Interpretive, ELD-SC.4-5. Argue. Expressive)
- **5-The Language of Social Studies** (ELD-SS.4-5. Explain. Interpretive, ELD-SS.4-5. Explain. Expressive, ELD-SS.4-5.Argue. Interpretive, ELD-SS.4-5. Argue, Expressive)

NJSLS Grade 4 English Language Arts

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

Fourth Grade ESL

- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

NJSLS Grade 4 Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Visual and Performing Arts

- **1.2.5.Cr1c** - Connect media artwork to personal experiences and the work of others.
- **1.2.5.Cr1d** - Collaboratively form ideas, plans, and models to prepare for media artwork.
- **1.2.5.Cr2b** - Model ideas, plan in an effective direction.
- **1.2.5.Cr3a** - Construct and arrange various content into unified and expressive media arts productions.

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.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.4** - Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

Fourth Grade ESL

- **9.4.5.IML.5** - Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- **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...

- Discuss challenges and challenging experiences
- Use the present perfect with ever
- Write a survey
- Identify the value of challenging themselves

Essential/Guiding Question:

- What are challenges?
- How do we overcome challenging experiences?
- How do we challenge ourselves?

Content:

- **Theme:** You Can Do This
- **Language:**
 - *Words*
 - crawl, discover, go hang glide, go horseback riding, go kayaking, go snorkeling, jump off, smell, swing, taste, coast, hide, skill, splash
 - *Grammar*
 - Present perfect with ever
 - present perfect and simple past

Skills(Objectives):

- **Listening Strategy**
 - Understanding fast speech
- **Reading Strategy**
 - Making inferences
- **Writing Strategy**
 - Expressing quantity
- **Collaboration**
 - Prepare and act out an interview
- **Communication**
 - Ask classmates about their experiences
- **Creativity**
 - Write questions for a survey
- **Critical thinking**
 - Make inferences about a text

Stage 2: Assessment Evidence

Performance Task(s):

- Categorizing key vocabulary
- Personal Response Entries
- use present perfect with ever or with simple past
- Create and act out a survey

Other Evidence:

- Student Practice Books
- Student Writing Samples
- Final Projects-Survey
- Unit Test
- Oral Presentation of Published Works

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit Walkthrough

- **Thematic Introduction** – Students brainstorm challenges
- **Use the Photo-** In pairs, students discuss what is happening in the photo.

Lesson 1 Words

- **Warm-up-** In pairs, students brainstorm 3 activities they can do
- **Listen and Read-** Students will listen and read the text.
- **Optional Activity-** Students act out key vocabulary.

Resources:

- Home school Connection Letter
- Classroom Presentation Tool
- Student Book Page 117
- Newspaper
- Rolls of tape
- A basketball
- A timer
- Audio Tracks 110-111
- Classroom Presentation Tool
- Student Book p. 118
- Student Notebook
- Student Workbook p. 94
- Workbook Audio Track 38

Fourth Grade ESL

- **Answer the Questions-** Students complete sentences using key vocabulary.
- **Listen and answer-** Students listen to the interview and identify T/F statements. .
- **Wrap Up-** Students act out key vocabulary.

Lesson 2 Grammar

- **Warm Up –** Students ask and answer questions in the present, perfect.
- **Listen and Read-** Students listen and follow along with the text on present perfect.
- **Complete the text-** Students complete the text using present perfect.
- **Create-**Students create questions using present perfect and discuss with a partner.
- **Optional Activity-** Students practice asking and answering questions using present perfect.
- **Wrap Up-** Students ask Have you ever... questions.

Lesson 3 Reading

- **Warm Up-** Students list where you can explore.
- **Look at the photo-**Students use key vocabulary to describe the photo.
- **Listen and Read-**Students listen and read the passage using the reading strategy making inferences.
- **Comprehension -** Students answer comprehension questions about the text.
- **Complete-** Students complete text with vocabulary from text.
- **Optional Activity-** Students research an animal from the text.
- **Wrap Up-** Recall key details from text.

Lesson 4 Grammar

- **Warm Up-** Students relate text to personal experience.
- **Listen and Read-** Students listen and read the passage present perfect vs. simple past.
- **Make sentences-** Students create sentences using simple past and present perfect.
- **Questions-** Students create questions using present perfect
- **Ask a Friend-** Students ask a partner the questions created..
- **Optional Activity-**Students complete questions using present perfect.
- **Wrap Up-** Students practice asking and answering questions with the present perfect.

- Photos to represent new words

- Audio Track 112-113
- Classroom Presentation Tool
- Game cube
- Student Book p. 119
- Student Notebook
- Student Workbook p. 95
- A soft ball

- Audio Track 114
- Classroom Presentation Tool
- Student Book p.120
- Student Notebook
- Student Workbook p. 96
- Photos of specific animals
- Poster board
- Colored pencils

- Audio Track 115
- Classroom Presentation Tool
- Student Book p. 121
- Student Notebook
- Student Workbook p. 97
- Workbook Audio Track 39
- Photos of places you have visited

Fourth Grade ESL

Lesson 5 Song

- **Warm Up-** Students recall months of the year.
- **Listen and Read-** Students listen and discuss the song.
- **Listen and Sing-** Students listen and sing along.
- **Sing and Act-** Students sing the song and act out the phrases. Introduce the value of challenging yourself.
- **Optional Activity** - Students create challenges for themselves.
- **Optional Activity 2-** Students create questions to ask the author of the song.
- **Wrap Up-** Fill in the blank with the song lyrics.

- Audio tracks 116-119
- Classroom Presentation Tool
- Student Book p. 122
- Student Notebook
- Student Workbook p. 99
- Three soft balls
- Drawing paper
- Colored pencils

Lesson 6 Writing

- **Warm Up-** Relate key vocabulary to personal experiences.
- **Read the text-** Students will read a survey.
- **Read and Answer-** Students will answer clarifying questions about the text.
- **Writing Skill-** Students identify and discuss writing skill: expressing quantity.
- **Create-** Students create a survey.
- **Wrap Up-** Read reports of survey.

- Classroom Presentation Tool
- Student Book p. 123
- Student Notebook
- Workbook p.98
- Poster paper
- Markers

Lesson 7 Video

- **Warm Up-** Ask opinions on key vocabulary.
- **Watch the Video-** While watching Video, match narrators with their topic.
- **Watch and Match-** Match narrator and the key vocabulary.
- **Optional Activity-** Students discuss personal preference.
- **Clarifying Questions-** Answer clarifying questions about the video using full sentences.
- **Discuss in pairs-** In pairs, discuss the similarities and differences of fashion.
- **Optional Activity 2-** Students relate personal experiences to text.
- **Wrap Up-** Recall a challenge from this unit.

- Video 15
- Classroom Presentation tool
- Anthology Story 6
- Anthology teaching notes p 141
- Worksheet 4.12
- Unit 12 Test
- Units 7-12 tests
- Student Book p. 124
- Student Notebook
- Photos of people completing specific activities
- Poster paper
- Colored pencils

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	
Graphic Organizers	Graphic Organizers		

Fourth 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	Opportunities to listen to and repeat key vocabulary 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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ESL Pacing Guide Grade 4

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – All Kinds of Jobs	13 days	13 days
MP1	Unit 2 – Move to Music	13 days	26 days
MP1	Unit 3 – Let's Celebrate	13 days	39 days
MP2	Unit 4 – Sports	13 days	52 days
MP2	Unit 5 – Incredible Places	13 days	65 days

Fourth Grade ESL

MP2	Unit 6 – Cool Clothes	13 days	78 days
MP3	Unit 7 – Life in the Past	13 days	91 days
MP3	Unit 8 – Fresh Food	13 days	104 days
MP3	Unit 9 - The World of the Future	13 days	117 days
MP4	Unit 10 - Feeling Good	13 days	130 days
MP4	Unit 11 - City Life	13 days	143 days
MP4	Unit 12 - You Can Do This!	13 days	156 days
MP1-4	ACCESS for ELLS 2.0 (Assessment) & FLEX Days	24 days	180 days

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

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