

Grade K Starter ESL

Unit Title: Marking Period 1

Stage 1: Desired Results

Standards & Indicators:

WIDA:

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

NJSLS Grade K English Language Arts

- **L.RF.K.1.** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **L.WF.K.1** Demonstrate command of the conventions of writing.
- **L.WF.K.2** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable
- **L.WF.K.3** Demonstrate command of the conventions of sentence composition.
- **L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
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- **RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RL.MF.K.6.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.II.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade K Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1** - Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

NJSLS Grade K Visual and Performing Arts

- **1.1.2.Pr5a** - Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- **1.2.2.Cr1b** - Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

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Central Idea / Enduring Understanding

Students will:

- Greet and say good-bye
- Introduce oneself and others
- Identify and follow simple commands
- Ask and Answer the following questions:
 - o How are you?
 - o Is it a _____?
 - o What's this?
- Identify school objects and locations
- Identify and name objects
- Identify and name toys
- Identify colors
- Describe objects using colors
- Identify and pronounce sounds associated with A /æ/, B /b/, C /k/, D /d/, E /ɛ/, F /f/, G /g/, H /h/ and I (ɪ)
- Identify and write upper and lowercase forms of Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, and Ii
- Identify numbers 1-6
- Describe quantity

Essential/Guiding Question:

- How do we share and express our ideas about ourselves?
- What does it mean to be friendly?
- Why is it important to show appreciation (say thank you)?
- Why is it important to be careful?
- What objects do we find in a classroom?
- What colors are the objects around me?

Content:

- **Theme:** School Is Fun!
- **Language:**
 - o *Words*
 - Hello, Goodbye, Sing, Sit down, Stand up, Thank you, book, chair, crayon, desk, pencil, teacher, one, two, three, four, five, six, ball, car, doll, robot, teddy bear, train, black, blue, brown, green, orange, red, white, yellow
 - o *Grammar*
 - Hello, How are you? I'm fine, thank you.
 - What's your name? My name's _____.
 - Is it a _____? Yes, it is. /No, it isn't.
 - Plural s with numbers
 - What's this? It's a _____.
 - What color is it? It's _____.
 - o *Phonics*
 - /æ/ apple
 - /b/ bag
 - /k/ cake
 - /d/ duck
 - /ɛ/ egg
 - /f/ fish
 - /g/ goat
 - /h/ hippo
 - /ɪ/ igloo
 - o *Reading*
 - What's Your Name?
 - The Present
 - Toy Box

Skills (Objectives):

- Collaboration
 - o Take turns playing a game with a partner
- Communication
 - o Greet classmates
 - o Ask and answer questions about classroom objects
 - o Ask and Answer to identify objects
- Creativity
 - o Draw a picture
- Critical thinking
 - o Identify the value of being friendly
 - o Identify the value of saying thank you
 - o Identify the value of being careful
- Identify letter sounds
- Ask and Answer questions
- Draw a picture about a theme

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Stage 2: Assessment Evidence

Performance Task(s):

- Find familiar people, places, or objects named orally (e.g., "Where's the teacher?")
- Respond with gestures to songs, chants, or stories modeled by teachers
- Sing songs related to the content of the unit (e.g., a song about school)
- Match familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.")
- Point/identify the front, back cover and title page of a book.
- Draw and write using letter-like forms and conventional letters.
- Students introduce oneself and others through making a poster about ME!
- Students identify objects in the school
- Students will identify the color of objects.
- Students can orally identify the sounds for A, B, C, D, E, F, G, H and I.
- Students can write the capital and lowercase letters for Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh and Ii.
- Students will orally identify numbers 1, 2, 3, 4, 5, & 6.
- Students can orally describe quantities up to 6
- Students can visually identify colors black, blue, brown, green, orange, red, white and yellow
- Listen to stories and identify the value and its importance
- Students can trace lines from left to right

Other Evidence:

- Pre-/Post-Tests
- Teacher Observation
- Students Work
- Partner Work
- Unit Evaluations
- Student Writing and Illustrations
- Comprehension Questions
- Completion of Teacher Created Materials
- Teacher Conversations with Students
- Teacher made evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- **Warm up** - students select a stuffed animal out of a box and greet it
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and circle** – students listen and circle the picture that matches
- **Optional Activity** – Follow the leader, students name actions as teacher performs them
- **Wrap up** – students identify the proper flashcard that matches the vocabulary word/action
- **Practice**- workbook p. 6

Lesson 2

- **Warm up** - flashcard memory game
- **Listen and repeat** – listen to TR 4, students repeat question and answer

Resources:

- Audio tracks 1-3
 - Classroom presentation tool
 - Student book p. 6 and TE 6a
 - Workbook book p. 6
 - Workbook audio Track 2
 - five or six stuffed animals
 - box
 - Flashcards 1-6
-
- Audio tracks 1,4
 - Classroom presentation tool
 - Student book p. 7 and TE 7a
 - Workbook book p. 7

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- **Play and Say** – students spin the spinner and say the phrase
- **Optional Activity**- play charades with vocabulary words
 - o go for a walk in the school and have students practice greeting
- **Wrap up**- students act out gestures along with TR 1
- **Practice**- Workbook p. 7

Lesson 3

- **Warm up** - students practice greeting with puppets
- **Listen and repeat** – listen to TR 5, students respond to the question
- **Listen and Sing** – TR: 6, students first listen then sing the song
- **Optional Activity**- students sing a personalized version of the song
- **Wrap up**- students toss a ball asking each other their names
- **Practice**- Workbook p. 8

Lesson 4

- **Warm up** - TR: 6, students raise hands when they hear the name
- **Listen, point and repeat** – listen to TR 8, students repeat letter sounds and word for A, B and C
- **Listen and Chant** – TR: 9, students first listen then practice the chant
- **Listen and Match**- TR:10, students match letters to objects
- **Optional Activity**- students play memory game with student generated flash cards
- **Wrap up**- students identify the different sound in a series
- **Practice**- Workbook p. 9

Lesson 5

- **Warm up** - students whose names begin with A, B or C raise their hand
- **Watch and Chec** – Watch video 1, students check off who spoke, show on globe/map where the students are from
- **Read What's Your Name**– TR: 11, teacher read aloud, students repeat while reading a 2nd time
- **Trace and Say**- students trace the line
- **Optional Activity**- students practice introducing themselves
- **Wrap up**- students practice saying a friendly hello
- **Practice**- worksheet S.1, Workbook p. 10

- Workbook audio Track 3
- paperclips

- Audio Tracks 6-7
- Classroom presentation tool
- Student book p. 8 and TE 8a
- Workbook book p. 8
- Workbook audio Tracks 4-5
- two hand puppets
- ball

- Audio Tracks 6-9
- Classroom presentation tool
- flashcards 7-9
- Student book p. 9 and TE 9a
- Workbook book p. 9
- Workbook audio Track 6
- flashcards

- Video 1
- Classroom presentation tool
- flashcards 7-9
- Student book p. 10 and TE 10a
- Workbook book p. 10
- globe/world map

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Lesson 6 (U2 L1)

- **Warm up** - students identify which objects are used for school
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and check** – students listen and check the items they hear
- **Optional Activity** – memory game with flashcards
- **Wrap up** – flashcard hide-n-seek
- **Practice**- workbook p. 12

- Audio Tracks 12-14
- Classroom presentation tool
- flashcards 10-15
- Student book p. 12 and TE 12a
- Workbook book p. 12
- Workbook audio track 7
- bag
- Classroom items (e.g., pencil, scissors, crayon, notebook, etc.)
- items not used in a classroom (e.g., doll, spoon, cup, toy car, etc.)

Lesson 7 (U2 L2)

- **Warm up** - students identify classroom items
- **Listen and repeat** – listen to TR 15, students repeat question and answer
- **Play and Say** – students ask and answer questions about school supplies
- **Optional Activity**- students close eyes, touch classroom object and guess what it is
- **Wrap up**- students ask and answer questions
- **Practice**- workbook p. 13

- Audio Track 15
- Classroom presentation tool
- flashcards 10-15
- Student book p. 13 and TE 13a
- Workbook book p. 13
- Workbook audio track 8
- Classroom items (e.g., pencil, scissors, crayon, notebook, etc.)

Lesson 8 (U2 L3)

- **Warm up** - students identify teacher drawings
- **Listen and repeat** – listen to TR 16, students count to 6
- **Listen and Check** – TR: 18, students listen and check the correct ones
- **Listen and sing**- TR 19 and 20
- **Optional Activity**- students sing the song again changing the words
- **Wrap up**- students count classroom objects
- **Practice**- workbook p. 14

- Audio Track 16-19
- Classroom presentation tool
- Student book p. 14 and TE 14a
- Workbook book p. 14
- Workbook audio track 9
- Classroom items 6 each (e.g., pencil, scissors, crayon, notebook, etc.)

Lesson 9 (U2 L4)

- **Warm up** - review sounds for A, B and C
- **Listen, point and repeat** – listen to TR 21, students repeat letter sounds and word for D, E, and F
- **Listen and Chant** – TR: 22, students first listen then practice the chant
- **Listen and Match**- TR:23, students match letters to objects
- **Optional Activity**- students identify letters a partner traces in the air
- **Wrap up**- students identify letters sounds
- **Practice**- workbook p. 15

- Audio Track 21-23
- Classroom presentation tool
- Flashcards 22-24
- Student book p. 15 and TE 15a
- Workbook book p. 15
- Workbook audio track 10

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Lesson 10 (U2 L5)

- **Warm up** - students match flashcards to letter and sound
- **Watch and number** – Watch video 2, students put the pictures in order
- **Read Present**– TR: 24, teacher read aloud, students repeat while reading a 2nd time
- **Game 1**- cut and play matching game
- **Optional Activity**- students practice identifying classroom objects
- **Wrap up**- students practice saying thank you
- **Practice**- Anthology story 1, Worksheet S.2, Workbook p. 16

- Video 2
- Classroom presentation tool
- Flashcards 22-24
- Student book p. 16 and TE 16a
- Workbook book p. 16

Lesson 11 (U3 L1)

- **Warm up** - review toy flashcards
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and circle** – students listen and circle the items they hear
- **Optional Activity** – students close eyes, select toy and name it
- **Wrap up** – flashcard hide-n-seek
- **Practice**- workbook p. 20

- Audio Tracks 25-27
- Classroom presentation tool
- Flashcards 11, 15, 25-30, 45, 46, 101, 103
- Student book p. 20 and TE 20a
- Workbook book p. 20
- Workbook Audio track 13
- toys

Lesson 12 (U3 L2)

- **Warm up** - students question each other on the names of toys
- **Listen and repeat** – listen to TR 28, students repeat question and answer
- **Play and Say** – students ask and answer questions about toys
- **Optional Activity**- students close eyes, touch classroom object and guess what it is
- **Wrap up**- students review flashcards from prior lessons
- **Practice**- workbook p. 21

- Audio Track 28
- Classroom presentation tool
- Flashcards 10-15, 22-30
- Spinner
- Student book p. 21 and TE 21a
- Workbook book p. 21
- Workbook Audio track 14
- toys

Lesson 13 (U3 L3)

- **Warm up** - students identify real life objects
- **Listen and repeat** – listen to TR 29, students identify the colors
- **Listen and sing**- TR 31 and 32
- **Optional Activity**- review additional colors and discuss what colors can be combined to make new colors
- **Wrap up**- students draw and name the colors used
- **Practice**- workbook p. 22

- Audio Tracks 29-32
- Classroom presentation tool
- Flashcards 31-38
- Student book p. 22 and TE 22a
- Workbook book p. 22
- Workbook Audio track 15
- colored paper
- crayons
- toys

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Lesson 14 (U3 L4)

- **Warm up** - review sounds for A, B, C, D, E and F
- **Listen, point and repeat** – listen to TR 33, students repeat letter sounds and word for G, H and I
- **Trace the letters**
- **Listen and Chant** – TR: 34, students first listen then practice the chant
- **Listen and Match-** TR:35, students match letters to objects
- **Optional Activity-** students make matching game with index cards
- **Wrap up-** sing tune using only 1 letter sound, students identify letter and tune
- **Practice-** workbook p. 23

- Audio Tracks 33-35
- Classroom presentation tool
- Flashcards 39-41
- Student book p. 23 and TE 23a
- Workbook book p. 23
- Workbook Audio track 16
- index cards

Lesson 15 (U3 L5)

- **Warm up** - students identify beginning sounds of words starting with G, H or I
- **Watch and match** – Watch video 3, students match the toy to the speaker
- **Read Toy Box**– TR: 36, teacher read aloud, students repeat while reading a 2nd time
- **Trace and say-** students trace lines
- **Optional Activity-** show-n-tell
- **Wrap up-** students practice being careful
- **Practice-** Worksheet S.3, Workbook p. 24

- video 3
- Classroom presentation tool
- Student book p. 24 and TE 24a
- Workbook book p. 24
- student toys

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Individual presentations	Group presentations	Rhymes, songs, games, and dramatizations	Rhymes, songs, games, and pantomime using gestures and facial expressions
Lead group discussions	Group discussions	Questions with a one or two word oral response	Questions with a yes or no oral response
Independent reading and research	Guided and independent reading and research	Opportunities to speak with key vocabulary	Opportunities to listen to and repeat key vocabulary
Graphic Organizers	Graphic Organizers	Print-rich environment	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 Use of sentence frames to jumpstart writing	Small group reading instruction using repetitive text with picture support Draw to develop writing ideas
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Unit Title: Marking Period 2

Stage 1: Desired Results

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WIDA:

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- **SL.II.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
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NJSLS Grade K Social Studies

- **6.1.2.CivicsPI.5 -** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

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- **6.1.2.CivicsPD.1** - Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

NJSLS Grade K Visual and Performing Arts

- **1.1.2.Pr5a** - Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- **1.2.2.Cr1b** - Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

Central Idea / Enduring Understanding

Students will:

- Identify Farm animals
- Describe with big and small
- Identify and follow simple commands
- Ask and Answer the following questions:
 - What are they?
 - How many?
 - What's this?
- Identify and name animals and their sounds
- Identify food and drinks
- State preferences and dislikes using *I like... /I don't like....*
- Identify and pronounce sounds associated with J /dʒ/, K /k/, L /l/, M /m/, N /n/, and O /ɔ/,
- Identify and write upper and lowercase forms of Jj, Kk, Ll, Mm, Nn, and Oo
- Identify numbers 1-12

Essential/Guiding Question:

- What animals can be found on a farm and what sounds do they make?
- Why is it important to make friends?
- Why are giving and sharing an important part of daily life?
- What are the different types of food?
- What food choices should I make for a healthy body?
- Why should we always do our best to make good choices?
- What are some examples of things that make people happy?

Content:

- **Theme:** Farms and Food
- **Language:**
 - **Words**
 - big, bird, cat, cow, dog, horse, rabbit, small, numbers to 12, bread, chicken, fruit, juice, milk, rice, water
 - **Grammar**
 - What are they? They're ____.
 - How many ____?
 - I like ____.
 - I don't like ____.
 - **Phonics**
 - /dʒ/ jam
 - /k/ king
 - /l/ lizard
 - /m/ monkey
 - /n/ nuts
 - /ɔ/ ostrich
 - **Reading**
 - How Many Rabbits?
 - Let's Eat!

Skills (Objectives):

- Collaboration
 - Take turns playing a game with a partner
- Communication
 - Ask and answer questions about farm animals
 - Talk about food preferences
- Creativity
 - Draw a picture
 - Imagine being an animal
- Critical thinking
 - Identify the value of making friends
 - Identify the value of giving and sharing
- Identify letter sounds
- Ask and Answer questions
- Draw a picture about a theme

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Stage 2: Assessment Evidence

Performance Task(s):

- Find familiar animals and foods (e.g., “Where’s the sheep?”)
- State preferences and dislikes in conversations with adults and peers
- Respond with gestures to songs, chants, or stories modeled by teachers
- Match familiar pictures, objects, or movements to oral statements (e.g., “Clap your hands.”)
- Point/identify the front, back cover and title page of a book.
- Draw and write using letter-like forms and conventional letters.
- Students identify farm animals and the sounds they make.
- Students will sort animals into categories. (e.g., big and small)
- Students can orally identify the sounds for J, K, L, M, N, and O
- Students can write the capital and lowercase letters for Jj, Kk, Ll, Mm, Nn, and Oo
- Students will orally identify numbers 1 through 12
- Students can orally describe quantities up to 12
- Listen to stories and identify the value and its importance
- Students can trace lines from left to right

Other Evidence:

- Pre-/Post-Tests
- Teacher Observation
- Students Work
- Partner Work
- Unit Evaluations
- Student Writing and Illustrations
- Comprehension Questions
- Completion of Teacher Created Materials
- Teacher Conversations with Students
- Teacher made evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1(U4 L1)

- **Warm up** - students discuss a drawing of a farm
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and number** – students listen and number the picture in order
- **Optional Activity** – Students identify the colors of animals in activity 3
- **Wrap up** – students identify animal flashcards
- **Practice**- workbook p. 26

Lesson 2 (U4 L2)

- **Warm up** - students ID animal flashcards
- **Listen and repeat** – listen to TR 40, students repeat question and answer
- **Play and Say** – students play the board game
- **Optional Activity**- students ask what classroom objects are using “What are they? They’re”
 - o farm animal charades
- **Wrap up**- students identify multiple objects using “They’re_____.”
- **Practice**- Workbook p. 27

Resources:

- Audio tracks 37-39
- Classroom presentation tool
- Flashcards 42-49
- Student book p. 26 and TE 26a
- Workbook book p. 26
- Workbook audio Track 17
- farm drawing
- Audio track 40
- Classroom presentation tool
- Flashcards 42-48
- Student book p. 27 and TE 27a
- Workbook book p. 27
- Workbook audio Track 18
- toy animals
- spinner

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Lesson 3 (U4 L3)

- **Warm up** - students practice identifying objects answering with "It's a _____. or They're _____."
- **Listen and repeat** – listen to TR 41, students count and repeat question and answer
- **Listen and Sing** – TR: 43 and 44, students first listen then sing the song
- **Optional Activity**- students state how many of an item there are
- **Wrap up**- students guess how many of an item the other student has hidden on their desk
- **Practice**- Workbook p. 28

- Audio Tracks 41-44
- Classroom presentation tool
- Flashcards 42-47
- Student book p. 28 and TE 28a
- Workbook book p. 28
- Workbook audio Tracks 19
- animal pictures
- balls

Lesson 4 (U4 L4)

- **Warm up** - review letters A-I and their sounds
- **Listen, point and repeat** – listen to TR 45, students repeat letter sounds and word for J, K and L
- **Trace the letters**
- **Listen and Chant** – TR: 46, students first listen then practice the chant
- **Listen and Match**- TR:47, students match letters to objects
- **Optional Activity**- students play memory game with student generated flash cards
- **Wrap up**- students identify the different sound in a series
- **Practice**- Workbook p. 9

- Audio Tracks 45-47
- Classroom presentation tool
- flashcards 56-58
- Student book p. 29 and TE 29a
- Workbook book p. 29
- Workbook audio Track 20
- pipe cleaners or modeling clay

Lesson 5 (U4 L5)

- **Warm up** - display flashcards for jam, king and lizard, students identify letters and sounds
- **Watch and Number** – Watch video 4, students number pictures in the correct order
- **Read How Many Rabbits?**– TR: 48, teacher read aloud, students repeat while reading a 2nd time
- **Game 2**- students cut out cards, flip over, ask to identify the item and how many of it, partner responds
- **Optional Activity**- students produce animal sounds
- **Wrap up**- students model what it looks like to make friends
- **Practice**- Anthology Story 2, worksheet S.4, Workbook p. 30

- Video 4
- Audio track 48
- Classroom presentation tool
- flashcards 56-58, 22, 45
- Student book p. 30 and TE 30a
- Workbook book p. 30
- relife objects to count

Lesson 6 (U5 L1)

- **Warm up** - students describe a drawing of their favorite food
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and circle** – students listen and circle Y or N
- **Optional Activity** – students close eyes and identify food by touch
- **Wrap up** – students identify foods on flashcards
- **Practice**- workbook p. 34

- Audio Tracks 49-51
- Classroom presentation tool
- flashcards 59-65
- Student book p. 34 and TE 34a
- Workbook book p. 34
- Workbook audio track 22
- drawing of food

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Lesson 7 (U5 L2)

- **Warm up** - students identify food items responding with "Yes, it is. OR No, it isn't."
- **Listen and repeat** – listen to TR 52, students repeat question and answer
- **Play and Say** – students ask and answer questions about food
- **Optional Activity**- students draw a meal the like and one they don't, student's share
- **Wrap up**- students use flashcards, state whether or not they like the food
- **Practice**- workbook p. 35

- Audio Track 52
- Classroom presentation tool
- flashcards 59-65
- Student book p. 35 and TE 35a
- Workbook book p. 35
- Workbook audio track 23
- drawing materials

Lesson 8 (U5 L3)

- **Warm up** - students ask true or false questions about food preferences to peers
- **Listen and repeat** – listen to TR 53, students repeat
- **Listen and sing**- TR 54 and 55
- **Optional Activity**- students state food preferences using toy food
- **Wrap up**- students pass around toy food and state food preferences
- **Practice**- workbook p. 36

- Audio Track 53-55
- Flashcards 59-65
- Classroom presentation tool
- Student book p. 36 and TE 36a
- Workbook book p. 36
- Workbook audio track 24
- plastic food items

Lesson 9 (U5 L4)

- **Warm up** - review sounds for A through L
- **Listen, point and repeat** – listen to TR 56, students repeat letter sounds and word for M, N and O
- **Trace the letters**
- **Listen and Chant** – TR: 57, students first listen then practice the chant
- **Listen and Match**- TR:58, students match letters to objects
- **Optional Activity**- students play letter and picture matching scavenger hunt
- **Wrap up**- students repeat a letter sound chant
- **Practice**- workbook p. 37

- Audio Track 56-58
- Classroom presentation tool
- Flashcards 7-9, 13, 22-27, 39-44, 46, 56-68, 62, 66-68
- Student book p. 37 and TE 37a
- Workbook book p. 37
- Workbook audio track 25

Lesson 10 (U5 L5)

- **Warm up** - students raise hands if their name starts with M, N or O
- **Watch and check** – Watch video 5, students put a checkmark next to the picture the person talks about
- **Read Let's Eat!**– TR: 59, teacher read aloud, students repeat while reading a 2nd time
- **Trace and say**- students trace the lines
- **Optional Activity**- students draw a picture of the food they like and ask others if they like it too
- **Wrap up**- students identify who is sharing and who is not
- **Practice**- Worksheet S.5, Workbook p. 38

- Video 5
- Classroom presentation tool
- Flashcards 59-68
- Student book p. 38 and TE 38a
- Workbook book p. 38
- index cards

Grade K Starter ESL

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: Marking Period 3

Stage 1: Desired Results

Standards & Indicators:

WIDA:

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

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NJSLS Grade K English Language Arts

- **L.RF.K.1.** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **L.WF.K.1** Demonstrate command of the conventions of writing.
- **L.WF.K.2** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable
- **L.WF.K.3** Demonstrate command of the conventions of sentence composition.
- **L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- **RI.TS.K.4.** Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RL.MF.K.6.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Grade K Starter ESL

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- **1.2.2.Cr1b** - Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

Central Idea / Enduring Understanding

Students will:

- Identify and follow simple commands
- Ask and Answer the following questions:
 - How are you feeling?
 - Who is in your family?
- Identify feelings and their origin
- Identify good choices versus poor choices
- Identify and introduce family members
- Describe other people's feelings
- Identify and pronounce sounds associated with P /p/, Q /kw/, R /r/, S /s/, T /t/, U /ʌ/ and V /v/
- Identify and write upper and lowercase forms of Pp, Qq, Rr, Ss, Tt, Uu and Vv.

Essential/Guiding Question:

- Why should we always do our best to make good choices?
- What are some examples of things that make people happy?
- Who are the members of your family?
- How can you tell how someone is feeling?
- Why is it important to help those around us?

Content:

- **Theme:** People and Feelings

Skills (Objectives):

- Collaboration

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<ul style="list-style-type: none"> • Language: <ul style="list-style-type: none"> o Words <ul style="list-style-type: none"> ▪ happy, sad, hot, cold, hungry, thirsty, baby, brother, dad, grandma, grandpa, mom, and sister o Grammar <ul style="list-style-type: none"> ▪ I'm _____. ▪ I want _____. ▪ This is my _____. ▪ Hes' _____./ She's _____. o Phonics <ul style="list-style-type: none"> ▪ /p/ pink ▪ /kw/ quilt ▪ /r/ rain ▪ /s/ sun ▪ /t/ tea ▪ /ʌ/ umbrella ▪ /v/ van o Reading <ul style="list-style-type: none"> ▪ Snack Time ▪ The Helper 	<ul style="list-style-type: none"> o Take turns playing a game with a partner o Identify and describe family members in pairs • Communication <ul style="list-style-type: none"> o Talk about how you feel o Talk about a picture • Creativity <ul style="list-style-type: none"> o Draw a picture • Critical thinking <ul style="list-style-type: none"> o Identify the value of making good choices o Identify the value of helping others o Associate objects and events with feelings • Identify letter sounds • Ask and Answer questions • Draw a picture about a theme
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Stage 2: Assessment Evidence

Performance Task(s):

- Respond with gestures to songs, chants, or stories modeled by teachers
- Sing songs related to the content of the unit (e.g., a song about feelings)
- Match familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.")
- Point/identify the front, back cover and title page of a book.
- Draw and write using letter-like forms and conventional letters.
- Students watch facial expressions and identify the feeling and the likely cause
- Students can orally identify the sounds for P, Q, R, S, T, U, and V.
- Students can write the capital and lowercase letters for Pp, Qq, Rr, Ss, Tt, Uu, and Vv
- Students orally identify family members and their feelings
- Students draw their own family and introduce the members
- Listen to stories and identify the value and its importance
- Students can trace lines from left to right

Other Evidence:

- Pre-/Post-Tests
- Teacher Observation
- Students Work
- Partner Work
- Unit Evaluations
- Student Writing and Illustrations
- Comprehension Questions
- Completion of Teacher Created Materials
- Teacher Conversations with Students
- Teacher made evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 (U6 L1)

- **Warm up** - acting game with emotions
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task

Resources:

- Audio Tracks 60-62
- Classroom presentation tool
- Flashcards 69-74
- Student book p. 40 and TE 40a
- Workbook book p. 40
- pictures of emotions

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- **Listen and number** – students listen and number in the correct order
- **Optional Activity** – students look at pictures of people with feelings and identify if the person is feeling a certain way
- **Wrap up** – flashcard hide-n-seek
- **Practice**- workbook p. 40

Lesson 2 (U6 L2)

- **Warm up** - students draw feelings
- **Listen and repeat** – listen to TR 63, students repeat question and answer
- **Play and Say** – students follow the maze
- **Optional Activity**- feelings cube
- **Wrap up**- whisper down the lane
- **Practice**- workbook p. 41

Lesson 3 (U6 L3)

- **Warm up** - students practice real life situations for specific feelings
- **Listen and repeat** – listen to TR 64, students repeat expressions
- **Listen and sing**- TR 65 and 66
- **Optional Activity**- students create animal masks and express how the animal is feeling
- **Wrap up**- students sort flashcards
- **Practice**- workbook p. 42

Lesson 4 (U6 L4)

- **Warm up** - review sounds for A - O
- **Listen, point and repeat** – listen to TR 67, students repeat letter sounds and word for P, Q and R
- **Trace the letters**
- **Listen and Chant** – TR: 68, students first listen then practice the chant
- **Listen and Match**- TR:69, students match letters to objects
- **Optional Activity**- students make the letters in different mediums
- **Wrap up**- students identify what letters match pictures
- **Practice**- workbook p. 43

Lesson 5 (U6 L5)

- **Warm up** - students identify beginning sounds of words starting with P, Q and R
- **Watch and match** – Watch video 6, students match the picture to the speaker
- **Read Snack Time**– TR: 70, teacher read aloud, students repeat while reading a 2nd time
- **Game 3**- cut and play
- **Optional Activity**- student discussion about what makes them happy

- Audio Track 63
- Classroom presentation tool
- Flashcards 69-74
- Student book p. 41 and TE 41a
- Workbook book p. 41
- Workbook Audio track 26
- feelings cube

- Audio Tracks 64-66
- Classroom presentation tool
- Flashcards 7, 24, 25-30, 59-65, 69-74
- Student book p. 42 and TE 42a
- Workbook book p. 42
- Workbook Audio track 27
- real life items
- plastic foods

- Audio Tracks 67-69
- Classroom presentation tool
- Flashcards 7-9, 14, 22-24, 28, 31, 39-41, 47, 56-58, 64, 66-68, 75-77
- Student book p. 43 and TE 43a
- Workbook book p. 43
- Workbook Audio track 28
- sand, playdough, craft sticks

- video 6
- Classroom presentation tool
- Student book p. 44 and TE 44a
- Workbook book p. 44
- examples of healthy and unhealthy snacks

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- **Wrap up**- model making good and not good choices students identify which is which
- **Practice**- Anthology Story 3, Worksheet S.6, Workbook p. 44

Lesson 6 (U7 L1)

- **Warm up** - students describe a family photo
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and number** – students listen and number the people
- **Optional Activity** – game cube
- **Wrap up** – students identify family members in a photo
- **Practice**- workbook p. 48

Lesson 7 (U7 L2)

- **Warm up** - students play a family memory game
- **Listen and repeat** – listen to TR 74, students repeat question and answer
- **Draw and Say** – students draw a picture of their family and name the family members
- **Optional Activity**- students draw an animal family, discuss their colors and feelings
- **Wrap up**- students use flashcards and name the family members saying “This is my ____.”
- **Practice**- workbook p. 49

Lesson 8 (U5 L3)

- **Warm up** - feelings charades
- **Listen and repeat** – listen to TR 75, students repeat
- **Listen and sing**- TR 76 and 77
- **Optional Activity**- students draw family members feeling different emotions and discuss with a partner
- **Wrap up**- students select 1 family flashcard and 1 feelings flashcard then state how that family member is feeling
- **Practice**- workbook p. 50

Lesson 9 (U7 L4)

- **Warm up** - review sounds for A through R
- **Listen, point and repeat** – listen to TR 78, students repeat letter sounds and word for S, T, U and V
- **Trace the letters**
- **Listen and Chant** – TR: 79, students first listen then practice the chant
- **Listen and Match**- TR:80, students match letters to objects
- **Optional Activity**- students work in pairs saying the letter sound and related words
- **Wrap up**- generate word lists that start with each letter (S, T, U and V)

- Audio Tracks 71-73
- Classroom presentation tool
- flashcards 27, 28, 43, 47, 59, 61, 78-84
- Student book p. 48 and TE 48a
- Workbook book p. 48
- Workbook audio track 31
- drawing of a family

- Audio Track 74
- Classroom presentation tool
- flashcards 78-83
- Student book p. 49 and TE 29a
- Workbook book p. 49
- Workbook audio track 32
- family photo

- Audio Track 75-77
- Flashcards 69-74
- Classroom presentation tool
- Student book p. 50 and TE 50a
- Workbook book p. 50
- Workbook audio track 33

- Audio Track 78-80
- Classroom presentation tool
- Flashcards 7-9, 22 -24, 39-41, 56-58, 66-68, 75-77, 84-87
- Student book p. 51 and TE 51a
- Workbook book p. 51
- Workbook audio track 34

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- **Practice-** workbook p. 51

Lesson 10 (U7 L5)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Warm up - students raise hands if their name starts with S, T, U and V • Watch and check – Watch video 7, students match the picture to the person whose talking • Read <u>The Helper</u>– TR: 81, teacher read aloud, students repeat while reading a 2nd time • Trace and say- students trace the lines • Optional Activity- students talk about their family photos (real or drawn) • Wrap up- model how to help someone tie their shoes • Practice- Worksheet S.7, Workbook p. 52 | <ul style="list-style-type: none"> • Video 7 • Classroom presentation tool • Flashcards 85-88 • Student book p. 52 and TE 52a • Workbook book p. 52 • family photo |
|--|--|

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

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

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Unit Title: Marking Period 4

Stage 1: Desired Results

Standards & Indicators:

WIDA:

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

NJSLS Grade K English Language Arts

- **L.RF.K.1.** Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **L.WF.K.1** Demonstrate command of the conventions of writing.
- **L.WF.K.2** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable
- **L.WF.K.3** Demonstrate command of the conventions of sentence composition.
- **L.KL.K.1.** With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.VI.K.3.** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **RL.CR.K.1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.K.1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RI.CI.K.2.** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- **RI.TS.K.4.** Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RI.PP.K.5.** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RL.MF.K.6.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.AA.K.7.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RL.CT.K.8.** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **W.AW.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- **W.IW.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.NW.K.3.** Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
- **W.WP.K.4.** With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- **W.WR.K.5.** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.RW.K.7.** With prompting and support, engage in brief but regular writing and drawing tasks.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.II.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

NJSLS Grade K Social Studies

- **6.1.2.CivicsPI.5** - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1** - Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

NJSLS Grade K Visual and Performing Arts

- **1.1.2.Pr5a** - Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- **1.2.2.Cr1b** - Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

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Central Idea / Enduring Understanding

Students will:

- Identify and follow simple commands
- Ask and Answer the following questions:
 - o Are they _____?
- Identify and discuss parts of the body
- Explain what it means to be kind
- Identify and discuss clothing items
- Describe their own clothing and that of others
- Identify the value in forgiving others
- Identify playtime activities
- Describe what they are able to do
- Discuss quantities in reference to themselves and others
- Discuss why people should always be kind to animals
- Identify and pronounce sounds associated with W /w/, X /ks/, Y /j/, and Zz
- Identify and write upper and lowercase forms of W, X, Y and Z
- Distinguish between the the sounds of B /b/ and P /p/, as well as D /d/ and T /t/
- Count to 20 orally and by counting objects

Essential/Guiding Question:

- Why is it important to always be kind?
- What are the parts of the body and what do they do?
- During what weather/season do you wear certain clothing items?
- How would you describe your clothes?
- Why should we always be kind to others?
- What are some entertaining playtime activities?
- Why is being kind to animals an important value to have?

Content:

- **Theme:** Our Bodies
- **Language:**
 - o *Words*
 - arm, ear, eye, hand, head, leg, mouth, nose, dress, hat, pants, shirt, shoes, shorts, skirt, socks, climb, draw, jump, kick, paint, play, run, swim
 - o *Grammar*
 - I have _____.
 - Are they _____? Yes, they are./ No, the aren't.
 - Here is my _____. Here are my _____.
 - My _____ is _____. Your _____ is _____.
 - I can _____.
 - I have _____. You have _____.
 - o *Phonics*
 - /w/ water
 - /ks/ box
 - /j/ yo-yo
 - /z/ zebra
 - /b/ bear
 - /p/ pear
 - /d/ down
 - /t/ town
 - o *Reading*
 - The Masks
 - The Sock
 - Can We Play?

Skills (Objectives):

- Collaboration
 - o Take turns playing a game with a partner
 - o Complete a maze with a partner
- Communication
 - o Talk about a picture
 - o Play a card game
- Creativity
 - o Color a picture and talk about it
 - o Act out a favorite activity
- Critical thinking
 - o Identify the value of being kind
 - o Identify the value of forgiving
 - o Identify the value of being kind to animals
- Identify letter sounds
- Ask and Answer questions
- Count up to 20
- Draw a picture about a theme

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Stage 2: Assessment Evidence

Performance Task(s):

- Respond with gestures to songs, chants, or stories modeled by teachers
- Sing songs related to the content of the unit (e.g., a song about feelings)
- Match familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.")
- Point/identify the front, back cover and title page of a book.
- Draw and write using letter-like forms and conventional letters.
- Identify body parts via photos, games and realia.
- Students can name and practice playtime activities.
- Students can orally identify the sounds for W, X, Y, Z, B, P, D and T
- Students can write the capital and lowercase letters for Ww, Xx, Yy, Zz, Bb, Pp, Dd, and Tt
- Students count orally and by using manipulatives to 20.
- Students describe their own and other people's clothes in conversation,
- Listen to stories and identify the value and its importance
- Students can trace lines from left to right

Other Evidence:

- Pre-/Post-Tests
- Teacher Observation
- Students Work
- Partner Work
- Unit Evaluations
- Student Writing and Illustrations
- Comprehension Questions
- Completion of Teacher Created Materials
- Teacher Conversations with Students
- Teacher made evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 (U8 L1)

- **Warm up** - follow the leader to music
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and touch** – students listen and touch that part of their body
- **Optional Activity** – students work with a group to identify and touch body parts that are on flashcards
- **Wrap up** – follow the leader game with a doll/stuffed animal
- **Practice**- workbook p. 54

Lesson 2 (U8 L2)

- **Warm up** - students model different body parts
- **Listen and repeat** – listen to TR 85, students repeat question and answer
- **Spin and Say** – students spin and name the body part they have 1 or 2 of
- **Optional Activity**- draw body on the board using the spin and say game
- **Wrap up**- student states what teacher is modeling and other student follows the direction
- **Practice**- workbook p. 55

Resources:

- Audio Tracks 82-84
 - Classroom presentation tool
 - Flashcards 89-96
 - Student book p. 54 and TE 54a
 - Workbook book p. 54
 - pictures of people doing physical activity
 - doll or stuffed animal
-
- Audio Track 85
 - Classroom presentation tool
 - Flashcards 89-96
 - Student book p. 55 and TE 55a
 - Workbook book p. 55
 - Workbook Audio track 36
 - spinner

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Lesson 3 (U8 L3)

- **Warm up** - review identifying colors
- **Listen and repeat** – listen to TR 64, students repeat conversation
- **Listen and sing**- TR 87 and 88
- **Optional Activity**- students toss ball stating body part, number and color (e.g., “I have 2 eyes. They are blue.”)
- **Wrap up**- students draw an animal the teacher describes orally
- **Practice**- workbook p. 56

- Audio Tracks 87-88
- Classroom presentation tool
- Flashcards 42-47, 25-29
- Student book p. 56 and TE 56a
- Workbook book p. 56
- Workbook Audio track 37
- real life objects
- animal photos

Lesson 4 (U8 L4)

- **Warm up** - review sounds for A - V
- **Listen, point and repeat** – listen to TR 89 students repeat letter sounds and word for W, X, Y and Z
- **Trace the letters**
- **Listen and Chant** – TR: 90, students first listen then practice the chant
- **Listen and Match**- TR:91, students match letters to objects
- **Optional Activity**- students make the letters out of pasta
- **Wrap up**- draw a Zebra on the board and have students identify the letter and sound
- **Practice**- workbook p. 57

- Audio Tracks 89-91
- Classroom presentation tool
- Flashcards 65, 97-99
- Student book p. 57 and TE 57a
- Workbook book p. 57
- Workbook Audio track 38
- pasta

Lesson 5 (U8 L5)

- **Warm up** - review letters, sounds, and words for W, X, Y and Z
- **Watch and match** – Watch video 8, students match the picture to the speaker
- **Read The Masks**– TR: 92, teacher read aloud, students repeat while reading a 2nd time
- **Game 4**- cut and play
- **Optional Activity**- student make their stuffed animals have a conversation including introductions and body parts
- **Wrap up**- model being kind and not being kind students identify which is which
- **Practice**- Anthology Story 4, Worksheet S.8, Workbook p. 58

- video 8
- Classroom presentation tool
- Student book p. 58 and TE 58a
- Workbook book p. 58
- stuffed animals

Lesson 6 (U9 L1)

- **Warm up** - discuss unique clothing
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and circle** – students listen and circle the article of clothing stated
- **Optional Activity** – students take real doll clothes out of a bag and name them
- **Wrap up** – guessing game using student clothing

- Audio Tracks 93-95
- Classroom presentation tool
- flashcards 26, 29, 42, 44, 64, 65, 79, 80, 100-107
- Student book p. 62 and TE 62a
- Workbook book p. 62
- Workbook audio track 40
- photos of people wearing unique clothing
- doll clothes

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- **Practice-** workbook p. 62

Lesson 7 (U9 L2)

- **Warm up** - doll clothes hide and seek
- **Listen and repeat** – listen to TR 96, students repeat question and answer
- **Play and Say** – students complete a maze
- **Optional Activity-** paper dolls with clothing
- **Wrap up-** students identify clothing they have on
- **Practice-** workbook p. 63

Lesson 8 (U9 L3)

- **Warm up** - team flashcard review
- **Listen and repeat** – listen to TR 97, students repeat
- **Listen and sing-** TR 98 and 99
- **Optional Activity-** students play dress up with adult size clothing
- **Wrap up-** students sit in a circle and state an item they are wearing and it's color, then state the same about someone else
- **Practice-** workbook p. 64

Lesson 9 (U9 L4)

- **Warm up** - review sounds for A through Z, students teach the class
- **Listen, point and repeat** – listen to TR 100, students repeat letter sounds and word for B and P
- **Listen and Chant** – TR: 101, students first listen then practice the chant
- **Listen and Match-** TR:102, students match letters to objects
- **Listen and circle-** Students listen to the word and circle the correct sound
- **Optional Activity-** letter identification race
- **Wrap up-** students state whether a word starts with B or P
- **Practice-** workbook p. 65

Lesson 10 (U9 L5)

- **Warm up** - students review bear and pear, students generate lists of words that start with B and P
- **Watch and match** – Watch video 9, students match the picture to the person who's talking
- **Read The Sock**– TR: 104, teacher read aloud, students repeat while reading a 2nd time
- **Trace, color and say-** students trace the lines and color
- **Optional Activity-** students draw a picture of themselves in a special outfit and describe it
- **Wrap up-** students discuss clothing from activity 3
- **Practice-** Worksheet S.9, Workbook p. 66

- Audio Track 96
- Classroom presentation tool
- flashcards 100-107
- Student book p. 63 and TE 63a
- Workbook book p. 63
- Workbook audio track 41
- doll clothes

- Audio Track 97-99
- Flashcards 100-107
- Classroom presentation tool
- Student book p. 64 and TE 64a
- Workbook book p. 64
- Workbook audio track 42

- Audio Track 101-102
- Classroom presentation tool
- Flashcards 108-109
- Student book p. 65 and TE 65a
- Workbook book p. 65
- Workbook audio track 43-45

- Video 9
- Classroom presentation tool
- Flashcards 108-109
- Student book p. 66 and TE 66a
- Workbook book p. 66

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Lesson 11 (U10 L1)

- **Warm up** - students model different movement activities
- **Listen and point** – students point to the picture that matches the vocabulary word.
- **Listen and repeat** – students practice the pronunciation of the vocabulary from the previous task
- **Listen and number** – students listen and number the pictures in order
- **Optional Activity** – acting game in partners
- **Wrap up** – students act out different actions and the others guess
- **Practice**- workbook p. 68

- Audio Tracks 105-107
- Classroom presentation tool
- flashcards 110-117
- Student book p. 68 and TE 68a
- Workbook book p. 68
- Workbook audio track 46
- photos of children playing

Lesson 12 (U10 L2)

- **Warm up** - students act out teacher dictated vocabulary
- **Listen and repeat** – listen to TR 108, students repeat the statement
- **Play and Say** – students play the game with a partner
- **Optional Activity**- vocabulary pictionary
- **Wrap up**- students answer true or false as to whether a statement matches an action
- **Practice**- workbook p. 69

- Audio Track 108
- Classroom presentation tool
- flashcards 110-117
- Student book p. 69 and TE 69a
- Workbook book p. 69
- Workbook audio track 47
- spinner

Lesson 13 (U10 L3)

- **Warm up** - review numbers 1-12
- **Listen and repeat** – listen to TR 109 and 110, students repeat
- **Listen and sing**- TR 111 and 112
- **Optional Activity**- students play a game and practice counting to 20
- **Wrap up**- students sit in a circle and count 20 of a particular object
- **Practice**- workbook p.70

- Audio Track 109-111
- Flashcards 22, 47, 118-125
- Classroom presentation tool
- Student book p. 70 and TE 670a
- Workbook book p. 70
- Workbook audio track 48

Lesson 14 (U10 L4)

- **Warm up** - review upper and lower case Dd and Tt
- **Listen, point and repeat** – listen to TR 113, students repeat letter sounds and word for D and T
- **Listen and Chant** – TR: 114, students first listen then practice the chant
- **Listen and Match**- TR:115, students match letters to objects
- **Listen and circle**- Students listen to the word and circle the correct sound
- **Optional Activity**- letter identification game stepping forward and backward
- **Wrap up**- students state whether a word starts with D or T
- **Practice**- workbook p. 71

- Audio Track 113-116
- Classroom presentation tool
- Flashcards 126-127
- Student book p. 71 and TE 71a
- Workbook book p. 71
- Workbook audio track 49-51

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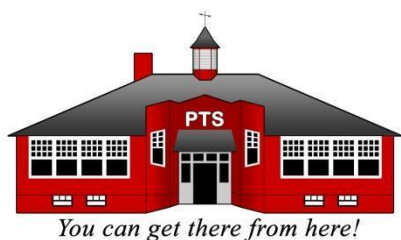
Lesson 15 (U10 L5)

- | | |
|--|--|
| <ul style="list-style-type: none"> Warm up - students review down and town, students generate lists of words that start with D and T Watch and match – Watch video 10, students match the picture to the person who's talking Read Can We Play?– TR: 117, teacher read aloud, students repeat while reading a 2nd time Game 5- cut, listen and play the matching game Optional Activity- guide students through a conversation about their favorite sports Wrap up- divide class into 2 groups, each group comes up with ways to show what we can do to be kind to animals Practice- Anthology stories 5 and 6, Worksheet S.10, Workbook p. 72 | <ul style="list-style-type: none"> Video 10 Audio track 117 Classroom presentation tool Flashcards 126-127 Student book p. 72 and TE 72a Workbook book p. 72 |
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

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

Grade K Starter ESL



ESL Pacing Guide Grade K/Starter

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 –Hello! Unit 2- At School! Unit 3- My Toys	40 days	40 days
MP2	Unit 4- On the Farm Unit 5- I Like Food!	40 days	80 days
MP3	Unit 6 – How are you? Unit 7- My Family	40 days	120 days
MP4	Unit 8 – My Body Unit 9- My Clothes Unit 10- Let's Play	40 days	160 days
MP1-4	ACCESS for ELLS 2.0 (Assessment) & FLEX Days	20 days	180 days

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

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