

Unit 1 ELD Newcomer Planning

Standards Addressed:

WIDA Can Dos

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| <p>ELD 1:</p> <p>Reading: L1: Matching content-related objects, pictures, or media to words and phrases</p> <p>Writing: L1: Reproducing words and phrases related to topics L1: indicating relationships by drawing and labeling content-related pictures on familiar topics</p> <p>Listening: L1: Matching instructional language, given orally, with visual representation L1: Pointing to objects, people, or places based on short oral descriptions</p> <p>Speaking: L1: Answering select WH-questions L1: Naming and briefly describing past community or school events using visual support</p> | <p>ELD 2:</p> <p>Reading: L2: Comparing ideas on the same topic in a series of simple sentences L2: Identifying how content-related phenomena relate to one another in illustrated text or media L2: Sequencing illustrated text of narrative or informational events</p> <p>Writing: L2: Completing sentences using word banks. L2: Connecting short sentences</p> <p>Listening: L2: Classifying content-related visuals per oral descriptions</p> <p>Speaking: L2: Stating main ideas or points of classroom conversations L2: Describing situations from modeled sentences</p> |

Learning Objective:

What are the learning goals—for the content, standard, unit or lesson?

Language Functions:

- Exchange Greetings & Good-byes
- Give Information- Explain & Describe
- Sequencing

Grammar:

- Pronouns
- Present Tense Verbs
- Statements & Exclamations

End of Unit Texts/Common Formative Assessment:

How will students demonstrate their understandings by the end of the unit?

Sample Proficient Response:

What do you expect student to say or write?

Add more to this part...

Sequencing Paragraph...

Write Email ...

Dominant Function(s) of language (circle/highlight):

Compare & Contrast, Cause & Effect, Description/Elaboration, Proposition/Support, Sequencing, Express Preferences

Brick (vocabulary):

Which concepts/words/phrases are critical for students to know and use?

1.1 Hi, Hello, What's Up, Good, Fine, doing OK, Doing well, Bye, Goodbye, See you later

1.2 He, She, It, They, is, are

1.3 I, you, we, am, are, is

1.4 Name, address, city, state, zip code, phone (telephone) number, item, how many, size, color, price,

1.5 Communication, realistic fiction, message, greeting card, postcard, letter, envelope, telephone, email address, email message, first, next, then, last

1.6 & 1.7 From, home, new, go, there, school, help, they, the, soon, has, I, is, this, you, here, many, first, next, then, one

1.8 & 1.9 Short a & short o ex: map, bag, jog, dot, hat, cat, cot, dot, pot, man

Mortar (functional mortar):

Which functional words/phrases will students be expected to know and use?

What is the organizational structure of the text?

1.1 Hello, ____. How __? I am ____. You are ____. Are you __? We are ____. See you __!

1.2 He is ____. She is ____. It is ____. They are ____.

1.3 You are ____. I am ____. We are ____. ____ is in ____.

1.4 My name is ____. I live at/in ____. My zip code is ____. My phone number is __. I would like to buy ____. How much is __?

1.5 First, ____. Next, ____. Then, ____. Last, ____.

1.6 & 1.7 I am from ____. My home is now ____. I have a ____. I will go to school with my ____. My __ is there ____. I have many ____. First, I have ____. Next, I have ____. Then, I have ____. I have one ____.

1.8 & 1.9 The man can jog. My cap is in the van. The pot is not hot. The cat had a nap on the mat. (T15)

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| <p>1.10 From, home, new, go, there, many, first, next, then, last, one, capital letter, exclamation mark, period</p> <p>1.11 addition, plus sign, sum, equal sign, subtraction, minus sign, difference, multiplication, times, multiplication sign, division, product, quotient, division sign</p> <p>1.12 & 1.13 First, home, meet, next, people</p> <p>1.14 & 1.15 Email, message, address, greeting, body, closing, capital letter</p> | <p>1.10 First, ____. Next, ____. Then, ____. Last, ____.</p> <p>1.11 __plus__ equals ____. __and__ equals ____. __minus__ equals ____. The difference between __ and __ is __. __times__ equals ____. __multiplied by__ equals ____. __divided by__ equals ____. __into__ equals ____.</p> <p>1.12 & 1.13 The first thing I do at school is ____. Next, I ____. My favorite place at home is ____. I meet new friends at ____. Some people I know are ____.</p> <p>1.14 & 1.15 What is your email? My email is ____. I am ____. You are ____. He is ____. She is ____. We are ____.</p> |
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ACMS WEEK-AT-A-GLANCE

Week 1- Newcomer

| | LESSON 1 | LESSON 2 | LESSON 3 | LESSON 4 | FRIDAY |
|---|---|---|--|--|--------|
| <p>CLO Assignment Label (ex: 1.1.Content)</p> | <p>1.1 Today I will exchange greetings and goodbyes... So that I can communicate personal information and be friendly... I know I've learned it when I can use the vocabulary words and the pronouns I, Are,</p> | <p>1.2 Today I will use the correct pronoun to talk about other people or things... So that I can give information about people and things... I know I've learned it when I can use the pronouns He, She, It, They in speaking and in writing.</p> | <p>1.3 Today I will use the verbs am, are, & is correctly... So that I can tell about myself and a partner... I know I've learned it when... I can work with a partner and write and read sentences to tell about myself, your partner, and both of you using the language I am____,</p> | <p>1.4 Today I will tell personal information and buy some things... So that I can communicate personal information in different ways... I know I've learned it when I can choose items I like and make an order in speaking and in writing.</p> | |

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| | We in speaking and in writing. | | You are___, We are___, He is___, She is___, It is___, They are___. | | |
| Google Classroom Slides/Assignments Link | | | | | |
| Be sure to your lesson has...: <ul style="list-style-type: none"> • pre-work • mini lesson • practice/application • assessment • feedback • scaffolds/ELD/SPED/GT supports See below... | Pre-work: Mini Lesson: Unit Opener... Phonics: s,m f,h,t,a On Your Own: | Pre-work: Mini Lesson: Phonics: s,m f,h,t,a compare/contrast focus On Your Own: | Pre-work: Mini Lesson: Phonics: n,l,p,g,i On Your Own: | Pre-work: Mini Lesson: Phonics: n,l,p,g,i On Your Own: | |
| Brick (vocabulary) & Mortar (sentence frames) | Brick: Hi, Hello, What's Up Good, Fine, doing OK, Doing well, Bye, Goodbye, See you later Mortar: Hello, ____. How __? I am ____. You are ____. Are you ____? We are _____. | He, She, It, They, is, are He is ____. She is ____. It is ____. They are _____. | I, you, we, am, are, is You are ____. I am ____. We are ____. ___ is in ____. He is ____. She is ____. It is ____. They are _____. | Name, address, city, state, zip code, phone (telephone) number, item, how many, size, color, price, My name is ____. I live at/in ____. My zip code is ____. My phone number is ____. I would like to buy ____. How much is ____? | |

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| | See you ___! | | | | |
| Common Formative for Collaborative Data Team | Introduce yourself interview... | | | | |

Week 2- Newcomer

| | LESSON 1 | LESSON 2 | LESSON 3 | LESSON 4 | FRIDAY |
|--|---|---|--|---|--------|
| CLO Assignment Label (ex: 1.1.Content) | 1.5 Today I will read the story "Good News"... So that I can sequence events in a realistic fiction text... I know I've learned it when...I can use communication words to write the sequence of events in a graphic organizer. | 1.6 & 1.7 Today I will recognize and understand high frequency words...So that I can read and write texts in English... I know I've learned it when I can say, read and write high frequency words in complete sentences. Compare/contrast school/state/home/languages/ ___ but___. | 1.8 & 1.9 Today I will read the text "On the Map"...So that I can read and write words with short a and short o sounds...I know I've learned it when I can correctly read sentences and spell words with these sounds. | 1.10 Today I will read the story "New at School"...So that I can sequence events in a Realistic Fiction text and use statements and exclamations when reading... I know I've learned it when I can read sentences aloud with fluency and retell the story in speaking and in writing using sequence words and complete sentences. | |

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| <p>Google Classroom Slides/Assignments Link</p> | | | | | |
| <p>Be sure to your lesson has...:</p> <ul style="list-style-type: none"> • pre-work • mini lesson • practice/application • assessment • feedback • scaffolds/ELD/SPED/GT supports <p>See below...</p> | <p>Pre-work:</p> <p>Mini Lesson: Phonics: r,d,c,v,o</p> <p>On Your Own:</p> | <p>Pre-work:</p> <p>Mini Lesson: Phonics: r,d,c,v,o</p> <p>On Your Own:</p> | <p>Pre-work:</p> <p>Mini Lesson: Phonics: short a, short o Dictation words & sentences, then read.</p> <p>On Your Own:</p> | <p>Pre-work:</p> <p>Mini Lesson: Phonics: j,b,w,k,e</p> <p>On Your Own:</p> | |
| <p>Brick (vocabulary) & Mortar (sentence frames)</p> | <p>Brick: Communication, realistic fiction, message, greeting card, postcard, letter, envelope, telephone, email address, email message, first, next, then, last</p> <p>Mortar: First, ____. Next, ____. Then, ____. Last, ____.</p> | <p>From, home, new, go, there, school, help, they, the, soon, has, I, is, this, you, here, many, first, next, then, one</p> <p>I am from ____. My home is now ____. I have a ____. I will go to school with my ____. My ____ is there ____. I have many ____. First, I have ____. Next, I have ____. Then, I have ____. I have one ____.</p> | <p>Short a & short o ex: map, bag, jog, dot, hat, cat, cot, dot, pot, man</p> <p>The man can jog. My cap is in the van. The pot is not hot. The cat had a nap on the mat. (T15)</p> | <p>From, home, new, go, there, many, first, next, then, last, one, capital letter, exclamation mark, period</p> <p>First, ____. Next, ____. Then, ____. Last, ____.</p> | |

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| Common Formative for Collaborative Data Team | Sequencing paragraph (create rubric) Compare/Contrast writing sample- | | |
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Week 3- Newcomer

| | LESSON 1 | LESSON 2 | LESSON 3 | LESSON 4 | FRIDAY |
|--|--|--|--|--|--------|
| CLO Assignment Label (ex: 1.1.Content) | 1.11 Today I will use Math vocabulary... So that I can communicate my thinking about Math... I know I've learned it when I can use the content-area vocabulary to describe the operations in addition, subtraction, multiplication and division problems in speaking and in writing. | 1.12 & 1.13 Today I will read the non-fiction book "Many People to Meet"...So that I can sequence information...I know I've learned it when I can use sequence words to retell the story and write a paragraph telling about my day at school. | 1.14 & 1.15 Today I will analyze parts of an email...So that I can communicate with my teachers, and family/friends...I know I've learned it when I can write emails to my teacher and a friend with a greeting, complete sentences and a closing. | Review & Assessment? | |
| Google Classroom Slides/Assignments Link | | | | | |
| Be sure to your lesson has...: <ul style="list-style-type: none"> • pre-work • mini lesson | Pre-work: Mini Lesson: Phonics: TH | Pre-work: Mini Lesson: Phonics: z,y,qu,x,u | Pre-work: Mini Lesson: Phonics: z,y,qu,x,u | Pre-work: Mini Lesson: Phonics: review | |

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| <ul style="list-style-type: none"> • practice/application • assessment • feedback • scaffolds/ELD/SPED/GT supports <p>See below...</p> | <p>j,b,w,k,e</p> <p>On Your Own:</p> | <p>On Your Own:</p> | <p>On Your Own:</p> <p>Personal Email Writing Prompt: What do you want to tell someone about your life? Write an email about yourself. Send it to a friend or someone in your family.</p> <p>Academic Email Writing Prompt: What question do you have for your teacher? Write an email asking them for help so you understand what to do in school.</p> | <p>On Your Own:</p> | |
| <p>Brick (vocabulary) & Mortar (sentence frames)</p> | <p>Brick: addition, plus sign, sum, equal sign, subtraction, minus sign, difference, multiplication, times, multiplication sign, division, product, quotient, division sign</p> <p>Mortar: __ plus __ equals __. __ and __ equals __. __ minus __ equals __. The difference between __ and __ is __.</p> | <p>First, home, meet, next, people</p> <p>The first thing I do at school is __. Next, I __.</p> <p>My favorite place at home is __.</p> <p>I meet new friends at __.</p> <p>Some people I know are __.</p> | <p>Email, message, address, greeting, body, closing, capital letter</p> <p>What is your email? My email is __.</p> <p>I am __.</p> <p>You are __.</p> <p>He is __.</p> <p>She is __.</p> <p>We are __.</p> | | |

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| | __times__ equals __. __multiplied by__ equals __. __divided by__ equals __. __into__ equals __. | | | | |
| Common Formative for Collaborative Data Team | Sequencing paragraph (create rubric) Email- Formal & Personal (rubric T33) | | | | |

| Bank of Lesson Components | | | | | | |
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| <i>Teacher Planning</i> | <i>Pre-Work</i> | <i>Mini-Lesson</i> | <i>Practice/ Application</i> | <i>Assessment</i> | <i>Feedback</i> | <i>Scaffolds</i> |
| -Small Group, whole group, stations, lesson formats. -How will teachers assess pre-work and skills from pre-work? -How do we connect to | -Reading with questions that activate prior knowledge and experience. -Vocabulary Instruction -Videos that build background | -Concept/ Content/ Skill identification - Application/ examples -Clear directions of what teacher | - Differentiation - Opportunities to address misconceptions -Writing and speaking | -Ongoing CFU throughout the lesson (multiple CFUs at different segments of the lesson) -Could serve as part of the | -Clear rubrics and evidence of student mastery/criteria for success -Peer editing and peer review practices or self-grading -Feedback on | -cheatsheet links -cheatsheet vocab -sentence frames and starters -videos -where do look for hints (like in reading) -Text to speech and other tech accessibility features -Read aloud options |

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| <p>student current reality? -Chooses appropriate online tools for the task or objective. -Engagement and Motivation strategies more intentional during planning Sentence Frames</p> | <p>information for students. -Pre-Assessment</p> | <p>wants student to accomplish (thinking is visible) -Anticipated misconceptions -Accessible after the lesson</p> | <p>components Choice option:(video responses) -Student choice when appropriate -Revolving Small Collaborative Groups -Flexible Groupings -Strategic groupings based on data</p> | <p>attendance for the week -Projects and Products to demonstrate mastery -Quizzes and benchmarks (Google forms) -Progress monitoring through online tools -In all four modalities, multiple opportunities to demonstrate mastery</p> | <p>product and/or process -Twice weekly at minimum</p> | <p>-Visuals -Chrome extensions to address executive functioning needs -Spanish material</p> |
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