

ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster Pre K – K		Unit Overview
Content Area: English as a Second Language		
Unit Title: Exploring Our World Through The Four Seasons		Program Design: 30 -45 minute class in all program designs
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
<p>Unit Summary:</p> <p>In the unit, “Exploring Our World Through The Four Seasons”, students investigate and discover the characteristics about the environment as it is transformed through the seasons. As they do, they experience what happens around them and beyond by using relevant learning opportunities and materials such as: investigating the outdoors, reading traditional literature, singing chants and songs, using websites and Web 2.0 tools, tasting foods particular to each season. As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing all the WIDA Standards.</p> <p>Interdisciplinary Connections: Language Arts, Science, Social Studies 21st Century Themes: Global Awareness and Digital Literacy</p>		
<p>Unit Rationale:</p> <p>Developing language to communicate the transformations that take place during each season is an integral piece of accessing and conveying information about their worlds. Language will be taught in the context of the seasons as students develop linguistic complexity, social and academic vocabulary and language control.</p>		
Learning Targets		
WIDA	English Language Proficiency Standards	
ELP Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.	
ELP Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	
ELP Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .	
ELP Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .	
ELP Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
2010 Common Core Standard	English Language Arts Writing	
Production and distribution of writing K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
2009 NJCCCS	Science	
5.4	Earth System Science: All students will understand that Earth operates as a	

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	set of complex dynamic and interconnected systems and is part of the all encompassing system of the universe.
F.	Climate and weather; Earth, weather and climate systems are the result of complex interactions between land, ocean, ice and atmosphere.
2009 NJCCCS	Technology
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Related Cultural Content Statements <ul style="list-style-type: none">• The transformations through the different seasons relate to students' own cultures and their surroundings.• Seasonal celebrations and foods may vary across cultures	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of the four seasons?	Unit Enduring Understandings <ul style="list-style-type: none">• Listening, speaking, reading, and writing about the seasons require specific academic language.• Seasonal transformations vary by time of the year and surroundings.• Seasons impact what we do and how we do it.
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none">• Students will create an illustrated class book about winter in digital form with audio support and present to peers in the general education classroom and to family members	
Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera	
Teacher Resources: http://voicethread.com/ , Powerpoint, online sites provide current information on the seasons	
Unit Learning Targets: <ul style="list-style-type: none">• Students will create a digital story using key vocabulary to accompany the pictures they drew related to winter including clothing, activities and a scene clearly depicting the season. Students will label, and/or write short phrases/sentences describing the activities and events. They will speak into a computer microphone and create a voicethread about their story. They will explain how winter impacts what we do and how we do it (activities and events).• Understand and interpret spoken language dealing with the four seasons.• Compare and contrast the transformations that take place during each season.• Share information dealing with weather, temperature, seasonal changes, foods and celebrations with peers.• Present their completed illustrated class book about winter orally and in writing and digital forms to peers in the mainstream classroom and to family members.	
About the Development of "Exploring Our World through the Four Seasons"	

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The development of this unit was inspired by the changes in the environment and the literature associated with this theme. The content, driven by the seasonal changes, is anchored in traditional literature, music as well as in experiential learning, such as observing the environment.

Lesson	Timeframe
Lesson 1 Weather and Temperatures of Winter	3 – 4 days
Lesson 2 Recreational Activities during Winter	2-3 days
Lesson 3 The Snowy Day	1 day (may be extended as needed or done every day as part of the daily routine)

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box. This exemplar unit includes lessons for the winter season only. Please note that the learning activities may be modified to work with the other seasons. Websites and Web 2.0 tools may be integrated into the other seasons.

Curriculum Development Resources

Click the links below to access additional resources.

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

www.13.state.nj.us/NJCCCS/Technologytoolbox

ESL Curriculum Exemplar

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Exploring Our World Through The Four Seasons Lesson Plan #1

Content Area: ESL

Lesson Title: Weather and temperatures of winter

Timeframe: 1 day- may be extended to more days or done every day as part of your daily routine

Lesson Components

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
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Interdisciplinary Connections: Mathematics, Science, Technology

Integration of Technology: Wordle, weather website

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> Identify objects in a winter scene from oral directions. Point to temperature on thermometer from oral directions. <p><i>Speaking:</i></p> <ul style="list-style-type: none"> Make statements about the weather from real life experiences or pictures. Use nouns and adjectives to describe the weather and temperature 	<p>Key Vocabulary: weather, temperature, thermometer, rain/rainy, snow/snowy, ice/icy, cloud/cloudy, sun/sunny, freezing, compare, degrees</p> <p>Key Language structures: days of the week, today is ___; yesterday was ___</p> <p>Warm-up</p> <p>Teacher: Reviews vocabulary and concepts from two previous lessons and instructs students to observe their outdoor surroundings for characteristics of winter. If weather permits, have students go outside for this activity. After discussing/listing each characteristic, students explain the rationale for wearing warm clothing and how this relates to the weather and temperature.</p> <p>Students: look at the thermometer and read the outdoor temperature.</p> <p>* If circumstances do not permit, have students look at the temperature online on weather.com.</p>	<p>Formative</p> <ul style="list-style-type: none"> Warm-up responses Sorting labels and pictures Creating a class poster Wordle with today's weather

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<p>through the week.</p> <ul style="list-style-type: none">Identify the difference between noun and adjective as you hear the -y ending. <p><i>Reading:</i></p> <ul style="list-style-type: none">Sort days of the week and weather words to create a poster of the weather for that day. <p><i>Writing:</i></p> <ul style="list-style-type: none">Use weather words to create a class poster with the teacher.	<p>Lesson Sequence</p> <ol style="list-style-type: none">Students: Look at the thermometer and read the outdoor temperature.Teacher: Models the temperatures, “It is _____ degrees.” Teacher writes the number on chart paper or whiteboard.Students: Gather in a circle to discuss the weather.Teacher: Lists students’ responses on chart paper.Students: Explain the rationale for wearing warm clothing and how this relates to the weather and temperature.Students: Identify, with a thumbs up, the adjectives as they listen to the words in sentences.Teacher: Models in a sentence, “I see clouds. It is cloudy.” “Look at the ice on the ground. It is icy”.Teacher: displays days of the week cards, labels with pictures depicting kinds of weather.Teacher: asks students to choose the correct day of the week and match the card with today’s weather.Students and teacher: Create a weather poster using the cards, the vocabulary and the day’s temperature. <p>Closure</p> <p>Students: Compare orally today’s weather with the weather on the previous day. They use the frame:</p> <p>Today, (name of day) _____ it is _____ and the temperature is _____ degrees.</p> <p>Yesterday, (name of day) _____ it was _____ and the temperature was _____ degrees.</p> <p>Expansion/Extension/Homework:</p> <p>Students create a Wordle with today’s weather.</p>	
<p>Differentiation</p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by</p>		

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

proficiency level depending on the objective.

ELP 1 and 2 – Sort pictures of weather that describe today’s weather.

ELP 3 and 4 – Sort pictures and labels that describe today’s weather.

Suggested Resources

- Pictures of weather
- Labels with days of the week
- Labels with adjectives describing weather
- Cards with temperature
- Chart paper or poster board
- Wordle <http://www.wordle.net/>

Equipment needed: Computer/projection setup, /Internet access

ESL Curriculum Exemplar

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Exploring Our World Through The Four Seasons Lesson Plan #2							
Content Area: English as a Second Language							
Lesson Title: The Recreational Activities of Winter				Timeframe: 2-3 days			
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy:	
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
Interdisciplinary Connections: Science, Social Studies, Technology							
Integration of Technology: Wordles(individual words in a shape of a cloud), Issuu (digital books without audio)							
Equipment needed: Computer, Internet access							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> Simulate playing activities they do in the winter according to pictures and oral descriptions (building a snowman). <p><i>Speaking:</i></p> <ul style="list-style-type: none"> Describe activities they do outside in the winter (sledding). <p><i>Reading:</i></p> <ul style="list-style-type: none"> Identify winter words using a Wordle. <p><i>Writing:</i></p> <ul style="list-style-type: none"> Draw and label an illustration. 	<p>Key vocabulary: build, snowman, snowballs, sled, ski, ice skate, throw</p> <p>Key Language Structure: using present progressive</p> <p>Warm-up</p> <p>Students: Respond to questions about activities they do with their families in the cold weather. Responses may be verbalized or recorded on chart paper.</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Teacher: Introduces the following winter activities using photographs, book illustrations and digital images. Teacher models each winter action word by acting out the action (skiing, ice skating, sledding, and building a snowman). 2. Teacher and students: Write words on a Wordle as a class. 3. Students: Role plays winter time activities 	<p><u>Formative</u></p> <ul style="list-style-type: none"> Warm-up responses Role playing Drawing and labels Recognizing the activities in the story book illustrations Writing class Wordle Creating a class Issuu digital book

ESL Curriculum Exemplar

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>with a partner. One partner role plays while the other partner describes the action. Then they reverse roles.</p> <ol style="list-style-type: none">4. Students: Draw and label their favorite winter time activity and by using the words in the Wordle.5. Students: Orally describe their picture with the class. <p>Closure Students: Create a class book of winter recreational scenes. The class book can be uploaded to Issuu so students can share it in the classroom and at home.</p> <p>Expansion/Extension/Homework Students and teacher: Create a digital book that students share at home with their families. Students: Extend their literacy and language skills by logging onto the Starfall website (see below) from home or in the classroom.</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on objective. ELP 1 - Orally state single words that describe winter recreational activities (snowman). ELP 2 – Orally state phrases that describe winter recreational activities (build a snowman). ELP 3 - Orally describe how to perform/engage in wintertime activities (I’m building a snowman). ELP 4 - Produce sentences aloud to describe perform/engage in wintertime activities (When it snows, I build a snowman).</p>		
<p>Suggested Resources</p> <ul style="list-style-type: none">• Photographs• Chart paper• Variety of nonfiction winter books• Wordle http://www.wordle.net/• Issuu http://issuu.com/• National Geographic Winter Visuals http://photography.nationalgeographic.com/photography/photo-tips/light-tips-simply-beautiful-photos/• Starfall for literacy activities including songs http://www.starfall.com/n/holiday/snowman/play.htm?f		

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 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Exploring Our World Through The Four Seasons Lesson Plan #3							
Content Area: English as a Second Language							
Lesson Title: A Snowy Day				Timeframe: 3-4 days			
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy:	
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking	X	Communication	X	Collaboration
Interdisciplinary Connections: Language Arts, Science							
Integration of Technology: Wallwisher							
Equipment needed: Computer/projection setup, Internet							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Identify and point to what they wear to go outside on a snowy day from illustrations in the book and the cover. <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Ask and answer questions about what they do and what they wear on a snowy day. • Discuss actions in the past tense using a sentence frame. <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Demonstrate ability to use reading comprehension strategies – making text to self connections. 	<p>Key Vocabulary: snowsuit, path, crunch, tracks, dragged, packed, melted, adventures, deep, bath</p> <p>Key Language Structure: text-to-self connection; past tense</p> <p>Warm-up</p> <p>Teacher: Show students the cover of the book and brainstorm to predict what the story is about. Responses may be verbalized or recorded on chart paper.</p> <p>Teacher: Point and name features of text such as cover, title and author</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Teacher: Conducts a picture walk through the story introducing vocabulary using TPR (body language). 2. Students: Discuss the illustrations and begin to make connections using their background knowledge (relate to 	<p>Formative</p> <ul style="list-style-type: none"> • Warm-up responses • Discussion responses • Oral responses using the sentence frame • Drawings with differentiated writing responses • Wallwisher with connections

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Writing:

- Draw the text to self connection and label the pictures.

previous lessons and own experiences).

3. Teacher: Reads aloud the story stopping to model a think aloud on how to make a text-to-self connection:

When I read this part I make a connection to the text because it reminds me of the time when I looked out the window and saw everything covered in snow. This is called making a text to self connection.

4. Teacher: Continues in this manner stopping to model a think aloud about her own connections to the text. Use the sentence frame above in bold to have students practice the language function incorporating a verb in the past tense.
5. Students: after completing the read aloud, discuss their own connections to the text by working with partners.

Closure Students: Illustrate their text to self connection labeling their pictures. (Teacher provides sentence frame and students complete based on their abilities).

Expansion/Extension: Create a Wallwisher with the students' text to self connections (see resources).

Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on objective.

ELP 1 – Draw a text-to-self connection based on *The Snowy Day*

ELP 2 – Draw and label a text-to-self connection based on *The Snowy Day*

ELP 3 – Draw, label and write a short phrase making a text-to-self connection based on *The Snowy Day*

ELP 4 - Draw, label and complete a sentence frame with a text-to-self connection based on *The Snowy Day*.

Suggested Resources

- *The Snowy Day* by Ezra Jack Keats (big book and multiple copies if available)
- Chart paper
- <http://www.wallwisher.com/> Wallwisher is a digital website where you can write on “post-its”

ESL Curriculum Exemplar

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS