

NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

Grade Level Two Unit 3 Overview

Content Area: English Language Arts /English as a Second Language

Unit Title: Growth, Change and Life Lessons Learned - corresponding with Grade Two Unit Three Assessment of the NJDOE Model Curriculum

Unit Overview: In this unit, students will explore the topic of growth and change and how new things are learned as a result of change. Included in this topic are life cycles, changes and stages (young to old), as well as character and personal changes. Visuals, videos, informational text, poetry, as well as, fables and folktales from diverse cultures with a central message, lesson, or moral, will be used. Students will engage in a range of speaking and listening activities as well as reading, writing, and performance tasks. This unit is intended to support language development through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions. Common Core State Standards in reading, writing, speaking and listening and language as well as WIDA Standards and Performance Indicators will be addressed. Students will be exposed to varied syntax and word work to develop robust language, including phonemic awareness. Scaffolding within the unit will enable students to engage in discourse and use higher order thinking skills. The focus of the unit will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will need to be a separate focus.

Guiding Questions and Enduring Understanding

What language do students need in order to demonstrate comprehension and engage in the topic of growth and change?

Guiding Questions

- What reading skills are necessary to analyze and evaluate poems, fables and folktales?
- What reading and writing skills are necessary to summarize an informational text?
- What reading and writing skills are necessary to compare and contrast characters and texts?

Enduring Understandings

- Listening, speaking, reading, and writing about change require specific academic language.
- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.

Performance Task: As a culminating activity, students will complete a writing assignment which reflects the theme of growth, change and life lessons learned comparing similarities and differences between two characters from two different fables. Students will use oral and written language to describe, compare, contrast and persuade. Expectations vary depending on students' ability levels. Students' writing may include descriptive pictures, words or phrases, simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structures. Supports include graphic organizers, word and picture cards, realia, pre-taught vocabulary and a bilingual dictionary. Practice with organizational features, oral and written arguments and conjunctions (and, but, or, yet, so, if, even though, unless) will be necessary.

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CCSS Assessed in this unit
Reading Literature:
RL.2.1 – Ask and answer such questions about key details in a text RL.2.2 – Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral. RL.2.3 – Describe how characters in a story respond to major events and challenges RL.2.4 – Describe how words and phrases supply rhythm and meaning in a story, poem, or song. RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7 – Use print or digital text and illustrations to develop character, setting or plot. RL.2.9 – Compare and contrast two or more versions of the same story by different authors or from different cultures.
Reading Informational:
RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.d - Decode words with common prefixes and suffixes. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing:
W.2.1- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W.2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 – With guidance and support, work with a group to produce and publish a writing piece using digital tools. W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.
Language:
L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.b – Form and use frequently occurring irregular nouns. L.2.1.d - Form and use the past tense of frequently occurring irregular verbs. L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f - Produce, expand, and rearrange complete simple and compound sentences. L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.a – Capitalize holidays, product names, and geographic names.

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L.2.2.c – Use an apostrophe to form contractions and frequently occurring possessives.
 L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 L.2.4.b - Determine the meaning of the new word formed when a known prefix is added to a known word
 L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root.
 L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words.
 L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Speaking and Listening

SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
 SL.2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WIDA Standards

ELD.1	English language learners communicate for social and instructional purposes within the school setting.
ELD.2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .
ELD.4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .
ELD.5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .

Interdisciplinary Connections

Science – life cycles, forces of nature/weather

NGSS 2. Interdependent Relationships in Ecosystems

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

NGSS 2. Structure and Properties of Matter

2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

NGSS 2. Earth’s Systems: Processes that Shape the Earth

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land

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Social Studies -World Culture

6.3. – Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Central Texts	Lexile levels
Videos from National Geographic Rationale: Theme of change, life cycles and necessary vocabulary introduced Butterfly: A Life (2:01) https://www.youtube.com/watch?v=kVm5k99PnBk Growing Up Butterfly (3:01) https://www.youtube.com/watch?v=kHby5DmmOUY	Wordless 920
The Ugly Duckling, originally story by Hans Christian Anderson, Rationale: Classic tale of character change http://www.speakaboos.com/story/the-ugly-duckling	650
The Stonecutter A Japanese Folktale by Gerald McDermott Rationale: Character changes viewed by another culture http://www.youtube.com/watch?v=mWt1CRvlfSs	490
Reading a-z fables leveled readers Rationale: Independent reading of classic folktales http://www.readinga-z.com/books/leveled-books/	370
The Bat, the Birds, and the Beasts	450
The Ant and the Grasshopper	600
The Fox and the Grapes	620
The Lion and the Mouse	140
Who Was King: A Readers Theatre Script Rationale: Opportunity to practice fluency and discuss lesson learned by characters http://www.timelessteacherstuff.com/readerstheater/WhoWasKing.html	110-450
Can Teach Songs & Poems, Rainy Day Poems for Kids Rationale: Change reflected in poetry http://www.canteach.ca/elementary/songspoems44.html http://www.rainydaypoems.com/index.html	110-450

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Lessons	Title	Overview	Assessment
Lesson 1	<p align="center">Growth and Change Life Cycles Videos Butterfly: A Life (2:01 minutes) https://www.youtube.com/watch?v=kVm5k99PnBk Growing Up Butterfly (3:01 minutes) https://www.youtube.com/watch?v=kHby5DmmOUY</p>	In this introductory lesson to the Unit, students will watch videos to develop background knowledge and academic language and vocabulary used to describe growth and changes within a butterfly's life cycle	Complete a concept frame for a four part life cycle.
Lesson 2	<p align="center">Characters Grow and Change How has the character changed? The Ugly Duckling Video Read Aloud (8:31 minutes) http://www.speakaboos.com/story/the-ugly-duckling</p>	Students will have opportunity through an interactive read aloud to question, discuss and share ideas regarding the changes experienced by the ugly duckling and the lessons learned.	Shared writing – complete a character, problem/event, solution/change chart.
Lesson 3	<p align="center">Choice and Change Why has the character changed? The Stonecutter a Japanese folktale Video (5:08) http://www.youtube.com/watch?v=mWt1CRvlfSs</p>	Students will have opportunity through viewing a video, silent reading, partner reading and choral reading to question, discuss and share ideas regarding why a character changed.	Write opinion piece – what do you think the stonecutter learned? Support your opinion.
Lesson 4	<p align="center">Other Lessons Learned From Fables and Folktales Reading a-z: http://www.readinga-z.com/books/leveled-books/ The Bat, the Birds, and the Beasts; The Lion and the Mouse, The Fox and the Grapes, The Ant and the Grasshopper</p>	Students will complete independent readings of folktales and fables that teach lessons about behavior.	Orally share knowledge of topic through jigsaw cooperative learning techniques.
Lesson 5	<p align="center">Growth and Change Through Theater Reader's Theater Script – Who Was King http://www.timelessteacherstuff.com/readerstheater/WhoWasKing.html</p>	Students will perform Readers Theater play for fluency and enjoyment.	Play performance and adventure story.
Lesson 6	<p align="center">Growth and Change Through Poetry Can Teach Songs & Poems, Rainy Day Poems for Kids http://www.canteach.ca/elementary/songspoems44.html http://www.rainydaypoems.com/index.html</p>	Students will read and discuss a series of poems centered upon growth and change in butterflies, ants and insects	Oral presentation and drawings.

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Curriculum Development Resources

Common Core Standards www.corestandards.org , WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS Standards www.13.state.nj.us/standards, www.13.state.nj.us/NJCCCS/Technologytoolbox

NJ Department of Education Model Curriculum Assessment Unit 3 <http://www.state.nj.us/education/modelcurriculum/ela/2u3.shtml>

Understanding Language www.ellstanford.edu

EngageNY www.engageny.org

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Lesson Plan #1

Lesson Overview: In the first lesson in this unit, students will learn about growth and change experienced during a butterfly's life cycle.	
Lesson Title: Growth and Change	Timeframe: 1 to 2 days based on 40 minute class period/block
Guiding Question: How do living things change and grow?	
Lesson Components	
Central texts: Videos – Butterfly: A Life (2:01) https://www.youtube.com/watch?v=kVm5k99PnBk Growing Up Butterfly (3:01) https://www.youtube.com/watch?v=kHby5DmmOUY	
Interdisciplinary Connections: Science – life cycles; Grammar focus Verbs – fly, flew, flown	
Integration of Technology: Online or hand held visuals of life cycles.	
Equipment needed: A variety of visuals on life cycle and stages. Computer with internet access and display functionality	
WIDA PERFORMANCE INDICATORS	
Listening & Speaking Listen to a video and answer questions posed at key points about life cycle changes. WIDA ELD 1 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6, NGSS 2-LS4-1	
ELP 1-2: Answer questions using L1 and/or single words with pictures and gestures.	ELP 3-4: Answer questions in simple sentences with emerging complexity and some technical and content-related vocabulary.
Reading Identify information on living organisms and their attributes by completing graphs or charts using pictures and sentences. WIDA ELD 1, 2 and 4; CCSS RI.2.4, RF.2.3, RF.2.4; NGSS 2-LS4-1	
Writing Identify change according to stages of processes or cycles adding labels and captions as words or phrases using Smartboard /lap tops WIDA ELD 1, 2 and 4; CCSS L.2.1, L.2.3, L.2.4, L.2.6 W.2.5, W.2.6; NGSS 2-LS4-1	
ELP 1-2: Use L1 and/or single words from word/picture wall	ELP 3-4: Use phrases with content-related vocabulary

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background and text dependent questions (TDQs)
<p>Key Vocabulary: life cycle, fuzzy caterpillar, chrysalis/cocoon, camouflage, butterfly, finally, ‘take wing’ CCSS L.2.1.e, L.2.4, L.2.6 Additional Vocabulary for ELP 1-2: beautiful, tiny egg, first, next, then Additional Vocabulary for ELP 3-4: disguise, silken Key language forms and conventions: Temporal words; Grammar focus: fly, flew, flown, CCSS L.2.1.d, L.2.1.e, L.2.4, L.2.4.c</p>	
<p>Listening/Speaking, SWBAT to discuss change. CCSS SL.2.1, L.2.1, L.2.3, L.2.4, L.2.6 NGSS 2-LS4-1 SWBAT participate in “conversations” about the hand held visuals. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6</p> <p>Differentiate for ELP 1 and 2: -Native language support orally whenever necessary -Drawings and/or diagrams -Single words, set phrases, memorized oral language expected</p> <p>Differentiate for ELP 3 and 4: -Sentence Frames - Word Wall for vocabulary support</p> <p>Reading SWBAT chorally read key vocabulary using word wall. CCSS RF.2.4</p> <p>Preparing the Learner: Students are expected to maintain focus during discussions and video, listen attentively, respond to questions from classmates and teacher, ask and answer questions. Activate Prior Knowledge: Students will activate schemata by drawing butterflies and talking to others about the images created. Build Background: Teacher will display four photos/drawings of a butterfly’s life cycle. Vocabulary words (tiny egg, fuzzy caterpillar, chrysalis/silken cocoon and beautiful butterfly) and four temporal words (first, next, then, finally) will be written and matched to photos/drawings. The teacher will ask students to share what they know. The students can use the following sentence frames when sharing their vocabulary: A butterfly changes from a ___ to a _____. This is different because _____. This is the same because _____. The teacher will create a word wall from key vocabulary utilizing visuals as well as four-part life cycle concept frames. Students will read the word wall and use vocabulary to recount information about butterfly’s life cycle.</p>	<p>Think about what you know about butterflies. Draw what you picture in your mind.</p> <p>Discuss what butterflies look like in each of the life cycle phases (appearance)</p>

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<p>Listening/Speaking SWBAT watch and listen to a video and answer questions posed at key points. Participate in “conversations” about the video. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary - Drawings and/or diagrams - Pair Work - Chunk the audio file <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Chunk the audio file -Word Wall <p>Interacting with Text:</p> <p>First viewing Students will watch video about butterfly’s life cycle. The video should be shown in parts with checks for understanding. Students will answer text dependent questions to identify main idea and details.</p> <p>Second viewing Video will be shown again for different purpose/focus. The text dependent questions will focus on author’s/videographer’s purpose and vocabulary used.</p>	<p>Are butterflies insects? What does a caterpillar eat? What does a butterfly eat? What does the term ‘take wing’ mean? What adjectives are used to describe butterflies?</p> <p>How does the videographer feel about butterflies? How do you know? What words did the narrator use?</p>
<p>Writing SWBAT complete four-part life cycle concept frame. CCSS L.2.1, L.2.3, L.2.4, L.2.6, W.2.5, W.2.8; NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> - Native language support orally whenever necessary -Dictation in native language -Single words, set phrases or chunks of simple language expected <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Use of some specific and technical language expected -Sentence Frames -Word Wall <p>Extending Understanding: Using their writing journals, students will draw and label four parts of a</p>	<p>What are the four parts of a butterfly’s</p>

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butterfly's life cycle. They will then turn talk and share completed life cycle concept frames.



Students will think about what they learned about butterflies by drawing and writing in journals. Students may use a before and after chart.

BEFORE AND AFTER

Before I Saw the Video I Knew: After I Saw the Video I Knew:

life cycle?

Now think about what you learned about butterflies. Draw or write about what you know now.

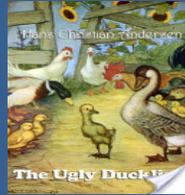
Formative Assessment: WIDA ELD 1, 2 and 4; CCSS L.2.1, L.2.3, L.2.6, W.2.5, W.2.8; NGSS 2-LS4-1

Students will complete concept frame for butterfly's life cycle with 'Time Passed' in center oval. They will complete a Before and After Chart and a response in their writing journals.

ELP 1-2: Students' writing may include descriptive pictures, words or phrases. Supports include graphic organizers, word and picture cards, realia, pre-taught vocabulary and bilingual dictionary.

ELP 3-4: Students' writing may include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure.

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Lesson Plan #2

Lesson Overview: In this unit, through an interactive read aloud students will learn that characters grow and change.

Lesson Title: Characters grow and change

Timeframe: 3 to 5 days based on 40 minute class period/block

Guiding Question: How has the character changed?

Lesson Components

Central texts: The Ugly Duckling original by Hans Christian Andersen; an adapted text on line may also be used <http://www.speakaboos.com/story/the-ugly-duckling>

Interdisciplinary Connections: Science – Animals hatched from eggs.

Integration of Technology: On line or hand held photos of different animals hatched from eggs

Equipment needed: Computer with internet access and display functionality; translate app

WIDA Performance Indicators

Listening & Speaking Listen to read aloud/think aloud and share their thinking aloud.

WIDA ELD 1, 2 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6

ELP 1-2: Use L1 and/or single words, pictures or gestures using a word/picture wall.

ELP 3-4: Use simple and some complex sentences with content-related vocabulary from a word wall.

Reading: Identify the key details, story structure, and moral as well as antonyms in the story.

WIDA ELD 1, 2 and 4; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7

Writing: Write a short narrative recounting the events in the story, including temporal words and the lessons learned in the story.

WIDA ELD 1, 2 and 4; CCSS W.2.3, W.2.5, W.2.6, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6

ELP 1-2: Use L1 and/or single words from a word/picture wall in cloze sentences, and/or words with invented spelling.

ELP 3-4: Use content-related vocabulary from a word wall in simple sentences with emerging complexity.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and/or build background and Text dependent questions (TDQs)								
<p>Key Vocabulary: fable, valuable lesson, character, dart/crawl, rested/exhausted CCSS L.2.4, L.2.6 Additional Vocabulary for ELP 1-2: beautiful/ugly, kind/mean Additional Vocabulary for ELP 3-4: unsuspecting Key language forms and conventions: Opposites L.2.1, L.2.3, L.2.4, L.2.6</p>									
<p>Listening/Speaking: SWBAT participate in “conversations” about previous lesson. CCSS SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.4, NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary - Drawings and/or diagrams - Word/picture Wall <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals - Word Wall <p>Reading: SWBAT chorally read the key vocabulary and antonym chart. CCSS RF.2.3, RF.2.4</p> <p>Preparing the Learner: Activate Prior Knowledge: Teacher will review life cycle of a butterfly. Teacher will tell that other animals are also hatched from eggs. Hand held visuals of animals hatched from eggs may be shown.</p> <p>Building Background: Teacher will tell students that the story they are about to hear has many antonyms or opposites. To preview new vocabulary, teacher and students will complete an antonym chart as a pre-reading activity utilizing key vocabulary.</p> <p align="center">Antonyms</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Beautiful</td> <td>Ugly</td> </tr> <tr> <td>Dart</td> <td>Crawl</td> </tr> <tr> <td>Rested</td> <td>Exhausted</td> </tr> <tr> <td>Kind</td> <td>Mean</td> </tr> </table> <p>Teacher sets up the text by introducing characters, setting and scenes that the students will encounter during that day’s reading using a picture walk technique.</p>	Beautiful	Ugly	Dart	Crawl	Rested	Exhausted	Kind	Mean	<p>Which animals are hatched from eggs?</p> <p>What is the opposite of _____?</p>
Beautiful	Ugly								
Dart	Crawl								
Rested	Exhausted								
Kind	Mean								

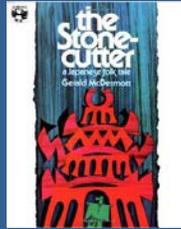
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<p>Listening/Speaking: <i>Group students in mixed ELP levels</i> SWBAT listen to read aloud and share their thinking during key points in the text. CCSS SL.2.2, SL.2.3, L.2.1, L.2.3, L.2.4, L.2.6 NGSS 2-LS4-1 SWBAT participate in “conversations” about sentences CCSS SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -Native language support orally whenever necessary and possible - Sentence frames (I think the story will be about ____) - Word/picture Wall - Pair Work - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals - Sentence starters (I think that _____) - Word Wall <p>Interacting with Text: Over the course of the days allocated for this lesson, the teacher will perform an interactive read aloud of The Ugly Duckling. During an interactive read aloud/think aloud, the teacher models her thinking through metacognitive talk and engages students in the text by allowing them to listen to the way she is thinking. The teacher finds places after some part of the text is read and pauses for the students to turn and talk and share their thinking. Teacher and students talk about their thinking at the end of the read aloud session. Teacher may pass the book to a student who when holding the book must say something about the book.</p> <p>Read, deconstruct and act out the following sentence: <i>Finally, the eggs began to crack and the little baby ducklings poked their heads through the broken egg shells and started to cry out, “Quack, quack!”</i></p>	<p>Interactive Read Aloud Prompts and Turn and Talk Tasks</p> <p>T - I’m beginning to think this story is about a family of ducks. Turn and talk and make a prediction about the story.</p> <p>T- But now I am thinking this story is about mean ducklings. Turn and talk, why are the other ducklings being so mean?</p> <p>T- Oh, but now I am thinking it is about being different? Turn and talk, how does the ugly duckling feel?</p> <p>T- Now I am REALLY thinking this story is trying to teach a lesson about behavior? Turn and talk what lessons were learned?</p>
<p>Writing: <i>Group in mixed ELP levels</i> SWBAT complete one part of the character, problem/event, solution/change chart on Smartboard or laptop CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.5, W.2.6 SWBAT write a sentence stating a valuable lesson from the story with correct capitalization and punctuation in writing journals. CCSS W.2.5, W2.8, L.2.2, L.2.2.c</p> <p>Differentiate for ELP 1 and 2</p>	

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<p>-Native language support orally whenever necessary or possible - Word/picture wall of adjectives and sequential words Differentiate for ELP 3 and 4: -Visuals -Word Wall of adjectives and sequential words</p> <p>Extending Understanding: Teacher and students will begin a character, problem/event, solution/change chart as a shared writing activity. Students will be asked to write individual examples and then to share with the group. Chart will be displayed and expanded throughout the unit and may begin as follows:</p> <table border="1" data-bbox="191 529 1058 678"> <thead> <tr> <th>Animal/Plant/Character</th> <th>Problem/Event</th> <th>Solution/Change</th> </tr> </thead> <tbody> <tr> <td>Baby</td> <td>Time Passed</td> <td>Adult</td> </tr> <tr> <td>Caterpillar</td> <td>Time Passed</td> <td>Butterfly</td> </tr> <tr> <td>The Ugly Duckling</td> <td>Feels Alone/Different</td> <td>Becomes a swan</td> </tr> </tbody> </table> <p>Teacher will model common possessive form. Duckling’s lesson was _____. Teacher will also demonstrate how to write a short narrative about one of the stories read. Students will then write a short narrative about the events in the <i>The Ugly Duckling</i> concluding with the lesson learned.</p>	Animal/Plant/Character	Problem/Event	Solution/Change	Baby	Time Passed	Adult	Caterpillar	Time Passed	Butterfly	The Ugly Duckling	Feels Alone/Different	Becomes a swan	<p>Can you recall some of the changes we have been reading and learning about? Let’s chart our answers.</p>
Animal/Plant/Character	Problem/Event	Solution/Change											
Baby	Time Passed	Adult											
Caterpillar	Time Passed	Butterfly											
The Ugly Duckling	Feels Alone/Different	Becomes a swan											
<p>Formative Assessment: WIDA ELD 1, 2 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.8; NGSS 2-LS4-1</p> <p>Students will write sentences about the characters, elements in the chart and share their sentences with the group. They will also write about the series of events in the story including details, actions, conclusion as well as lesson learned.</p>													
<p>ELP 1-2: Students’ writing may include descriptive pictures, words or phrases, and storyboards. Supports include graphic organizers, word and picture cards, realia, pre-taught vocabulary and L1.</p>	<p>ELP 3-4: Students writing will include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure. Supports include a word wall and glossary.</p>												

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Lesson Plan #3

Lesson Overview: In this lesson students will explore how choices made by characters can lead to change.

Lesson Title: Choice and Change

Timeframe: 3 to 5 days based on 40 minute class period/block

Guiding Question: Why has the character changed?

Lesson Components

Central Texts: The Stonecutter: A Japanese Folktale by Gerald McDermott – Text and Video <http://www.youtube.com/watch?v=mWt1CRvlfSs>

Interdisciplinary Connections: Science – weather/elements; World culture

Integration of Technology: On line or hand held photos of different forces of nature i.e. sun/drought, clouds/storms, thunder, floods

Equipment needed: Computer with internet access and display functionality for supporting video and weather visuals.

WIDA PERFORMANCE INDICATORS

Listening & Speaking Listen to shared-reading and answer questions posed at key points.

WIDA ELD 1, 2, 4 and 5; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; NGSS 2-PS1-4, 2-ESS2-1; SS 6.3.

ELP 1-2: Answer in L1 or answer choice questions with visuals and gestures.

ELP 3-4: Answer in simple sentences with emerging complexity using word wall.

Reading: Participate in a shared reading as well as Identify compound words and use the suffixes –er and est correctly.

WIDA ELD 1, 2, 4 and 5; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL. 2.9, RF.2.3, RF.2.4, L.2.4.d; NGSS 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.

Writing State opinion and provide support about what the stonecutter learned using OREO graphic organizer.

WIDA ELD 1, 2, 4 and 5; CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6; W.2.1, W.2.5; NGSS 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.

ELP 1-2: Use L1 and/or single words from word wall and/or pictures.

ELP 3-4: Use simple sentences with emerging complexity and content-related vocabulary from word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background Text dependent questions TDQs
<p>Key Vocabulary: valuable lesson, moral, weather, Japan CCSS L.2.3, L.2.4, L.2.6 Additional Vocabulary for ELP 1-2: wind, sun, clouds Additional Vocabulary for ELP 3-4: forces of nature, dewdrops</p> <p>Key language forms and conventions: Comparatives and superlatives; greater, greatest CCSS L.2.1.e,L.2.2, L.2.3,L.2.6</p>	
<p>Listening/Speaking: SWBAT participate in “conversations” about the vocabulary. CCSS RF.2.3.d, SL.2.1, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; NGSS 2-LS4-1, 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - Native language support, orally whenever necessary - Drawings and/or diagrams - Word/picture Wall - Pair Work with mixed levels - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence starters - Word Wall <p>Preparing the Learner: Students are expected to follow written text, which may include pointing to words, reading, chanting, or echo reading. Students are also expected to maintain focus, listen attentively, respond to questions from classmates and teacher, ask questions and participate in discussion.</p> <p>Activate Prior Knowledge/Build Background: Teacher will display character/event/solution chart used in previous lesson. Teacher will lead discussion noting that characters change as they make choices. Many cultures use fables or folktales to teach valuable lessons about choice and change. To teach new vocabulary and to make sure content is understood, the teacher will create word wall from key vocabulary utilizing weather related visuals. Comparatives and superlatives will be reviewed including powerful, more powerful great, greater, greatest; strong, stronger, strongest. Teacher will call</p>	<p>Do you know a fable or folktale from your home country?</p> <p>Have you ever been outdoors on a very hot summer day? How does the sunshine make you feel? What would you say to the sun if it could talk back?</p> <p>Have you ever seen a severe thunder or rainstorm? Can people stop the storm?</p>

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<p>attention to suffixes, er, -est; and additional word “more.”</p>	
<p>Reading: SWBAT chorally read, silently read, and partner read. CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RF.2.3, RF.2.4, L.2.4; NGSS 2-LS4-1, 2-PS1-4, 2-ESS1-1, 2-ESS2-1; SS 6.3.</p> <p>Listening/Speaking: <i>Group students by mixed reading levels.</i> SWBAT listen to shared-reading, view video, and answer questions posed at key points. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - Chunk the audio file - L1 support - Charts - Sentence frames - Word/picture Wall - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Chunk the audio file -Sentence starters - Word Wall <p>Interacting with Text: Students should be given several opportunities to interact with the text. The teacher will ask many text dependent questions, students will be encouraged to turn and talk to share thinking.</p> <p>View the video The video of the story should be shown first. Check that students understand the main idea of the story and can identify a few key details.</p>	<p>In the beginning of the book the author tells us that the stonecutter “pleased the spirit who lived in the mountain.” How had he done this? Why did the stonecutter “cut no more stone”?</p> <p>What event in the story triggered this change?</p> <p>What choices did the stonecutter make?</p> <p>What did he do with his power when he became the sun? a cloud?</p> <p>What does the word “overjoyed” mean?</p> <p>What does the phrase ‘happy for a time’ mean?</p> <p>What can be inferred from the last line in the story – “Deep inside, he trembled”.</p> <p>How do you think the stonecutter felt about being a mountain at the end of the story?</p> <p>If the stonecutter could make one more wish, what do you think it would be? Why?</p>
<p>Reading: SWBAT read with a partner and ask for clarification on the words and parts they still did not understand and read silently CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RF.2.3, RF.2.4, L.2.4; NGSS 2-PS1-4, SS 6.3.</p> <p>Shared reading</p>	

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<p>Once the students are familiar with the vocabulary, a shared reading of the text will begin. During the shared reading of <i>The Stonecutter</i>, the teacher will provide necessary support; phonemic, syntactic, and semantic. The teacher will pause to point out key vocabulary (comparatives) and ask questions to check for understanding.</p> <p>Silent reading</p> <p>Students will then reread silently and annotate the text. They will circle words they do not know and underline parts they still do not understand.</p> <p>Teacher will identify an important sentence in the story and deconstruct the sentence. The teacher will ask students to restate the sentence in their own words.</p> <p><i>The spirit obeyed and then departed, for there was nothing more he could do.</i></p>	<p>Who: (actor): the spirit</p> <p>What happened (action): obeyed and departed</p> <p>Why (Detail): there was nothing more he (the spirit) could do (for whom? (the stonecutter)</p> <p>The spirit listened to the man and left. He could not help him anymore.</p> <p>How did the stonecutter respond?</p>
<p>Writing:</p> <p>SWBAT express an opinion using a graphic organizer (OREO) on Smartboard, or laptop. CCSS W.2.1, W.2.5, W.2.6; L.2.1, L.2.2, L.2.3, L.2.4, L.2.6; NGSS 2-PS1-4; SS 6.3.</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 when necessary or possible - Story Board - OREO graphic organizer http://www.pinterest.com/pin/34340015882550822/ - Word/picture Wall - Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> - OREO Graphic organizer Word Wall - Simple and expanded sentences of emerging complexity <p>Extending Understanding</p> <p>Students will write their opinion in sentence/paragraph form using a graphic organizer. The question for the opinion is: What is your opinion of the stonecutter? An opinion should include opinion statement, reason for opinion, an example and a restatement of opinion. OREO Graphic Organizer: http://oakdome.com/k5/lesson-plans/iPad-lessons/images/ipad-graphic-organizers/ipad-graphic-organizer-oreo-opinion.gif</p>	<p>What is your opinion of the Stonecutter? Use examples from the story to support your opinion.</p>
<p>Formative Assessment:</p> <p>Express orally and then write an opinion using OREO graphic organizer. Students contribute to graphic organizer and complete writing in journal</p>	

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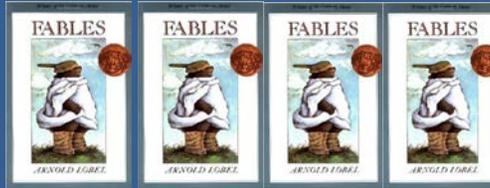
Aligned to the CCSS and 2012 WIDA Standards

in which they state opinion, supply reasoning and supports. CCSS W.2.1, W.2.5, W.2.6; SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6

ELP 1-2: Students' oral presentation and writing may include single words, and completed sentence frames with descriptive pictures, words or phrases, and storyboard. Supports include graphic organizers (OREO), word and picture cards, realia, pre-taught vocabulary and L1.

ELP 3-4: Students' oral expression and writing may include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure with detailed reasoning.

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Lesson Plan #4

Lesson Overview: In this lesson students will read fables independently and share orally and in written format using a jigsaw cooperative learning technique.

Lesson Title: Other Lessons Learned from Fables and Folktales

Timeframe: 3 to 5 days based on 40 minute class period/block

Guiding Question: What makes a story a fable?

Lesson Components

Central Texts: Offer several fables and folktales on various levels for independent reading groups. Reading A-Z offers a variety of folktales and fables on a variety of levels: The Bat, the Birds, and the Beasts, The Lion and the Mouse, The Fox and the Grapes, The Ant and the Grasshopper

Interdisciplinary Connections: World culture

Integration of Technology: On line or hand held photos of different animals found in fables.

Equipment needed: Computer with internet access and display function for supporting computer assisted reading or printing of texts.
 Reading A-Z <http://www.readinga-z.com/books/leveled-books/>

WIDA Performance Indicators

Speaking & Listening: Listen to peers' presentations of fable and complete story chart. Share their presentation with the jigsaw group.
 WIDA ELD 1, 2, and 5; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; SS 6.3

ELP 1-2: With a partner, complete chart and share summary of fable using L1, pictures and single words or phrases.

ELP 3-4: Complete chart after listening to peer presentation and share summary of fable using simple and some complex sentences.

Reading: Independently read and comprehend a fable

WIDA ELD 1, 2, and 5; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL. 2.9, RI.2.4, RF.2.3, RF.2.4, L.2.4; SS 6.3.

ELP 1-2: Read in L1 and/or a leveled reader with a story chart and a partner.

ELP 3-4: Read a leveled reader using a story chart.

Writing: Compare two characters from two different fables using story chart and web question chart

WIDA ELD 1, 2, and 5; CCSS RL.2.9, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.6; SS 6.3.

ELP 1-2: Use a graphic organizer with single words and/or L1 with the support of the teacher.

ELP 3-4: Use simple and some complex sentences with the support of a word wall.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background Text dependent questions (TDQs)
<p>Key Vocabulary: character, behavior, valuable lesson, explore, gather, amuse, curious CCSS L.2.4, L.2.6</p> <p>Additional vocabulary for ELP 1-2: birds</p> <p>Additional vocabulary for ELP 3-4: beasts, creatures</p> <p>Key language forms and conventions: Transitions; Comparatives and superlatives CCSS L.2.1, L.2.3</p>	
<p>Listening/Speaking: SWBAT participate in “conversations” about the vocabulary. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; SS 6.3</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Problem/solution chart - Cloze sentences - Word/ picture Wall - Pair Work with higher ELP level student -Single words, set phrases <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence frames -Word Wall <p>Preparing the Learner: Students are expected to independently read an appropriate leveled fable or folktale. They are expected to maintain focus, read or picture walk attentively, respond to questions from classmates and teacher, ask questions and participate in discussion</p> <p>Activate Prior Knowledge: Teacher will activate prior knowledge by reviewing character, problem/event, solution/change chart from shared writing activity. Teacher will remind students that each fable teaches a different lesson about the way people should or should not behave. The stories use different nonhuman characters, but include similar story elements. All the stories have characters who change as they interact with their environment</p> <p>Build Background: To reinforce vocabulary and to make sure content is understood, the teacher will define moral as a lesson learned from a story or experience.</p>	<p>How do creatures change as a result of time?</p> <p>How do characters change as a result of choices?</p> <p>What valuable lessons are learned?</p> <p>How do you define moral?</p>

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<p>Reading: SWBAT read independently at appropriate level CCSS RF.2.3, RF.2.4 SWBAT describe how characters change in a story. CCSS RL.2.3, L.2.4; SS 6.3.</p> <p>Listening/Speaking: SWBAT listen to peers' presentations and complete story chart. Share their story chart in small group. CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Leveled readers - Sentence frames - Word/picture Wall -Single words <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Leveled readers <p>Interacting with Text: Children will participate in guided leveled reading groups using appropriate texts. Students will then share with their classmates through a jigsaw process. The jigsaw approach creates heterogeneous groups of students, divides them into new groups (which can be based on ability levels) to be an expert on a topic, and then returns them to their home groups. This will ensure lots of oral interaction and discussion. Throughout the jigsaw process, the teacher will circulate the room and observe the groups as they read and discuss. When the teacher notices difficulties, she will put the responsibility for finding a solution back on students to enhance the cooperative benefits of the jigsaw.</p> <p>Students will work in teams to answer Story Chart Questions about one story. Members are then divided to retell their stories and show how they completed the story chart for the stories they read. Teacher tells the teams that their task is to look at each of the charts and decide which details of characteristics apply to all the fables. Have students record the common details on the detail web using the detail web questions. Bring the teams together for a whole-class discussion.</p>	<p>Story chart questions: Who are the characters in the story? How do they behave? What lesson is learned?</p> <p>Detail web questions: How are the details in the stories different? (setting, characters, moral) How are the details in the stories the same? (animal characters, all end with lesson or moral, all teach about how to behave)</p>
<p>Writing: SWBAT compare characters from different fables using a Venn diagram. CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5; SS 6.3.</p>	

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<p>Listening/Speaking: After listening to peers, SWBAT summarize what they learned CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6; SS 6.3</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support, if necessary - Story Chart - Web questions chart - Sentence frames “I learned _____ from ____.” - Word/picture Wall <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence starters -Word Wall <p>Extending Understanding: Students will complete sentence frame...The moral of my story was... in their writing journals. They will also write to compare characters from different fables using the story chart and detail web questions. They will also share about the way their expert knowledge was changed or enhanced by listening to their peers. Students should be able to orally state ...I learned _____ from _____.</p>	<p>There are several characters in the fables you read today. They learned valuable lessons in the end. Choose characters from two different fables. Explain, “How they are alike or different?” Use details from each fable to show they are alike or different.</p>
<p>Formative Assessment: Students contribute to graphic organizer (Venn Diagram) and complete writing in journal in which they compare characters from two different fables/folktales. Practice with organizational features, oral and written arguments and conjunctions (and, but, or, yet, so, if, even though, unless) will be necessary. Students will also orally present their character analysis. CCSS RL.2.3, SL.2.2, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6, W.2.5; SS 6.3.</p>	
<p>ELP 1-2: Students’ oral presentations and writing may include single words and completed sentence frames with descriptive pictures, words or phrases, and storyboards. Supports include graphic organizers, word and picture cards, realia, and L1.</p>	<p>ELP 3-4: Students’ oral presentations and writing may include simple sentences and/or up to 3 paragraphs with academic content and complex sentence structure with complete details.</p>

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Lesson Plan #5

Lesson Overview: In this lesson students will improve fluency and expression as well as performance skills and confidence during a short performance of a script.

Lesson Title: Growth and Change through Theater

Timeframe: 4 to 5 days based on 40 minute class period/block

Guiding Question: How can change be a good thing?

Lesson Components

Central Texts: Readers Theatre script - *Who Was King*, <http://www.timelessteacherstuff.com/readerstheater/WhoWasKing.html>

Interdisciplinary Connections: Grammar focus – Contractions

Integration of Technology: On line access to view other classes performing Readers Theater scripts.

Equipment needed: Computer with internet access to download scripts.

WIDA PERFORMANCE INDICATORS

Listening & Speaking: Role play characters in plays in small groups. Reenact scenes in plays in small groups
 WIDA ELD 1, and 2; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.3, L.2.4, L.2.6

ELP 1-2: Memorized short phrases with partner and props

ELP 3-4: Participate in Readers’ Theaters by reading and acting out parts using the script and props.

Reading: Read, role-play and memorize role for play.

WIDA ELD 1and 2; CCSS RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL. 2.9, RF.2.3, RF.2.4

Writing: Write an extended ending to the story by describing what happened after the rabbit ran away.

WIDA ELD 1 and 2; CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.6.

ELP 1-2: Use L1, and/or phrases or single words with sentence frames, and/or draw pictures.

ELP 3-4: Use simple and some complex sentences using word wall and visuals.

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and build background Text dependent questions (TDQs)
<p>Key Vocabulary: Play, theater, infer, whale, elephant, king, over CCSS L.2.4, L.2.6. Additional vocabulary for ELP 1-2: big/biggest, little, cow, rabbit, next, Additional vocabulary for ELP 3-4: script Key language forms and conventions: Transitions; Comparatives and superlatives, inference CCSS L.2.1, L.2.3, L.2.6.</p>	
<p>Listening/Speaking: SWBAT listen to play and answer questions posed at key points. CCSS SL.2.2, SL.2.3, L.2.1, L.2.3 SWBAT participate in “conversations” about the play. CCSS SL.2.1, SL.2.6, Differentiate for ELP 1 and 2 -L1 support - Props - Word/picture Wall - Role Play - Memorized oral language Differentiate for ELP 3 and 4: -Visuals -Previously rehearsed vocabulary -Sentence starters</p> <p>Preparing the Learner: Students will use scripts to focus on oral expression and fluency. All students are expected to participate in classroom play. Parts can be simple or more complex using props and body movements.</p> <p>Activate Prior Knowledge: Teacher will activate prior knowledge by reviewing character, problem/event, solution/change chart from shared writing activity. Students will have contributed information on the most recently read fables. Teacher will tell students they are about to read a script of a play. The play teaches a lesson as well.</p> <p>Build Background: Teacher will tell students that the play they are about to read ends with a question. Students will need to infer. Inferring is making a thoughtful guess by using clues from the author. Students will need to understand the “unsaid”. Students can watch video of Readers Theater performances. Teacher reviews any challenging vocabulary.</p>	

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<p>Reading: SWBAT read their parts with fluency and expression. CCSS RF.2.3, RF.2.4, RL.2.4, RL.2.5, RL.2.6, SWBAT identify what happened in the story CCSS RL.2.1, RL.2.2, RL.2.3</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Word/picture Wall - Pair Work - Role Play - Memorized lines <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Role play -Props <p>Interacting with Text: Teacher divides the class into pairs or small groups. Each group can split up the parts. Students spend a few days working with the script and gaining confidence in reading their parts. Scripts will be practiced repeatedly stressing vocal expression, body language, and unified volume and reading rates. Many re-readings are suggested.</p>	<p>The play ends with a question Do you know (Who Was King)? What is the student’s guess? What words in the text support this inference?</p>
<p>Writing: SWBAT write a conclusion to the play and describe what happened to the rabbit after he ran away. CCSS L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.3, W.2.5, W.2.6.</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - Drawing of story -L1 or dictated story <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals - Word wall -Transition words <p>Extending Understanding: Students will continue the action in the play using their writing journals. Students should include dialogue and details that describe the actions, feelings and thinking of the rabbit. Sequence words like first, next, and soon should be incorporated in the adventure. The original play contains the phrases: “I am”, “cannot” “I will” “did not” A mini-lesson on contractions would be appropriate at this time. Students will be encouraged to use contractions in their new</p>	<p>What do you think happens next on the story based on what you have just read? Write a story about what happens next to the rabbit after he “ran away”.</p>

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adventure. Share orally.	
Formative Assessment: Students will be assessed on their oral presentation and participation in play. In addition, they will write a conclusion to the story. CCSS RL.2.6, RF.2.3, RF.2.4, SL.2.6, W.2.3, W.2.5, W.2.6.	
ELP 1-2: Students' oral presentation and participation in play may vary from memorized phrases to single words. Students' writing may include descriptive pictures, words or phrases. Supports include graphic organizers, word and picture cards, realia, rehearsed lines, and storyboards.	ELP 3-4: Students' oral presentation may vary from using note cards to true role-play where reader is able to acknowledge differences in characters by speaking in different voices when reading dialogue. Students' writing may include simple sentences, and/or up to 3 paragraphs with academic content and complex sentence structure. Supports include template, glossary and word wall.

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Lesson Plan # 6

Lesson Overview: This lesson supports students' exploration of language skills as they read and dissect poetry.

Lesson Title: Poetry

Timeframe: 1 to 3 days based on 40 minute class period/block

Guiding Question: How is growth and change depicted through poetry?

Lesson Components

Central Texts: 'Fireflies' by Grace Wilson Coplen and 'Fly' or any other poem on butterflies, ants and insects found on Can Teach songs and poems or Rainy Day Poems for Kids

Interdisciplinary Connections: Science

Integration of Technology: <http://www.canteach.ca/elementary/songspoems44.html> and <http://www.rainydaypoems.com/index.html>

Equipment needed: Computer with internet access to download poetry.

WIDA PERFORMANCE INDICATORS ELD.1, 2 and 4

Speaking & Listening: Listen to poem and identify rhyming words. Recite poem with fluency and expression.
 WIDA ELD 1, 2 and 4; CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.6, NGSS 2-LS4-1

ELP 1-2: Given one word, identify a rhyming word. Repeat refrain.

ELP 3-4: Identify rhyming words. Recite poem with fluency and expression after teacher modeling.

Reading: Read phrase from poem on sentence strip WIDA ELD 1, 2 and 4; CCSS RL.2.4, RI.2.4, RF.2.3, RF.2.4

Writing: Write a poem about a bug. Draw an illustration of poem with details. WIDA ELD 1, 2 and 4; CCSS L.2.1, L.2.3, L.2.4, L.2.6, W.2.5, W.2.6; NGSS 2-LS4-1

ELP 1-2: Use L1, single words, word wall and sentence frames

ELP 3-4: Use simple sentences and sentences with emerging complexity by using transitional phrases and a variety of structures

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Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and Build Background Text dependent questions (TDQs)
<p>Key Vocabulary: rhyme, predict, explain, firefly, chase, dart, to and fro, CCSS L.2.4, L.2.6 Additional vocabulary for ELP 1-2: Poem, fly, flies, light, Additional vocabulary for ELP 3-4: aglow</p> <p>Key language forms and conventions: Students explore meaning, sentence structure, rhyming words through poetry. CCSS L.2.1, L.2.3</p>	
<p>Listening/Speaking SWBAT listen to poetry and rhyme, discuss and answer questions posed at key points. SL.2.2, SL.2.6 SWBAT participate in “conversations” about the poem. CCSS SL.2.1 SL.2.3, L.2.1, L.2.3, L.2.4, L.2.6</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Drawings - Word/picture Wall - Pair Work <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Previously rehearsed vocabulary -Sentence frames <p>Preparing the Learner: Introduce students to the poem you have prepared on chart paper. Read the title of the poem. Have students predict what the poem will be about. Activate Prior Knowledge: Teacher will use highlighter to review rhyming words. Build Background: Visuals of butterflies, ants and insects.</p>	<p>The author uses many words to describe movement. Can you find them?</p> <p>The author uses many words to depict light? Can you find them?</p> <p>In the poem the author says “A fly flies by...” Change the sentence use flew and flown.</p> <p>Discuss use of the word fly as noun and verb. Brainstorm other words that can be used this way</p>
<p>Reading: SWBT participate in guided reading and presentation of the poems. CCSS RL.2.4, RF.2.3, RF.2.4; NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> - L1 support - Word/picture Wall -Choice questions <p>Differentiate for ELP 3 and 4:</p>	<p>What is the poem mostly about? What details describe the firefly?</p>

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<p>-Visuals -Word Wall</p> <p>Interacting with Text: First read Teacher will read aloud poems using pointer. Students will then echo read poems.</p> <p>Second Read Students then will be given one line of the poem on a sentence strip. Teacher re-reads poem, students will raise their hand when they recognize their sentence strip matches the teachers rereading. Students can then stand in sequence and read their sentence strip. Sentence strips can be collected and the poem reread again one line at a time.</p>	<p>What action words does the author choose to use? What words are used to describe the firefly? What does this phrase, <u>Until he winks</u>, mean? <i>I cannot tell just where he is</i> <u>Until he winks, you see,...</u></p>
<p>Writing: SWBT write a poem and draw an illustration for poem. Extend learning by listing rhyming word pairs. CCSS RF.2.3, L.2.1, L.2.3, L.2.4, L.2.6, W.2.5, W.2.6; NGSS 2-LS4-1</p> <p>Differentiate for ELP 1 and 2</p> <ul style="list-style-type: none"> -L1 support - Drawings - Sentence frames - Word/picture Wall <p>Differentiate for ELP 3 and 4:</p> <ul style="list-style-type: none"> -Visuals -Sentence starters <p>Extending Understanding: Students will present original poems and share an illustration for the poem. Students will make a list of rhyming words in writing journals.</p>	
<p>Formative Assessment: Students will orally present their original poem with drawings. Poems may be recorded using an audio recording program (e.g. Garage Band) and drawings scanned to create a digital poetry journal.</p>	
<p>ELP 1-2: Student’s oral presentation of poem may vary from showing picture, to saying single words or using L1.</p>	<p>ELP 3-4: Student will recite their poem which may consist of simple sentences, and/or several complete lines.</p>

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GRADE TWO UNIT 3 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Topic of growth and change and how new things are learned as a result of change. Vocabulary: Life cycle fuzzy caterpillar, chrysalis/cocoon, 'take wing' fable, moral, dart/crawl, rested/exhausted explore, amuse, curious, play, theater, infer rhyme to and fro	Compare and contrast characters and text. Summarize informational text	Identify the main ideas and supporting details. Determine the meaning of words and phrases as they are used in a text (poem, fable, informational text).	Graphic organizer Word wall Visuals, illustrations Support in L1 Act it out Antonyms Multiple meaning words Idioms	Analyze poems and fables Describe how words and phrases supply rhythm and meaning in a story, poem.	Write narratives with a beginning, middle with details and ending. Compare characters in texts.	Engage effectively in a range of communicative activities: recite poetry, role-play a story, and participate in instructional conversations. Make oral presentations	Comparative and superlative forms Adjectives Temporal words Fly, flew, flown	Use graphic organizer Using rhyme, rhythm Rehearsing lines