

NJ ELA/ESL Curriculum Exemplar
Aligned to the CCSS and 2012 WIDA Standards

Grade Level 4 Unit 2 Overview

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

Unit Title: The American Frontier: Molding Our History

Unit Overview:

This unit includes fiction and nonfiction selections about the American Frontier and Cowboys. The students will learn what life was like on the frontier long ago and their challenges. They will also learn how the past can influence the present.

Students learn reading strategies such as Summarizing and Taking Notes. Students will demonstrate their understanding of the readings by completing listening, speaking, reading and writing activities related to the theme of this unit. As a project to practice listening and speaking skills, students will be able to describe how the western frontier is different from or similar to the area in which they live, tell how their daily activities, such as going to school and doing chores, might be different if they lived on the frontier 150 years ago, and suggest adjectives that could be used to describe the kind of people who left their homes to make new ones on the frontier. In addition, students comprehend what was read by citing evidence from the text. They will also practice summarizing, writing responses and expository writing. After each reading, students will learn a skill that will help them write a summary paragraph. At the end of the unit, students will use these skills to help them write a summary paragraph about cowboys and the frontier.

NOTE: Differentiation strategies are grouped by language proficiency levels ELP 1-2 and ELP 3-4 during the activities within this unit to avoid rigidly tagging specific strategies to specific ELP levels. Learning an additional language is a dynamic process and students should always be exposed to tasks which will stretch their abilities.

Guiding Questions and Enduring Understandings

- What language do students need in order to demonstrate comprehension and engage in the topic of the American Frontier and cowboys?
- Listening, speaking, reading, and writing about how the life on the frontier requires specific academic language.
- The frontier refers to land west of the original 13 colonies in the 1700s and 1800s. The men and women who pushed westward across America wanted to use the rich soil of these lands to build new lives for the families.
- Theme Question: What was life like in the past and why should we learn about it?

Key Vocabulary: pride, objects, valuable, memories, treasures, roam, aware, reject, trade, frontiersman, explorers, log cabin, compass, constitution, enforce, patriotism, political, republic, siege, cowboy

Key Skills and Strategies:

Summarize, identify main idea and details, note-taking, academic vocabulary and language, and purpose for writing

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Performance Task: What was life like in the past and why should we learn about it? Choose one task from each column.		
Writing	Oral	Visual/Active
<u>Song</u> Write a song about frontier life. Use a tune you like or create a new tune. Write words to tell about frontier life.	<u>Oral Report</u> Deliver an oral report to your classmates. Tell what you learned about frontier life.	<u>Pantomime</u> Reread the song about life on the frontier. Act out the song.
<u>Dedication Program</u> Create an imaginary character who lived on the frontier. Imagine a building will be named for that person. Write a program that describes the dedication ceremony.	<u>Tall Tale</u> A tall tale stretches the facts about a person until he or she seems bigger and better than in real life. Tell your own tall tale about a person who lived on the frontier.	<u>History Cards</u> Research what life was like on the frontier. Create a pack of illustrated cards that show scenes from everyday life.
<u>History Article</u> Choose an individual or event from the frontier era. Research and write a short article. Answer the 5W questions in your article.	<u>Board Game</u> Create a game called <i>Life On The Frontier</i> . Use slides for events that hurt the settlers and ladders for events that helped. Teach a group of children to play your game.	<u>Park Design</u> Design a frontier-life historical park. Think about what kinds of buildings and exhibits you would include. Create a map or model for the park.

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CCSS Assessed in this unit
Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading Informational
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Writing
W.4.2 a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2 b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2 e Provide a concluding statement or section related to the information or explanation presented.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Language
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic. (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation)
Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
WIDA ELD Standards
<i>Standard 1:</i> English language learners communicate for Social and Instructional purposes within the school setting.
<i>Standard 2:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .
<i>Standard 4:</i> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .
<i>Standard 5:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .
Interdisciplinary Connections
Social Studies, Technology and Science
NJCCCS- 6.1 U.S. History: America in the World: 6.1.4.D.12 The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
NJCCCS Technology Standard. 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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Next Gen. Science Standards 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Central Texts		Lexile level Gr. 4-5 770-980	Rationale
<u>Song - Life on the Frontier</u> by Rachel Marie Lee This song is about a family and their experiences on the frontier. It gives a detailed description of what life was like in the past and why we should learn about it in the present.		710	<i>Some lexile levels will be higher due to the content, which is typically taught in a 4th grade social studies class. Multiple viewings and readings of texts are necessary. Challenging text should be read aloud first by the teacher, and excerpts re-read for close reading examination and understanding.</i>
<u>A Line in the Sand</u> by Sherri Garland		960	
Rediscovering America: The Real American Cowboy Video by Discovery Channel		955	
Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairies		970	
<u>Pecos Bill: The Greatest Cowboy of All Time</u> by Stephen Kellogg		770	
The Cowboy Era informational articles		various	
Lessons	Title	Overview	Assessment
Lesson 1	<u>Song - Life on the Frontier</u> by Rachel Marie Lee	<u>Song</u> -About lives on the frontier	Summary Writing
Lesson 2	Rediscovering America: The Real American Cowboy Video by Discovery Channel	Social Studies –Informational Video How the real American cowboy led a tough and lonely life on the American plains.	Video Review
Lesson 3	<u>A Line in the Sand</u> by Sherri Garland	Historical Fiction	Expository
Lesson 4	Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairies	Science - online article about saving prairie grass	Multiple Choice PARRC-like questions
Lesson 5	<u>Pecos Bill: The Greatest Cowboy of All Time</u> by James Cloyd Bowman	Tall Tale	Constructed Response Question/Presentation
Lesson 6	The Cowboy Era	Social Studies – Nonfiction Informational Articles	Writing a Tall Tale
Curriculum Development Resources			

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Common Core Standards www.corestandards.org

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

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

Understanding Language www.ell.stanford.edu

Engage NY www.engageny.org

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Lesson Plan #1

Lesson Overview:

Song - *Life on the Frontier* is a song about a family and their experiences on the frontier. It gives a detailed description of what life was like in the past and why we should learn about it in the present.

Lesson Title: Life on the Frontier

Timeframe: 2-3 days, 45 minutes per session

Guided Question: What was life like in the past and why should we learn about it?

Lesson Components

Central texts: *Life on the Frontier* by Rachel Marie Lee – Song. Sung to the tune of “Yankee Doodle Dandy”

Interdisciplinary Connections: Social Studies and Music

Integration of Technology: Digital player

Equipment needed: Audio Equipment

http://www.pearsonlongman.com/ae/download/shiningstar/graphic_organizers_6_10.pdf

WIDA Performance Indicators

Listening & Speaking: After listening to the song, *Life on the Frontier* by Rachel Marie Lee, answer questions about the text using a word wall and partner. **WIDA ELD 1 and 5; CCCS SL.4.1**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or some complex sentences with few grammatical errors and some content-based vocabulary.

Reading: Use guided reading to read and summarize the text. **WIDA ELD 2; CCSS RL.4.1, RL.4.2, RL.4.3**

Writing: Complete the main idea and details chart **WIDA ELD 2 and 5; CCSS W.4.2**

ELP 1-2: Use L1, drawings and single words to complete main idea and details chart.

ELP 3-4: Use simple or some complex sentences when answering questions.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary for ALL: frontier, pioneer, dwell, dawn, chores, jig, aware, reject, lyrics, poetry L. 4.6</p> <p>Additional vocabulary for ELP 1-2: memories, poetry, treasures, objects</p> <p>Additional vocabulary for ELP 3-4: pride, valuable, roam</p>	
<p>Key language forms and conventions: Figurative language, poetic forms – ballad, stanza, haiku, free verse L. 4.1</p>	
<p>Speaking/Listening SWBAT participate in class discussion about the photographs of frontier life and the people who were important from the past. SL. 4.1, SL. 4.2</p> <p>Writing SWBAT participate in the completion of a 5W Chart to help them summarize the event in past. W. 4.2a, W. 4.2b, W. 4.2e</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • L1 support orally when necessary • Sentence frames, Word wall • Work with a Partner of higher ELP • Drawings and/or diagrams vs. words • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use complete or complex sentences when answering 5W Chart. • Use detail and descriptive words in their responses. <p>Preparing the Learner: Activate Prior Knowledge: Think about an important event in your life. Complete a 5 W Chart to help them summarize the event in their past (Who? What? Where? When? Why?).</p> <p>Build Background: Show photographs that demonstrate the variety of themes in frontier life and the people who were important from the past. Most songs and stories about the past document an</p>	<p>What was life like in the past? Why should we learn about it? What object do you treasure the most? What memories are important to you? Where do you keep your most valuable treasures?</p>

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<p>important event that affected the people’s lives.</p>	
<p>Speaking/Listening SWBAT listen to and chorally read vocabulary for the pronunciation of each key vocabulary word. SL. 4.1 SWBAT participate in “conversations” about the picture collages. SL. 4.1, SL. 4.2</p> <p>Writing <i>Students will work in mixed ELP groups/partners</i> SWBAT create sentences using key vocabulary with partners. W. 4.2a SWBAT create a Collage from pictures cut out of magazines W. 4.2a SWBAT complete a vocabulary word web. W. 4.2a, W. 4.2b, W. 4.2e</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Read the key vocabulary words and sentences aloud. • Have students work with partners to make a key word collage from pictures cut out of magazines. Display the collages in class. Use them to review the key words. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Work in groups to discuss connections between the photos and the key words. Then have them write a caption for each photo using at least one key word in each. • Have students write their own context sentences using the words. <p>Interacting with Text Key Vocabulary: Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the student’s chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Define the word for the students, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures or cut pictures out of magazines (collages) for each word and should work in pairs or small groups. Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner to complete the empty web by providing synonyms, antonyms, definition, and picture and sample sentence with each word.</p>	<p>Review the key words by having students discuss short answers to the following questions: What object do you treasure the most? What memories are important to you? Where do you keep your most valuable treasures?</p>
<p>Speaking/Listening SWBAT listen to read aloud and sing the song aloud. SL. 4.1</p>	

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SWBAT participate in “conversations” about the text. Poetic Forms: ballad, stanza, haiku, free verse. **SL. 4.2**

Reading

SWBAT chorally read the key vocabulary and key parts of the texts **RL. 4.1, RL. 4.2, RL. 4.3**

Writing

SWBAT complete a main idea and details chart to record their ideas and summarize the key points. **W. 4.2a, W. 4.2b, W. 4.2e**

Song: *Life on the Frontier* by Rachel Marie Lee (Read Aloud)

Reading Strategy – Summarizing

- Text type: Song/Ballad Literary Elements: Story
- Read and then sing, *Life on the Frontier* by Rachel Marie Lee.
- Students will use a main idea and details chart to record their observations as they read the words of the song.
- Summarize the key points, including the most important ideas and details.
 - What is this song about?
 - In your words, summarize the song.

Speaking/Listening

SWBAT discuss the text with others including key points, main Ideas and supporting details. **SL. 4.1, SL. 4.2**

Writing

SWBAT respond to discussion questions. **W. 4.2a, W. 4.2b, W. 4.2e, W.4.4**

Differentiate for ELP 1-2:

- Use native language.
- Use graphic organizer or template.
- Refer to models.
- Highlighted/bold-faced words within text.
- Work with a partner.
- Use a word wall and cognates

Differentiate for ELP 3-4:

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- Use the graphic organizer.
- Work with a partner.

Extending Understanding

- Class Discussion: Songs and poetry tell a story. Review the key points that students picked up in the song. Explain the meaning of ballad and how it is a narrative poem, often of folk origin and intended to be sung, consisting of simple stanzas and usually having a refrain.
 - Why do people write songs and stories about the past?
 - What key point comes up again and again in the song?
 - Have students discuss the purpose of the title *Life on the Frontier*. Then have them recommend an alternative title.

- What is the author’s purpose for writing this song?
- What information does the narrator give you that helps you understand how he or she feels?

Formative Assessment RL. 4.1, RL. 4.2, RL. 4.3, RL. 4.5, RL. 4.7, W. 4.2a, W. 4.2b, W. 4.2e, W.4.4, W.4.9

- Read the ballad “Cowboy Blues”. It describes the trials of life on the range as a cowboy.

Cowboy Blues

Don't you think for a moment
That I don't get lonely,
But I have to pay the rent.
I have to drive the cattle steadily.
Don't you think it at all,
That my feelings don't get low.
I want so bad to call
My mom, my sis, my favorite dog, Bo.
Don't you think it, don't say it.
A cowboy's life is tough
I want to talk, laugh, and sit!
Driving these cattle is everything rough.
Not the open land, not the horses, not the sky,
Not the cook's famous chili, not fresh air, not the trees
Stop the occasional tear from falling out my eye,
And traveling down to my knees.

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Because a ballad tells a story, it welcomes literary elements like characterization, setting, and plot. While these elements are not as well developed as they might be in a short story, they are clearer than in other forms of poetry, such as the haiku.

- What might the setting for “Cowboy Blues” be? Explain.
- What are some characteristics of the cowboy in this poem?

Summarize in a paragraph the poem. Describe in your own words how the speaker feels.

ELP 1-2: Use L1, bilingual dictionary and/or single words in graphic organizer and/or pictures or gestures working with guidance from the teacher or a peer.

ELP 3-4: Explain in simple sentences with emerging complexity using a word wall and sentence starters.

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Lesson Plan #2

Lesson Overview: Social Studies –Informational Video. Rediscovering America: The Real American Cowboy Video by Discovery Channel
 Learn how the real American cowboy led a tough and lonely life on the American plains.

Lesson Title: Cowboys

Timeframe: 1 week , 45 minutes per session

Guiding Question: How was the life of an American Cowboy?

Lesson Components

Central texts: Rediscovering America: The Real American Cowboy Video &Text of the song “Whoopee Ti-Yi-Yo”

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, Audio Equipment

Equipment needed: Rediscovering America: The Real American Cowboy Video by Discovery Channel. Learn how the real American cowboy led a tough and lonely life on the American plains. Computer

WIDA Performance Indicators

Listening & Speaking: After watching the video on the real American cowboy, answer questions about the text using a word wall and partner.
WIDA ELD 1, 2 and 5; CCSS SL.4.1

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or some complex sentences with various content-based vocabulary.

Reading: Decode and comprehend the song “Whoopee Ti-Yi-Yo” by answering discussion questions orally. **WIDA ELD 2; CCSS RI.4.1, RI.4.2**

ELP 1-2: Identify key vocabulary words and answer choice questions (yes/no; either/or; multiple choice).

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

Writing: Describe a time when they told a story to others. **WIDA ELD 1, 2 and 5; CCSS W.4.2b**

ELP 1-2: Use L1, drawings and single words. May use sentence starters.

ELP 3-4: Use simple or complex sentences with content vocabulary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: ranchers, drover, lariat, legend, livestock, occupation, rawhide, stampedes, stirrups, roping L. 4.6</p> <p>Additional vocabulary for ELP 1-2: drives rodeo, climate</p> <p>Additional vocabulary for ELP 3-4: mythic, ruffian, buckaroo, etiquette</p> <p>Key language forms and conventions Present Participles, irregular verbs, subject verb agreement, transitional phrases for: cause/effect, sequence/chronological Order L.4.1</p>	
<p>Speaking/Listening SWBAT participate in a brainstorming activity about events where they have entertained one another or others with poems, stories or songs. SL.4.1</p> <p>Preparing the Learner: Activate Prior Knowledge After a hard day on the range, cowboys of the Old West would sit around the campfire at night and entertain one another with poems, tall tales known as “windies,” or just plain good old stories. <u>Brainstorm:</u> Elicit from students any situations in which they themselves have sat around, usually in the outdoors, with friends or relatives and entertained one another with poems, songs, and stories.</p> <p>Build Background: Oral literature tends to be poetry and lyrics because those forms are easier to memorize than prose. The original American cowboys, like other inventors of oral literature, couldn’t carry heavy books with them; furthermore, some early cowboys, like other creators of oral literature, might have been illiterate—and forced to memorize songs and poems rather than write them down.</p>	
<p>Speaking/Listening SWBAT listen to a read aloud on the song while following the text and answer questions posed at key points in the text. SL.4.2 SWBAT discuss a text with others. (Poetic Forms-ballad, stanza, haiku, free verse) SL.4.1</p> <p>Reading SWBAT chorally read the key vocabulary and key parts of the song/ballad. RL.4.1, RL.4.2, RL.4.3, RL.4.4</p> <p>Speaking/Listening</p>	<p>Ask students what they might deduce about cowboys from this one song.</p>

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<p>SWBAT discuss the key points and cause and effect found in the text with others. SL.4.1 SWBAT respond to discussion questions. SL.4.4</p> <p>Share the words to the following song with students. (<i>Cowpuncher</i> is just another name for “cowboy”; <i>dogie</i> means “a motherless calf on the range” and is pronounced with the long <i>o</i> sound; <i>cholla</i>, pronounced “choya,” is Spanish for “cactus.”)</p> <p>Read aloud the text and listen to the Song “Whoopee Ti-Yi-Yo” SEE END OF LESSON FOR SONG</p>	<p>Why was the cook so important to the cowboy’s work? What are the historical roots of the American cowboy? Discuss the significance of calling the cowboy a myth. How was your idea of the cowboy’s work different from that described in the song “Whoopee Ti-Yi-Yo”?</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat the vocabulary for the pronunciation of each key vocabulary word. SL.4.1, SL.4.4</p> <p>Writing SWBAT create sentences using key vocabulary with partners. W.4.2b, W.4.2e</p> <p>Differentiate for ELP 1 & 2: Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures, if needed.</p> <p>Differentiate for ELP 3 & 4: Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence.</p> <p>Interacting with Text (Video) : <u>Key Vocabulary</u>(Before Viewing Video) Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Define the word for the students, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and should work in pairs or small groups.</p>	
<p>Speaking/Listening SWBAT view video and discuss with others: main Ideas and supporting details, chronological order, cause and effect, and presenting both sides of a conflict. SL.4.2 SWBAT complete Story Map including literary elements of a story. SL.4.4</p>	

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<p>Writing</p> <p>SWBAT summarize the video using topics and vocabulary discussed in class. W.4.2.b</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Note-Taking: with use of sentence frames. • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use of graphic organizer • Note-Taking <p><u>View Full Video:</u></p> <p style="padding-left: 40px;"><i>The Real American Cowboy</i> Discovery Education, 1997. Full Video. http://app.discoveryeducation.com/player/view/assetGuid/516E7874-C9A2-4735-A2B9-524CA9B084B4</p> <ul style="list-style-type: none"> • Complete of Story Map <p><u>Strategy – Summarizing</u></p> <p>In small groups, give students time to discuss characteristics of cowboys that they uncover from viewing the video—old or new. Have them comment on what the song and video suggest about the following: home, independence, education, talent, skills, attitude toward others.</p>	<p>Who were the main characters in the video? Explain their traits and characteristics.</p> <p>What scene best describes the life of a cowboy? What does the video suggest about the following: home, independence, education, talent, skills, attitude toward others?</p>
<p>Writing:</p> <p>SWBAT compose a narrative story about a time when they had an opportunity to share a story with someone else or entertain a group of people. W.4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Use sentence frames. • Refer to models. • Work with a partner. • Use a word wall and cognates 	<ul style="list-style-type: none"> • Who are the characters? • Where? When? • Plot?

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<p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use the graphic organizer. • Work with a partner. <p>Extending Understanding</p> <ul style="list-style-type: none"> • Story map of video 	<ul style="list-style-type: none"> • Conflict? • Climax? • Theme? • Resolution? <p>Find the sentences that support your answer</p>
<p>Formative Assessment</p> <p>Cowboy poetry/songs are as old as cowboys themselves! For lack of better things to do after a hard day on the range, cowboys of the Old West would sit around the camp fire at night and entertain one another with poems, tall tales known as “windies,” or just plain good old stories.</p> <p><u>Writing:</u> W.4.2a-b, W.4.5, W.4.9</p> <p>Elicit from students any situations in which they themselves have sat around, usually in the outdoors, with friends or relatives and entertained one another with poems, songs, and stories. (Sharing of oral literature is often a part of camping out and long car trips.) Write a story of a time when they themselves have had an opportunity to share a story with someone else or entertain a group of people.</p> <p>Revise and edit.</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Complete a cloze paragraph using a word bank. <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Bilingual dictionary whenever necessary. • Write a paragraph using a word bank and sentence frames. • Consult a list of transitional words/phrases. 	
<p><i>SONG</i></p> <p><i>As I was a-walkin’ one mornin’ for pleasure, I spied a cowpuncher a-lopin’ along. His hat was throwed back and his spurs was a-jinglin’ And as he approached he was singin’ this song:</i></p> <p><i>Chorus</i></p> <p><i>Whoopee ti-yi-yo, git along little dogies,</i></p>	

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*For you know that Wyoming'll be your new home.
Whoopee ti-yi-yo, git along little dogies,
For you know that Wyoming'll be your new home.*

*It's early in spring that we round up the dogies.
We mark them and brand them and bob off their tails.
We round up the horses, load up the chuckwagon,
And then throw the dogies up on the long trail.*

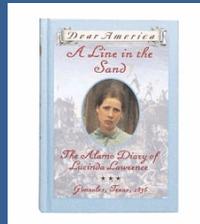
Chorus

*Your mother was raised away down in Texas,
Where the jimson weed and sandburs grow.
Now we'll fill you up on prickly pear and cholla,
Till you are all ready for the trail to Idaho.*

Chorus

*Oh, you'll be soup for Uncle Sam's Injuns,
"It's beef, heap beef!" I hear them cry.
Git along, git along, git along little dogies;
You'll be beef steers by and by.*

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Lesson Plan #3

Lesson Overview: Historical Fiction- *A Line in the Sand* by Sherry Garland is a fictional diary of a thirteen year old girl, Lucinda Lawrence. She lived with her mother, father, and older brother, Willis, in Gonzales, Texas, in 1835. Lucinda is not a real person, but her journal entries contain factual information about Texas in 1835.

Lesson Title: *A Line in the Sand* by Sherri Garland

Timeframe: 1 week , 45 minutes per session

Guided Question: What was it like to grow up on the frontier at this time in history?

Lesson Components

Central Texts: *A Line in the Sand* by Sherri Garland – Historical Fiction (Diary entries)

Interdisciplinary Connections: Social Studies

Integration of Technology: Audio CD, Pictures from Internet

Equipment needed: Audio Equipment, Internet, Computer

WIDA Performance Indicators

Listening & Speaking: After listening to the read aloud with pictures and illustrations, answer questions about the text using a word wall and partner. **WIDA ELD 1, 2 and 5; CCSS SL.4.1, SL.4.2, SL.4.4**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or complete sentences with some content based vocabulary.

Reading: Use guided reading to read the text. **WIDA ELD 2; CCSS RI.4.1, RI.4.2, RI.4.3**

Writing: Expository **WIDA ELD 2 and 5; CCSS W.4.2a, W.4.2b, W.4.2e, W.4.3, W.4.5**

Topic: Think about your life today and life in the 1800s. Do you think life today is easier than life on the frontier long ago? Cite evidence from the text.

ELP 1-2: Use L1, drawings and single words to answer questions. May use sentence starters.

ELP 3-4: Use simple sentences with emerging complexity and some content based vocabulary to answer questions.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: hub, gallery, urge, democratic, constitution, agitators, <i>turn my back, all fired up</i>, twenty nigh, fertile, looms, prairie L. 4.6</p> <p>Additional vocabulary for ELP 1-2: party, twenty, fool, majority</p> <p>Additional vocabulary for ELP 3-4., enforce, patriotism, political, republic, siege, slick</p> <p>Key language forms and conventions: Transitional phrases for cause/effect, sequence, making Inferences, idiomatic expressions; comparative and superlative adjectives L. 4.1</p>	
<p>Reading</p> <ul style="list-style-type: none"> Students will read and keep a journal about the early 1800s and the Pony Express. R. 4.1, R. 4.2, R.4.3, R. 4.4 <p>Writing Work with a partner.</p> <ul style="list-style-type: none"> Students will complete a KWL chart about the “Pony Express”. W. 4.2a Students will create a Class Timeline that shows important events in the history of the Pony Express. W. 4.2b <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> Use native language graphic organizer or template. Use Drawings, Pictures and/or diagrams vs. words Note-Taking: with use of sentence frames Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> Use of graphic organizer (Timeline) Note-Taking Use complete or complex sentences when answering <p>Preparing the Learner: Activate Prior Knowledge. Discuss how we send messages today (mail, email, text). Elicit from students the speed of sending messages today.</p> <p>Introduce the KWL Chart: “Pony Express.” In the early 1800s, it was a luxury to receive a letter on the frontier. It took about twenty-five days for a Pony Express rider to take a letter from Missouri to</p>	<p>How do we send messages today? How quickly do people receive these messages? How do you think people used to send messages in the days before computers? What do you know about the Pony Express? (The facts)</p> <p>What do you want to know about the Pony Express? (The questions)</p> <p>After they finish reading and doing research on the Pony Express (Internet,</p>

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<p>California. Based on notes provided by the teacher and previous instruction on the historical time and working in small groups, have students complete what they Know about the Pony Express? (The facts) What they want to know about the Pony Express? (The questions) After they finish reading and doing research on the Pony Express (Internet, Library, Resources) they will complete with their group what they learned in the third column of the chart.</p> <p>Build Background: Working as a whole class, create a timeline that shows important events in the history of the Pony Express.</p>	<p>Library, Resources) they will answer: What did you learn about the Pony Express?</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word.</p> <p>SL.4.2 Differentiate for ELP 1 & 2:</p> <ul style="list-style-type: none"> • Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures if needed. <p>Differentiate for ELP 3 & 4:</p> <ul style="list-style-type: none"> • Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. Use a prompt so students use the word in context. <p>Writing SWBAT create sentences using key vocabulary with partners. W.4.2a SWBAT complete a vocabulary word web. W.4.2a , W.4.2b, W.4.9</p> <p>Interacting with Text: <u>Key Vocabulary:</u> Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Provide a student-friendly definition for the word, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and use the prompt to use the word in context in pairs or small groups.</p> <p>Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner</p>	

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<p>to complete the empty web by providing synonyms, antonyms, definition, picture and sample sentence with each word.</p>	
<p>Speaking/Listening SWBAT listen to read aloud and answer discussion questions posed at key points in the text about characters, setting, cause and effect, and conflict. SL.4.1 SWBAT participate in “conversations” about the text type (Diary) and refer to pictures in text for discussion. SL.4.1 , SL.4.4</p> <p>Writing SWBAT complete Cornell Note-Taking including important facts, dates and events in the text. W.4.2a, W.4.b, W.4.2e Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • The teacher will list the headings on the board for the students to use in their work. • Use pictures in the story to help look for clues to figure out the setting of the story. • List their ideas under the appropriate categories on the board. • Have students take turns reading the clues and describing the setting with a partner and L1, if needed. • Use of Graphic Organizers <p>Differentiate for ELP 3-4</p> <ul style="list-style-type: none"> • Use of Graphic Organizers • Think-Pair-Share or Turn and Talk <p>Interacting with Text <u>Text: <i>A Line in the Sand</i> by Sherri Garland (Read Aloud by teacher)</u> <u>Reading Strategy – Taking Notes</u> Model taking notes: Arrange students in groups to take notes on the characters. Model the process on the board by making a two-column chart. In the left column list the characters mentioned on a page of the diary. In the right column, across from each character’s name, list three to six phrases to record how that character feels. <u>Text Analysis/Close Read</u> Cornell Note-taking: As they read, <i>A Line in the Sand</i> by Sherri Garland, they will take notes about the important facts in the text. Note the important dates and events in their notebook. They will also</p>	<p>How does the story’s setting have an effect on how the characters act and feel?</p> <p>How might the war in Texas affect them?</p>

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<p>annotate words or phrases that they still do not understand.</p> <p>Speaking/Listening SWBAT participate in class discussion about the photographs from the story. SL.4.1</p> <p>Reading SWBAT read and answer text dependent questions posed at key points in the text about character, setting, chronological order, cause and effect, conflict, and author’s purpose. RI.4.1, RI.4.2, RI.4.3, RI.4.4</p> <p>Writing Students will keep a journal responding to key points in the text. W.4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Have students respond orally or in writing using L1 or single words or phrases from word wall. • Have students look at the pictures in the story. Ask students to identify and discuss details in the pictures to reveal when the story took place. • Work in pairs <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use word wall and bilingual or English glossary • Use related simple sentences with emerging complexity • Work in pairs <p>Journal Writing</p> <ul style="list-style-type: none"> • Journal Writing – (Closure Activity) Respond to TDQs. Cite evidence from the text to support answers. 	<p>Who does Lucinda live with? Does Uncle Henry want Texas to stay a part of Mexico or declare its independence? Cite the evidence in the text that supports your answer.</p> <p>According to Mama, what group did Papa join “twenty nigh” years ago? What does Lucinda’s family grow on their farm, cotton or wheat? What will be added to Lucinda’s town in the spring, a store or a schoolhouse? Why? Cite the evidence from the text that explains why.</p> <p>How do Willis and Papa feel about war? Why? Do you agree with Willis or Papa? Explain.</p> <p>Why did Lucinda’s family move to Texas? How does she feel about the future? Do you think Lucinda’s family could live with Uncle Henry’s family? Why or why not? What does Papa mean when he says that defeating the Mexican Army would be “costly”?</p>
<p>Reading SWBAT read and research important facts, dates and events about the author – Sherry Garland <i>Writing</i> RI.4.1, RI.4.3, RI.4.7</p> <p>Writing</p>	

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SWBAT create a subtopic web and compose a paragraph using the different stages of writing **W.4.2a, W.4.2b, W.4.2e**

Differentiate for ELP 1-2:

- Use native language graphic organizer
- Work with a partner.
- Use a word wall and cognates
- Use sentence frames.
- Refer to models.

Differentiate for ELP 3-4:

- Use the graphic organizer.
- Work with a partner.

Extending Understanding

Research Report: About the Author – Sherry Garland

Review Steps involved in taking notes for a biography report:

1. Choose a topic to research (Sherry Garland).
2. List a few important questions they want to answer about a topic.
3. Read about the topic in a variety of sources.
4. Take careful notes to organize and remember the information they find

Writing Strategy: Subtopic Web

1. Brainstorm
2. Make a subtopic web (3-4 subtopics about the author)
3. Write a paragraph– Pre Write, Draft, revise/edit, publish (scaffold based on ELP levels)

Scoring-Refer to WIDA Writing Rubric

Formative Assessment: SL.4.2, SL.4.4, W.4.4, W.4.5

Listening: Jesse’s Journal: Students will listen to the passage. Use details from the passage to help write the writing task.

“Jesse’s Journal”

October 7, 1867

Rusty, our cook, had everyone up at sunrise. After we ate, a thunderstorm started. The loud noise scared the cattle, and they began to stampede. We rushed after the running cattle on our horses. We raced in front of the herd, waving our hats and shooting our guns in the air. This new noise startled the cattle and made them stop. It took a few hours to get the herd back together and

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moving in right direction.

At sunset, we made camp. Rusty cooked the usual supper – beans, bacon, and biscuits. Now, I'll put my bedroll on the ground next to my horse Lucky and get some sleep.

It will take another month to drive the cattle to Abilene, Kansas. Then, trains will carry the cattle east, and my boss will sell them for good money. I won't get paid much, but I'll have enough to buy a haircut, a bath, a good meal, and a soft bed.

Writing: Expository: Think about your life today and life in the 1800s. Do you think life today is easier than life on the frontier long ago?

Write one or two paragraphs about your life today. Tell whether you think life today is easier or harder than life on the frontier long ago.

Give reasons for your opinions. Cite the text in your writing.

Differentiate for ELP 1-2:

- Work with a partner
- Use native language graphic organizer or template.
- Use drawings, pictures and/or diagrams vs. words
- Note-Taking: with use of sentence frames
- Use a word wall and cognates

Differentiate for ELP 3-4:

- Use of graphic organizer (web)
- Work with a partner
- Note-Taking
- Use complete or complex sentences when answering

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Lesson Plan #4

Lesson Overview: Informational Text- *Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie* is an informational article from NPR which describes why ranchers burn prairie grass every year.

Lesson Title: Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie	Timeframe: 1 week , 45 minutes per session
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Guided Question: Why would ranchers deliberately set a fire on the prairie grasslands?

Lesson Components

Central Texts: *Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie* by Dan Charles
<http://www.npr.org/blogs/thesalt/2014/04/28/306227655/fire-setting-ranchers-have-burning-desire-to-save-tallgrass-prairie>

Interdisciplinary Connections: Science

Integration of Technology: Audio, Pictures from Internet

Equipment needed: Audio Equipment, Internet, Computer

WIDA Performance Indicators

Listening & Speaking: After listening to selected sections which were read aloud with pictures and illustrations, answer questions about the text using a word wall and partner. **WIDA ELD 1, 2 and 4; CCSS SL.4.1, SL.4.2, SL.4.4; NGSS 4-ESS3-2**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or complete sentences with some content based vocabulary.

Reading: Read selections from text with scaffolded questions and partners. **WIDA ELD 2; CCSS RI.4.1, RI.4.2, RI.4.3; NGSS 4-ESS3-2**

Writing: Write a summary about sections of the text using a [GIST strategy](#) and a word wall. **WIDA ELD 2 and 4; CCSS W.4.2a, W.4.2b, W.4.2e, W.4.3, W.4.5; NGSS 4-ESS3-2**

ELP 1-2: Use L1, drawings and single words and sentence frames to write a summary.

ELP 3-4: Use simple sentences with emerging complexity and some content based vocabulary when writing summary.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: economic, pillar, steer, violate, plume, graze, pollution, ozone, environmentalist L. 4.6</p> <p>Additional vocabulary for ELP 1-2: smoke, cattle, production, chain, horizon</p> <p>Additional vocabulary for ELP 3-4: barbaric, phenomenal, bison, char</p>	
<p>Key language forms and conventions: Transitional phrases for summarizing, idiomatic expressions - “runs cattle” L. 4.1</p>	
<p>Listening/Speaking</p> <ul style="list-style-type: none"> • Students will identify where the prairie is located in the United States. • Students will discuss what cattle eat. <p>Reading</p> <ul style="list-style-type: none"> • Students will read text and answer questions. R. 4.1, R. 4.2, R.4.3, R. 4.4 <p>Writing</p> <ul style="list-style-type: none"> • Students will complete a KWL chart about cows and ranchers. W. 4.2a Differentiate for ELP 1-2: • Use native language. • Use Drawings, Pictures and/or diagrams vs. words • Use sentence frames • Use a word wall and cognates Differentiate for ELP 3-4: • Use complete or complex sentences when answering <p>Preparing the Learner: Activate Prior Knowledge. Ask questions connecting to prior lessons.</p> <p>Building Background: Introduce the KWL Chart: “Ranchers and Cattle (cows).” Show a map of the US and show where the prairie is and the state of Kansas. In pairs have students read the following text:</p> <p>Ranchers, Cattle and Prairie Grass The prairie (tall grass) is in the central part of the United States. Cows (cattle) eat the prairie grass.</p>	<p>Who remembers what cattle means? What do cattle eat? What did cowboys do? Who knows another word for a cowboy? (rancher) What do you know about cattle and ranchers?</p>

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The best, most nutritious prairie grass is new growth or new grass. New grass grows quickly. So ranchers burn the prairie grass every year so that new grass grows. In this way, the cattle will have new grass to eat.

What do you want to know?

After they finish reading with their group, they will complete what they learned in the third column of the KWL chart.

What did you learn about cattle, ranchers and the prairie grass?

Speaking/Listening

SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word (see beginning of lesson). **SL.4.2**

Differentiate for ELP 1 & 2:

- Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures if needed.

Differentiate for ELP 3 & 4:

- Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. Use a prompt so students use the word in context.

Writing

SWBAT create sentences using key vocabulary with partners. **W.4.2a**

SWBAT complete a vocabulary word web. **W.4.2a , W.4.2b, W.4.9**

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<p>Interacting with Text: <u>Key Vocabulary:</u> Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Provide a student-friendly definition for the word, expand the definition by using it in a sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and use the prompt to use the word in context in pairs or small groups.</p> <p>Vocabulary Word Web: Have the students create a word web with each vocabulary word. Have the students write the vocabulary word in the center of the web and invite students to work with a partner to complete the empty web by providing synonyms, antonyms, definition, picture and sample sentence with each word.</p>	
<p>Speaking/Listening SWBAT listen to read aloud and answer discussion questions posed at key points in the text about the article. SL.4.1 SWBAT participate in “conversations” about the text and refer to pictures in the text for discussion. SL.4.1 , SL.4.4</p> <p>Writing SWBAT complete summary sentence about the text. W.4.2a, W.4.b, W.4.2e</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • The teacher will identify key words in the text. • Use pictures in the story to help look for clues. • Use L1, word walls and sentence frames <p>Differentiate for ELP 3-4</p> <ul style="list-style-type: none"> • Use sentence starters • Think-Pair-Share or Turn and Talk <p>Interacting with Text <u>Text:</u> Fire-Setting Ranchers Have Burning Desire To Save Tallgrass Prairie by Dan Charles (Read Aloud by teacher)</p>	<p>Where is the prairie? What are “pillars of smoke?” How long has the prairie been burning? How far has the smoke traveled? How can we summarize this paragraph? <i>The prairie has been burning for <u>one month</u> and sometimes the <u>clouds of smoke</u> travel to <u>far away</u> cities.</i></p> <p>What does “run cattle” mean? What does plowed mean? Since the</p>

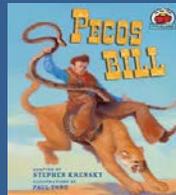
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<p><u>Reading Strategy – Summarizing</u></p> <p>Model how to summarize by using GIST strategy: Model how to choose key words, and then use those words to write a sentence in groups to take notes on the characters. Model the process on the board by making a two-column chart. In the left column list the characters mentioned on a page of the diary. In the right column, across from each character’s name, list three to six phrases to record how that character feels.</p> <p><u>Text Analysis/Close Read</u></p> <p>Teacher reads the text aloud and after each paragraph scaffolds the key vocabulary, main idea and key details needed to summarize the text.</p> <p>Students then re-read in pairs and answer the text dependent questions.</p> <p>Teachers read the text aloud a second time and focus on word usage and the author’s point of view. Students re-read in pairs and answer a second set of text dependent questions.</p>	<p>prairie has never been “plowed,” what happened? Why can’t they plow the prairie?</p> <p>Does it rain a lot on the prairie?</p> <p>What happens because of the rain?</p> <p>What does “steer” mean?</p> <p>Why do the steers graze on the prairie?</p> <p>Why do the ranchers set fires on the land before the steers arrive?</p> <p>What is the best, most nutritious part of the plant?</p> <p>How does the author obtain information for the article?</p> <p>What is the “chain of beef production?”</p> <p>Why do environmentalists or scientists “celebrate the fires?”</p> <p>How does burning the prairie grass impact natural Earth processes?</p>
<p>Writing</p> <p>SWBAT write a summary paragraph about the article using the summary sentences they wrote for each section.</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language for clarification, when or if needed. • Work in small group. • Use a word wall and cognates • Use sentence frames. • Refer to models. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use sentence starters • Work in a small group. 	<p>How long has the prairie been burning?</p> <p>What happened since the land has never been plowed?</p> <p>What do cattle eat?</p> <p>Where do the cattle go to eat and gain weight?</p> <p>Why do the environmentalists and scientists think that burning the grass is a good idea?</p> <p>How do the prairie grasses contribute to the “chain of beef production?”</p>
<p>Formative Assessment: Reading: SWBAT read and answer PARCC-like questions about the main idea, key details and author’s craft. RI.4.1, RI.4.2, RI.4.3, RI.4.4</p>	

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| <p>1. A. What was the main idea of this article:</p> <ul style="list-style-type: none">a) Prairie fires help the grass to grow.b) Prairie fires are an important part in the chain of beef production.c) Prairie fires can be seen for miles. <p>1. B. Which sentence supports your answer?</p> <ul style="list-style-type: none">a) Rancher set fires on their land because you get new growth almost immediately.b) The more grass the cows eat, the bigger they get and the better meat they produce.c) You could look toward the horizon in any direction and see pillars of smoke. <p>2. A. How did the author gather information for this article?</p> <ul style="list-style-type: none">a) He read about it in a book.b) He saw a movie.c) He visited and interviewed some ranchers. <p>2. B. Which sentence supports your answer?</p> <ul style="list-style-type: none">a) Once upon a time, this tallgrass prairie stretched from Illinois to Nebraska.b) But then, about 40 years ago, scientists took a closer look at prairie fires and changed their tune.c) I found Sproul sitting on a chair in his front yard, looking out over rolling hills covered with brown, dried grass. | |
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Lesson Plan #5

Lesson Overview: Tall Tale – *Pecos Bill: The Greatest Cowboy of All Time* is a tall tale about Pecos Bill. It describes how he came to be raised by a pack of wild coyotes on the Texas frontier and relates some of his experiences.

Lesson Title: *Pecos Bill: The Greatest Cowboy of All Time* | **Timeframe:** 1 week , 45 minutes per session

Guided Question: What are some exaggerations found in this Tall Tale about the American Frontier?

Lesson Components

Central texts: *Pecos Bill: The Greatest Cowboy of All Time* by James Cloyd Bowman – Tall Tale

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: Audio CD, Internet Pictures

Equipment needed: Computer, Audio Equipment

WIDA Performance Indicators

Listening & Speaking: After listening to the read aloud *Pecos Bill: The Greatest Cowboy of All Time* by Stephen Kellogg, answer questions about the text using a word wall and partner. **WIDA ELD 1, 2 and 5; CCSS SL.4.1, SL.4.2, SL.4.4**

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.

ELP 3-4: Use simple or complete sentences with few grammatical errors and some content-based vocabulary.

Reading: Closely read excerpts from the story with guidance from the teacher. **WIDA ELD 2; CCSS RI.4.1, RI.4.2, RI.4.3**

Writing: Summarize and respond to tall tales. **WIDA ELD 2 and 5; CCSS W.4.3, W.4.4; NJCCCS 6.1**

ELP 1-2: Use L1, drawings and single words to answer questions about tall tales. May use sentence frames.

ELP 3-4: Use simple or complete sentences with few grammatical errors and some content-based vocabulary to answer questions about tall tales.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: den, pack, yelped, scent, abruptly, signal, loyalty, rigid, took pains, wicked, nastiest L. 4.6</p> <p>Additional vocabulary for ELP 1-2: curious, promise</p> <p>Additional vocabulary for ELP 3-4: haunches, burrowed, adenoids, hydrophobia, shunned, leper, towering, defiance</p> <p>Key language forms and conventions: Hyperbole, synonyms, blends, possessive adjectives and pronouns, digraphs: wh, ng, ch, tch, wr, kn, L. 4.1</p>	
<p>Reading SWBAT read familiar fairy tale, <i>The Three Little Pigs</i> and summarize key parts of the texts. RL. 4.1, RL. 4.2, RL. 4.3 SWBAT identify literary elements in the text including hyperbole. RL. 4.3, RL. 4.5</p> <p>Speaking/Listening SWBAT participate in a brainstorming activity comparing and contrasting examples of exaggeration in the story, <i>The Three Little Pigs</i> and <i>Pecos Bill: The Greatest Cowboy of All Time</i>. SL. 4.1</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures, if needed. <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Have students challenge each other to find the context clues in sentences on their own. <p>Preparing the Learner: Activate Prior Knowledge</p> <ul style="list-style-type: none"> • <i>Pecos Bill: The Greatest Cowboy of All Time</i> is a tall tale. A tall tale is a humorous fictional story. Tall tales usually have characters with abilities and qualities that are exaggerated or enlarged beyond the truth. Read and briefly summarize a familiar fairy tale, such as <i>The Three Little Pigs</i>. As a class, list or brainstorm examples of exaggeration in the story of the pigs. <p>Build Background</p> <ul style="list-style-type: none"> • Many tall tales exaggerate things that happened on the American frontier. In <i>Pecos Bill: The Greatest Cowboy of All Time</i>, the main character is a young boy who gets lost on the Texas frontier. 	

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<p>He meets a coyote, a wild animal that looks like a dog. He later meets some other wild animals. Work in small groups. List wild animals that they have seen or read about. Then, discuss the appearance and habits of the coyote and other wild animals that they think might live on the Texas frontier. As students compare lists, have them discuss why they think each animal could survive there.</p>	<p>If a person lived with the animals, how might they act?</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word. SL. 4.2</p> <p>Writing SWBAT create sentences using key vocabulary with partners. W. 4.2a, W. 4.4</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures if needed. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Have students challenge each other to find the context clues in sentences on their own. <p>Interacting with Text : <u>Key Vocabulary</u> Read each key vocabulary word aloud and have students repeat it. Give students a list of sentences with key vocabulary. Then read the sentences and have students raise their hands when they hear the key vocabulary words in each sentence. Model for students how to find the context clues in sentences. Have students work with partners to complete the activity and discuss their findings as a class. Students should draw pictures for each word and should work in pairs or small groups.</p> <p><u>Reading Strategy – Summarizing</u></p> <ul style="list-style-type: none"> • Explain that Summarizing means restating the main ideas of a text in shorter form. It helps to identify and remember the most important points. It also helps to focus on your purpose for reading the text. • Use these steps to summarize a text. <ol style="list-style-type: none"> 1. Reread each paragraph or selection. 2. Highlight the most important words. 3. Then close your book and write the main ideas in one or two sentences using the 	

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<p>highlighted words.</p> <p>4. Read all your sentences. These sentences summarize the text.</p> <p>Speaking/Listening SWBAT listen to a read aloud while following the text and answer questions posed at key points in the text. SL. 4.1 SWBAT participate in class discussion on summarizing by retelling events in chronological order, identifying main ideas and supporting details. SL. 4.2, SL. 4.4</p> <p>Reading SWBAT read text with partner RL.4.1</p> <p>Writing SWBAT summarize and respond to questions using the topics and vocabulary learned by describing the lives of cowboys who lived on the frontier. W. 4.3</p> <p>Students will keep a journal responding to key points in the text and assigned task.</p> <p>Differentiate for ELP Levels 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Sentence frames • Work with a Partner. • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Levels 3-4:</p> <ul style="list-style-type: none"> • Use simple and some complex sentences when answering the text dependent questions • Use detail and descriptive words in their responses. • Word wall • Dictionaries (bilingual, English) <p><u>Text:</u> <i>Pecos Bill: The Greatest Cowboy of All Time</i> by Stephen Kellogg (Read Aloud) Read aloud the first page of the story to the students. Model for the students by summarizing the first</p>	<ul style="list-style-type: none"> • What happened to Pecos Bill when he is four years old? • Which group of words from the passage is an example of hyperbole? • How can you tell that the passage is a tall tale? • Why did the author write <i>Pecos Bill: The Greatest Cowboy of All Time</i>? • Which event in the story did you
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<p>page orally and answer key points from the text.</p> <p><u>Text Analysis</u></p> <p>During Read-aloud, model using the tone of your voice to reflect the exaggeration in the text. Pause periodically and ask: “Could this happen in real life? Why or why not?” Discuss how the exaggerated events create humor in the story.</p> <p>Students will summarize the reading by using the topics and vocabulary learned by describing the lives of cowboys who lived on the frontier to a partner. They will also compare and contrast the story to their own lives.</p> <ul style="list-style-type: none"> • Have students work in mixed proficiency small groups assigned with a different paragraph from the text (jigsaw). • Respond orally or in writing to the TDQs in small groups. • Have the students in small groups begin writing one or two sentences summarizing the main idea on each paragraph that was assigned to them. • Share each response with the class and create a class summary of the story. <p>Journal Writing – Have you ever been lost? If so, describe the experience. Who found you? If you have never been lost, imagine what would happen?</p>	<p>find the most exaggerated? Why?</p> <ul style="list-style-type: none"> • In your opinion, what would be the best part of being raised by coyotes? What would be the worst part? • Do you think Bill is lucky to have been found by Grandy? Why or why not? • Which skill might you like Grandy to teach you? Why? <p>Bill’s family continues on their trip when they can’t find him. What would a family do in real life today if this happened?</p> <p>Have you ever been lost? If so, describe the experience. Who found you?</p>
<p>Reading</p> <p>SWBAT read another tall tale, Paul Bunyan and summarize key parts of the texts. RL. 4.2</p> <p>SWBAT identify literary elements such as hyperbole. RL. 4.2, RL. 4.3</p> <p>Speaking/Listening:</p> <p>SWBAT retell events in chronological order. SL. 4.2</p> <p>SWBAT discuss the text with others by recalling facts and opinions about <i>Pecos Bill: The Greatest Cowboy of All Time</i>. SL. 4.4</p> <p>Writing</p> <p>SWBAT summarize and compare and contrast the main characters in both tall tales. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language two-column chart or template 	

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- Have students substitute the key vocabulary words for words, pictures, or synonyms they understand or in L1.
- Use sentence frames.
- Refer to models.
- Work with a partner.
- Use a word wall.

Differentiate for ELP 3-4:

- Use the graphic organizer.
- Work with a partner.
- Have students challenge each other to find the context clues in sentences on their own.

Extending Understanding

Writing Summary and Response to a tall tale

- Create a two-column chart on the board with the headings What I Liked About the Story and What I Did Not Like About the Story. Then, ask them to recall facts and opinions about *Pecos Bill: The Greatest Cowboy of All Time*. Record their responses on the board and use them to write a class response to the story.
- Read aloud another tall tale, *Paul Bunyan*.
Work in mixed proficiency levels in small groups to complete the summary of the tall tale and then write a response to the story.

Which word or phrases best describes the main characters in both Tall Tales?

Would you like to travel with a large family like Bill's? Why or Why not?

Formative Assessment W. 4.2a, W. 4.2b, W. 4.2e, W. 4.3, W. 4.4, W. 4.5

Using what the students have read in *Pecos Bill: The Greatest Cowboy of All Time* and in *Paul Bunyan* define hyperbole and identify one from the text; for example, in *Pecos Bill: The Greatest Cowboy of All Time*, Grandy teaches Cropear "to twirl his body so fast that the eye could not follow his movements."

Constructed Response Question – How are the authors' description in the two tall tales an exaggeration? How do these exaggerations make the story a tall tale? Cite examples from texts.

Differentiate for ELP 1-2:

- Graphic Organizer
- Have students substitute the key vocabulary words for words or synonyms they understand or in L1. Provide pictures if needed.
- Native language support orally whenever necessary

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- Drawings and/or diagrams vs. words
- Sentence frames
- Word wall
- Think-Pair-Share or Turn and Talk

Differentiate for ELP 3-4:

- Word walls
- Dictionaries (bilingual and English)

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Lesson Plan #6

Lesson Overview: Social Studies – Nonfiction Informational	
Lesson Title: The Cowboy Era	Timeframe: 1 week , 45 minutes per session
Guided Question: What was a cowboy’s life like during the cowboy era?	
Lesson Components	
Central texts: Article Passages: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era	
Interdisciplinary Connections: Social Studies	
Integration of Technology: Internet, Computers	
Equipment needed: Computer	
WIDA Performance Indicator	
Listening & Speaking: Ask and answer questions about their assigned topic. WIDA ELD 1 and 5; CCSS SL.4.1, SL.4.2, SL.4.4	
ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.	ELP 3-4: Use simple sentences with emerging complexity to orally answer questions based on assigned topic
Reading: Jigsaw Cooperative Activity – Research and summarize the topic assigned to them: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era. Use nonfiction informational text to research WIDA 2 and 5; CCSS RI.4.1, RI.4.2, RI.4.3, RI.4.7	
Writing: Write a research report based on their assigned topic WIDA 2 and 5; CCSS W.4.2a, W.4.2b, W.4.2e, W.4.5, W.4.9	
ELP 1-2: Use L1, drawings and word wall to answer subtopic web. Use sentence frames, a template and work with a partner.	ELP 3-4: Use simple sentences with emerging complexity with some content-based vocabulary to produce a research paragraph.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: herded, ranchers, stampedes, protected, stirrups, roping, barbed wire L. 4.6</p> <p>Additional Vocabulary for ELP 1-2: cattle, a head, fencing</p> <p>Additional vocabulary for ELP 3-4. branded, stray, roundups, lassoed, economy, sharecroppers,</p> <p>Key language forms and conventions: Transitional words and phrases that demonstrate cause/effect, sequence/chronological order, and summarizing; possessive adjectives and possessive pronouns L. 4.1</p>	
<p>Reading Students will read, keep a journal, and summarize the assigned informational topics: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era RI.4.1, RI.4.3, RI.4.6, RI.4.7</p> <p>Writing Students will complete a KWL chart about the “The Cowboy Era”. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.9 Students will summarize important facts, dates and events in the Informational text using Cornell notes. W. 4.2a, W. 4.2b, W. 4.2e Students will keep a journal responding to key points in the text W. 4.3</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Use drawings, pictures and/or diagrams vs. words. • Note-Taking: with use of sentence frames • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use of graphic organizer. • Note-Taking • Work with a partner. • Use simple and some complex sentences. <p>Preparing the Learner: Activate Prior Knowledge : KWL Chart: “The Cowboy Era”</p>	

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<p>Working in small groups, have students complete what they know about “The Cowboy Era”? (K) What they want to know about “The Cowboy Era”? (W) After they finish reading they will complete with their group what they learned in the third column of the chart. (L)</p> <p>Build Background</p> <ul style="list-style-type: none"> • Cornell Note-taking: As they read, they will take notes about the important facts in the text. Note the important dates and events in their notebook. • Have students look at pictures of each topic to better understand the time period. • Point out that cowboys do most of their work outside, and ask students to suggest jobs that a cowboy might do today. • Journal Writing –Talk about the hours each person works, what he or she wears on the job, and job-safety issues. Ask students to choose what they like and dislike about each occupation. 	<p>Have students compare the job of a cowboy with the job of someone they know.</p>
<p>Speaking/Listening SWBAT listen to and chorally repeat vocabulary for the pronunciation of each key vocabulary word. SL. 4.1, SL. 4.2</p> <p>Differentiate for ELP 1 & 2:</p> <ul style="list-style-type: none"> • Read the key vocabulary words and sentences aloud. Lead the students to clarify the meanings of the key vocabulary words by using synonyms, antonyms, and examples. Provide pictures, if needed. Use online dictionary or native language translation <p>Differentiate for ELP 3 & 4:</p> <ul style="list-style-type: none"> • Have students challenge each other to combine two or more key vocabulary words or forms of the key words in a sentence. <p>Writing SWBAT create sentences using key vocabulary with partners. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.4</p> <p>Interacting with Text (Article will be read aloud) <u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Have the students listen to and repeat the pronunciation of each key vocabulary word. Provide sentences for each word and have the students chorally read each sentence. Ask the students to try to infer what the vocabulary word means in each sentence so they come up with their own definition. Define the word for the students, expand the definition by using it in a 	

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<p>sentence and then ask them what the word signifies in the sentence again. Have the students copy the definitions into their notebooks and create their own sentences. Students should draw pictures for each word and should work in pairs or small groups.</p>	
<p>Reading SWBAT read and research important facts, dates and events about the topic assigned to them: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era by participating in a jigsaw activity. RI.4.1, RI.4.3, RI.4.6, RI.4.7</p> <p>Speaking/Listening SWBAT retell events in chronological order and discuss texts with others, supporting ideas with examples from the text. SL. 4.1, SL. 4.2, SL. 4.4</p> <p><u>Reading Strategy – Summarizing</u> Cooperative Jigsaw activity: divide class into groups of 5 students. Establish a “home” group. Students should be heterogeneously grouped. Lower level ELLs work cooperatively with a native language peer through this activity and be assigned to a shorter, highlighted segment. Then, assign students to a heading number to establish “expert” groups. Some headings can be combined if the text is short.</p> <p>Keep a triple-entry journal for the article’s headings: <u>Heading</u> <u>Question</u> <u>Answer</u> For each heading, write a question that the author attempts to answer.</p> <ul style="list-style-type: none"> • Cooperative Jigsaw Activity –The topic assigned to them: Cotton and Cattle, The Great Cattle Drives, Cowboy Life, End of the Cowboy Era. Then, have students respond orally to the following questions based on assigned topic: <ul style="list-style-type: none"> • What two products were important to the Texas economy? • How many longhorn cattle were in southern Texas at the time, four thousand or four million? • When did the cattle drive start and end? • How did a cowboy’s clothing and boots help him? • What were the days and nights like out on the trail? • What would have been the worst part about being a cowboy? 	<ul style="list-style-type: none"> • Why were cattle worth more money in the northern and eastern United States? Cite evidence from the text. • Why did cowboys on cattle drives sometimes cover their noses and mouths with bandannas? • Why did cattle drives end? Which sentence in the story supports your answer? • What do you think is the best part about being a cowboy? • What modern inventions might help protect a cowboy on a cattle drive?
<p>Writing Students will keep a diary with entries responding to key points from the assigned task. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.3</p>	

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<p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Word bank. • Work directly with a native speaking partner. • Use sentence frames/ or complete a cloze paragraph. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Use sentence starters to write a paragraph. • Word bank of phrases. • Use of bilingual dictionary whenever necessary. <p>Diary Writing – Write a dairy entry about the day on the job as a cowboy. Students can include one of the dangers mentioned in the text or research about a cowboy’s experiences. Have students share their dairy entry with the class.</p>	
<p>Reading SWBAT read and keep research notes about cowboys worldwide to be used in the research report. RI.4.1, RI.4.3, RI.4.6, RI.4.7</p> <p>Writing SWBAT develop questions about cowboys, based on key points from their research. W. 4.2a, W. 4.2b, W. 4.2e SWBAT create a Subtopic Web and compose a 2-3 paragraph research paper using the different stages of writing. W. 4.2a, W. 4.2b, W. 4.2e, W. 4.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language graphic organizer or template. • Note-Taking: with use of sentence frames • Work with a partner. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use of graphic organizer. • Note-Taking • Work with a partner. <p>Speaking/Listening:</p>	

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<p>SWBAT present their research on Cowboys. SL. 4.1, SL. 4.2</p> <p>SWBAT discuss their findings with others including key points such as fact, opinion, main idea. SL. 4.1, SL. 4.2, SL. 4.4</p> <p>Extending Understanding</p> <p>Explain that cowboys can be found in many places around the world. Have students find more information about cowboys worldwide by typing in key words such as: gaucho, vaquero, paniolo, etc. on an Internet search engine. Have students develop questions about cowboys, based on their research.</p> <p>Research Report: W. 4.2a, W. 4.2b, W. 4.2e, W. 4.9</p> <ul style="list-style-type: none"> ➤ Review Steps involved in taking notes for a research report: <ul style="list-style-type: none"> • Choose a topic to research. • List a few important questions they want to answer about a topic. • Read about the topic in a variety of sources. • Take careful notes to organize and remember the information they find ➤ Writing Strategy: Subtopic Web <ul style="list-style-type: none"> • Brainstorm • Make a subtopic web (3-4 subtopics) ➤ Write a 2-3 paragraph research paper – Pre Write, Draft, Revise/Edit and Publish (Scaffold based on levels) <p>Have ELP Level 1-2 students work together with teacher support. Scoring-Refer to WIDA Writing Rubric</p>	
<p>Formative Assessment: Speaking: SWBAT present class-created Tall Tales to the class. RI.4.7, SL.4.2, SL.4.4, L.4.6</p> <p>Writing: SWBAT visually organize information presented in texts. W.4.2a</p> <p>SWBAT compare and contrast the content and presentation of ideas and concepts in two texts. W.4.2a</p> <p>Writing a Tall Tale: Pecos Bill and cowboys who herded cattle both lived on the frontier. Take the information they have learned to complete the KWL Chart. Next, write a tall tale about Pecos Bill as an adult cowboy working on a cattle drive.</p> <ul style="list-style-type: none"> • Complete a Story Map Graphic Organizer. • Presentation of Tall Tales 	
<p>Differentiation for ELP 1 and 2:</p> <p>Finish a partially completed Graphic Organizer using a phrase bank.</p>	<p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Complete graphic organizer using a word bank.

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Listen to group presentations prior to speaking.
 Rehearse in small group prior to presentation.
 Use memorized sentences, to participate in presentation.

- Listen to group presentations prior to speaking.
- Rehearse in small group prior to presentation.

GRADE FOUR UNIT 2 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/ speaking	Grammar focus	Student learning strategies
Recognize hyperbole in “Tall Tales” Vocabulary: pride, objects, valuable, memories, treasures, roam, aware, reject, trade, frontiersman, explorers, log cabin, compass, constitution, enforce, republic, siege, cowboy	Cite specific textual evidence to support answers to texts about cowboys. Demonstrate understanding of the historical period of the “Westward Movement.”	Demonstrate understanding of idiomatic expressions Summarize text. Determine the meaning of words and phrases as they are used in a text.	Complete vocabulary template with synonyms, antonyms, examples, pictures Use a bilingual dictionary/ glossary Use context Visuals, videos, illustrations Read aloud/think aloud	Recognize and define hyperbole Recognize digraphs Compare and contrast characters. Identify main idea and supporting details. Research a topic and write a 2-3 paragraph summary.	Write informative texts to examine a topic and convey ideas, concepts, and information. Write a summary of text.	Engage effectively in a range of collaborative discussions Make oral presentations	Possessive adjectives and pronouns Transitional phrases for cause/ effect and sequence Comparative and superlative adjectives	Cornell-note-taking Use graphic organizer Summarizing Using a rubric

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