

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

GRADE LEVEL 6 UNIT 1 OVERVIEW

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

Unit Title: Unit 1- Transformations in people’s lives and the world around us

Unit Overview:

Students will be able to explain the idea of transformation, from the physical or literal view, to the more abstract transformation in social change and in self. Students will observe and record the various conditions that affect the metamorphosis of a butterfly and explain the effect that the environmental conditions have on the transformation. Students will use the experiment later on as a metaphor for describing social transformation as well as to explain and analyze self-transformation. Essential questions, such as why is transformation in nature, what conditions impact transformation and when can transformation be beneficial or detrimental, will draw and guide students into discussion of core novel, The Metamorphosis by Frank Kafka. Adolescence is a time of transformation – both physical and psychological; bringing with it a host of changes that can be exciting, confusing, and sometimes downright scary. It is no wonder that adolescents usually popularize books and films of mythical creatures, animal avatars, and those with superhuman powers – those expressions of protest against social convention, against ordinary notions of what human beings should be and ought to be. Kafka’s The Metamorphosis taps into this universal experience of adolescent awkwardness and goes beyond to address the issues from indifference to alienation and cruelty towards those who are considered less in our society. By looking at the different types of transformations we experience in nature, in society, and within ourselves, the unit will provide rich opportunities to develop and strengthen English speaking, reading, writing, and listening skills.

In addition, this unit includes fiction and nonfiction selections that explore transformation in people’s lives and the world around us. It discusses what happens to people, plants, and animals as they grow and change. Students will read about growing up in three ancient cultures and will learn interesting facts about plant and animal growth. They will read a novel excerpt about conflicts within families and lessons family members teach one another. Students learn reading strategies such as previewing and visualizing. 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 choose a topic about change in people’s lives and give a team presentation describing that topic. Furthermore, students will practice narrative and descriptive writing. Students will conclude the unit by creating a superhero for solving a current 21st century global issue and producing a movie trailer or comic strip on the adventures of the superhero.

NOTE: All students should be grouped by language proficiency levels ELP 1-2 and ELP 3-4 during the activities within this unit. Sample differentiation strategies are included in each lesson.

Guiding Questions and Enduring Understandings

Theme Questions: Does transformation/change affect people’s lives? How? Does transformation/change affect the world around us? How? Do we become how others see us? Is change always good? What conditions affect transformations?

Guiding Questions

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- What language do students need in order to demonstrate comprehension and engage in the topic of Transformation in people’s lives and the world around us?
- What reading skills are necessary to analyze and evaluate informational and narrative text?
- What reading and writing skills are necessary to summarize an informational text?

Enduring Understandings

- Listening, speaking, reading, and writing about the Transformation in people’s lives and the world around us 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.

Key Vocabulary:

transformation, anxiety, perception, betrayal, admonish, abdomen, antennae, caterpillar, chrysalis, metamorphosis, pupa, tentacles, thorax, ancient, ceremony, citizen, rights, rituals, conversion, height, length, rate, weight, feature, philosophy, assist, process, affect, effect, perspective, designer, device, elements, invention, patent, boundaries, sacrifice, achieved, attitudes, discrimination, illegal, created, significant, focus

Key Language Forms and Connections:

Language of irony; transitional phrases used in cause and effect, summarizing, symbolism, point of view, compare and contrast, prediction, and sequence; descriptive words and purpose for writing; simple past tense using regular and irregular verbs.

Performance Task- After reading various texts on the theme of Transformation in people’s lives and the world around us, students can see that change is not always good and it often affects those around us. Do we become how others see us?

By some unimaginable event, you have been transformed into a SUPER HERO and now you have been called to save Planet Earth from destruction. How will you save Earth? What qualities and powers do you possess that will allow you to complete your mission?

How to create a Superhero tutorial: <http://www.youtube.com/watch?v=7yL8DGB7YC0>

STEPS:

- Discuss and choose an environmental problem you and your group feels is a big concern.
- Research what is causing the problem and possible solutions. What kinds of heroic efforts are needed to transform the Earth back to its original condition?
- Discuss who your super hero should be. Where does he/she/it live? How did he/she/it become a super hero? Is there a villain? Who is it? What is the villain’s motivation?

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- Discuss and agree on what the super hero should look like. Give your super hero a name and write a brief biography about him/her/it. Draw your super hero. You can use the iPad or paper and markers.
- Create a comic strip or iMovie trailer about your SUPER HERO. You can use pictures you draw yourself or pictures from the internet. If you need to download a video, the teacher will be able to help you.

Sample Movie trailer: <http://www.youtube.com/watch?v=zAqCbTKbmYI>

Sample Comic Book maker : http://www.youtube.com/watch?v=fvw6FmV0e_A

CCSS Assessed in this unit

Reading Literature

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding

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of a topic or issue.
RI.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language
L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Speaking and Listening
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
WIDA English Language Development (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 .

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<i>Standard 3:</i> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Math.
<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.
Next Generation Science Standards
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
CCSS MATHEMATICS
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.
NJCCCS SOCIAL STUDIES
6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Central Texts	Lexile	Lexile levels
<i>The Metamorphosis</i> by Frank Kafka Rationale: Theme of transformation that affects people’ lives; necessary vocabulary introduced.	970	<i>Some Lexile levels will be higher due to the content, which is typically taught in a 6th grade science 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>
“Ancient Kids” – informational text https://sites.google.com/site/1ancientcivilizationsforkids/ Rationale: Theme of change; growing up among the ancient Greeks, Romans and Maya; necessary vocabulary introduced.	920	
<i>From Becoming Naomi Leon</i> by Pam Rationale: Theme of change, how does an experience change people? Necessary vocabulary introduced. Munoz Ryan – fiction	830	
“Amazing Growth Facts” – informational text Rationale: Theme of transformation, how do all living things change as they grow? Necessary vocabulary introduced.	690	

Lessons	Title	Overview	Assessment
Lesson 1	Science Transformation - Caterpillars to Butterflies: Do environmental factor impact the transformation?	Students will observe the developmental change from caterpillar to chrysalises in two different environments based on temperature. Students observe the changes taking place as caterpillars begin to pupate and learn that the pupa represents the next stage of the life cycle of the butterfly.	Butterfly journal observations; label the parts of the butterfly and compare and contrast the life cycle and transformation process in both environments.

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Lesson 2	“Amazing Growth Facts” – informational text	This science article tells about growing up	Students will research and create a growth chart of plant and animals. They will present their findings in a short report to the class.
Lesson 3	“Ancient Kids” – informational text	This social studies article tells about children in three ancient cultures.	Completion of graphic organizers. Compare and contrast growing up in ancient cultures to growing up today. Constructed Response.
Lesson 4	Becoming Naomi Leon by Pam Munoz Ryan – fiction	This novel excerpt tells about a girl who is reunited with the father after many years.	Descriptive Paragraph of Superhero
Lesson 5	The Metamorphosis by Frank Kafka	This adapted version of The Metamorphosis (Comic Strip) discusses the transformation of a human to an insect.	Student Journal on The Metamorphosis and Class Discussion on Transformation. “So we become how others see us?”

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/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: Students observe the changes taking place under two different environments (temperature) as caterpillars begin to pupate. Students compare the data from each environment and explain how the conditions impact the metamorphosis.

Lesson Title: Science Transformation - Caterpillars to Butterflies

Timeframe Daily observation for 15-20 days; 20 minutes. This lesson will be part of lesson 2 as well.

Guiding Question: Does temperature impact the transformation of caterpillars to butterflies?

Lesson Components

Central Texts: Handouts on What's Happening to Our Caterpillars

http://www.utdanacenter.org/sciencetoolkit/downloads/activities/4_whats_happening_caterpillars.pdf; http://www.sciencebuddies.org/science-fair-projects/project_ideas/Zoo_p022.shtml#background

Interdisciplinary Connections: Science

Integration of Technology: You tube video <http://www.youtube.com/watch?v=7AUeM8Mbalk>

Equipment needed: Computer, iPad or iPod, poster of butterfly's life cycle, butterfly kit including chrysalis and butterfly habitats, milkweed plants and leaves, hand lenses

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After watching the video on butterfly transformation, orally answer questions about the video using a word wall and partner. **WIDA ELD 1 and 4; CCSS SL.6.1; NGSS: MS-LS1-5**

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

ELP 3-4: Answer questions using content-based vocabulary in simple and some complex sentences.

Reading: Summarize or integrate visually supported information from multimedia. **WIDA ELD 1 and 2; CCSS RI.6.1; NGSS: MS-LS1-45**

ELP 1-2: Match sentence citations to visuals, use L1, word wall and pictures.

ELP 3-4: Summarize the text using highlighters and [GIST](#) strategy.

Writing: Answer questions with short constructed responses about the life cycle of a butterfly. **WIDA ELD 2 and 4 CCSS W.6.2; NGSS MS-LS1-5**

ELP 1-2: Use L1, drawings and single words with sentence frames and peer or teacher support.

ELP 3-4: Use simple sentences with emerging complexity and some content-based vocabulary with peer support.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: abdomen, antennae, chrysalis, pupa, tentacles, metamorphosis, thorax SL.6.6</p> <p>Additional vocabulary for ELP 1-2 caterpillar, head, legs</p> <p>Additional vocabulary for ELP 3-4: molt, proboscis, spiracles, chrysalises</p> <p>Key language forms and conventions: Simple past; Direct quotations: statements and questions; adjectives, sequence words, comparatives, superlatives, and diminutives; Compare and Contrast L.6.1</p>	
<p>Reading/Writing Students will complete a KWL chart of the life cycle of a butterfly. W.6.2 Students will read and keep a journal as they observe the developmental change from caterpillar to chrysalises. RI.6.2</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames; word wall/bank • Turn and Talk, Think/Pair/Share and Small group activities to build vocabulary <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Review the key words by having students use them to explain the life cycle of a butterfly to the class. • Lead the class in a discussion about what has happened to the caterpillar and how it has now become a chrysalis. <p>Preparing the Learner: Activate Prior Knowledge: Students will complete a KWL chart on the life cycle of a butterfly. Pre-teach the key vocabulary words using the <u>Kinsella</u> protocol.</p> <p>Building Background: Introduce the Butterfly Kit Project. Watch video on butterfly transformation http://www.youtube.com/watch?v=7AUeM8Mbalk. Explain to students that they will witness an amazing <i>transformation</i> as caterpillars turn into beautiful painted lady butterflies in 3 weeks. The butterfly painted kit includes everything needed to raise and care for caterpillars and adult butterflies.</p>	<p>What do you know about butterflies?</p> <p>How do caterpillars become butterflies? Explain the cycle of the transformation or change a butterfly encounters.</p>

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<p>Students will be involved in hands-on activities as they learn about the butterfly’s life cycle, behavior, and biology. All insects start out life as eggs (although some hatch within the body of the mother, and the young are born alive). As young insects grow and develop, their bodies change in a process called <i>metamorphosis</i>. In a few species, only size changes. In other species, there is a simple metamorphosis; the juvenile stages are called <i>nymphs</i>. In other insect species, there is a complete metamorphosis from a grub- or caterpillar-like larva to the adult body form (beetles and butterflies, for example) (Borror and White, 1970; Illinois DNR, 2003). Nymphs and larvae pass through multiple stages of growth. Because insects must shed their exoskeleton in order to grow, each growth stage is separated by a <i>molt</i>. In complete metamorphosis, the last stage before adulthood is the <i>pupa</i>. Pupae are usually inactive, and do not feed. The pupa may have a protective coating, either a <i>cocoon</i> or <i>chrysalis</i> made by the larva, which is made of exoskeletal material (Borror and White, 1970). Butterflies are an example of insects that undergo complete metamorphosis. http://www.sciencebuddies.org/science-fair-projects/project_ideas/Zoo_p022.shtml#background</p>	<p>Does temperature impact the transformation? What if it is cold? Hot? This experiment will examine the conditions of the metamorphosis and compare the results.</p>
<p>Listening/Speaking Students will observe and discuss the changes in the caterpillar. SL.6.1.</p> <p>Reading/Writing Students will closely read the text from the YouTube video and answer questions. RI.6.1 Students will determine meaning of unknown words L.6.4 Students will read and keep a journal as they observe the developmental change from caterpillars to chrysalises using transitional sequence phrases. RI.6.7; W.6.4 Students will recognize use of the possessive pronoun – <i>its</i>. L.6.2</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Labeled drawings and/or diagrams • Sentence frames; word wall/bank • Think-Pair-Share or Turn and Talk • Peer or teacher support <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Glossary/dictionary • Word wall • Partner 	

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Interacting with Text

Explain to students the procedures in conjunction with using visuals:

1. Follow the directions that come with your caterpillars for feeding and housing them. Monitor them regularly, making sure they have sufficient food and water and that their surroundings are clean.
2. Record any observations you make in your lab notebook. For example, note the number of caterpillars that have molted (by counting the shed exoskeletons).
3. Be sure to note when the caterpillars start to pupate. Label each chrysalis with a number (attach a small paper label with a dab of white glue).
4. Carefully remove each chrysalis, placing it in one of the two hatching containers (alternate between the warm and cool containers).
5. Make a table in your lab notebook to keep track of the chrysalides by number. Record the date each chrysalis was made and daily observations. For each chrysalis, record the date when the adult butterfly emerges.
6. You should also track the temperature of each hatching container at regular intervals each day.
7. Figure out the pupation time for each chrysalis by counting the number of days from pupation to hatching.
8. Once the adults emerge, they will need liquid food. Here's how to feed them (Darmo, date unknown):
 - a. Cut a sponge into small pieces of about 4 cm square.
 - b. Saturate the sponge with sugar water solution (one teaspoon sugar or honey in one half cup water).
 - c. Place the sponge in a shallow dish (lid from a jar or plastic food container).
 - d. Every day, rinse the sponge in fresh water, squeeze out the excess, and resaturate with sugar water (doing this prevents mold from growing on the sponge).
9. Calculate the average of the pupation time for each group of chrysalides.
10. How much of a difference does temperature make?
11. Count the number of pupae that survive to adulthood in each group. What is the survival rate? Is there a difference between the two groups?
12. Do you notice any other differences between the two groups of butterflies?

What has happened to the caterpillar?
How did it become a chrysalis?
What would happen if another insect or animal damaged the chrysalis?

Describe the chrysalis.

Do the caterpillars eat the discarded exoskeletons?

What represents the next stage of the life cycle as the caterpillar begins to pupate?

How does the temperature impact the transformation?

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13. When your experiment is over, you can release the adults if this is legal where you live.

In partners, re-read the text for the YouTube video (see appendix). Teacher model the transitional phrases, then have students highlight the rest of the transitional phrases.

*Like all butterflies, the Monarch's life cycle consists of a series of changes called metamorphosis. Life begins as a tiny egg about the size of a sesame seed. The female Monarch lays hundreds of such eggs, usually on the underside of leaves. **Within a few days**, the baby caterpillar begins squirming. It's ready to hatch. **First**, it chews a hole in the side of the shell. **For several minutes**, it gradually widens the hole. **Finally**, the infant monarch emerges into the world.*

Deconstruct and discuss the use of the transitional phrase and how they connect the sentences. Bring in a sesame seed so they realize how tiny the eggs are.

Discuss the possessive pronouns – *its*. Circle the word *its* in the text and write the noun it refers to. Differentiate it's vs its.

Writing

SWBAT describe the transformation that the butterfly experienced. **W.6.7**

SWBAT use sequence words in their explanatory essays. **L.6.1**

Differentiate for ELP Level 1-2 students:

- Native language support orally whenever necessary
- Labeled drawings and/or diagrams
- Sentence frames
- Word wall and pictures
- Think-Pair-Share or Turn and Talk
- Sequence word wall

Differentiate for ELP Level 3-4 students:

- Word wall
- Dictionary/glossary
- Sentence starters
- Sequence word wall

Extending Understanding

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<p>Language structure mini-lesson on transitional sequence and cause-effect words (first, initially; as a result, consequently) using the life cycle of a butterfly. Create a language function sequence word wall. Review transitions used in mentor text. Students will then describe the process in writing using sequence words, cause and effect terms and key vocabulary.</p>	
<p>Formative Assessment :</p> <p>Writing</p> <p>SWBAT create an explanatory text by writing words to label a picture using key vocabulary to express a concept from the text. W.6.2</p> <p>SWBAT write an explanatory paragraph answering the question, Does temperature impact the life cycle of a butterfly? Explain its transformation. W.6.2, W.6.4, W.6.5, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3</p> <p>Provide large printed images of a butterfly and its life cycle to mixed proficiency groups. Have groups recall and identify the parts of a butterfly by labeling the diagram using related vocabulary. Individuals will write an explanatory text using sequence words to explain the different stages of the life cycle of the butterfly.</p>	
<p>Differentiation for ELP 1 - 2:</p> <p>Complete a cloze explanatory paragraph using a word bank. Illustrate your work.</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Word wall for diagram • Explore meanings with illustrated concept definition maps. • Complete a cloze paragraph using short phrases. 	<p>Differentiation for ELP 3-4</p> <p>Write a paragraph using a word wall and sentence starters.</p> <ul style="list-style-type: none"> • Use of bilingual dictionary whenever necessary. • Word wall for content/academic vocabulary. • Develop word meanings and nuances through Frayer vocabulary boxes. • Use sentence starters to write a paragraph. • Consult a list of transitional words/phrases.

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Lesson Plan #2

Lesson Overview: Everything changes as it grows. By reading Amazing Growth Facts, students will read about some specific ways that plants and animals grow.

Lesson Title: Amazing Growth Facts – Keystone Book A Unit 1

Timeframe: 2-3 days, 45 minutes per session

Guiding Question: How do living things change as they grow?

Lesson Components

Central Texts : Amazing Growth Facts

Interdisciplinary Connections: Science, Math

Integration of Technology: Computer Research; <http://www.slideshare.net/paulbradigan/mini-lesson-on-past-tense-simple>

Equipment needed: Computer with Internet Access, Visuals, calculator

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After listening to the read aloud with pictures and illustrations, complete an information gap activity with a partner.
WIDA 1, 2 & 4; CCSS SL.6.1, SL.6.6; NGSS: MS-LS1-4

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

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

Reading: After listening to the article read aloud, students will work in pairs to re-read the excerpts and answer text dependent questions using highlighted key sentences and multiple resources. **WIDA 2 & 4; CCSS RI 6.2, RI.6.3, RI 6.6.4, RI.6.5; NGSS: MS-LS1-4**

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in English and/or native language

ELP 3-4: Use simple and some complex sentences with content-related vocabulary when responding to text dependent questions

Writing: Compile a growth chart of the different ways animals and plants grow and record findings in a short report. **WIDA 2, 3 & 4; CCSS W.6.2, W.6.3, W.6.4, W.6.5, W.6.7; NGSS: MS-LS1-4; CCSS-Math: 5.MD.A.1**

ELP 1-2: Use L1, drawings and single words to answer choice questions about “Amazing Growth Facts”. May use sentence frame, cloze sentences, word wall.

ELP 3-4: Use simple and/or complex sentences with some content-based vocabulary to write a report about “Amazing Growth Facts”.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Active and build background and Text Dependent Questions
<p>Key Vocabulary: average, conversion, rate, benefit, category, enormous, percent, bound, hind L.6.4</p> <p>Additional vocabulary for ELP 1-2: height, length, weight, pound the ground</p> <p>Additional vocabulary for ELP 3-4: Wonders of nature, bits, hut, legs would not carry him</p> <p>Key language forms and conventions: Descriptive words, past tense of regular and irregular verbs L.6.1</p>	
<p>Reading Students will chorally read the key vocabulary and key parts of the texts. RI.6.1, RI.6.2</p> <p>Writing Students will participate in the completion of the KWL chart. W.6.2, W.6.8</p> <p>Differentiate for ELP Level 1 and 2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Graphic organizer with sentence starters • Refer to models and phrase wall <p>Preparing the Learner: Activate Prior Knowledge Some plants and animals are very small when they are fully grown. Others are very big. Have the students make a list of animals that are very small when they are fully grown. What are the largest animals that they could name? What are the tallest plants? Students will respond and a class discussion will be held. Use visuals of plants and animals.</p> <p>Building Background: Have students complete a KWL chart and ask the students to brainstorm some interesting animal facts they know. Have them place them in the K column. Have them fill in the W column with facts about animals they want to know. Discuss with students how and where they can go to check their facts. After reading the informational article, students can fill out the L column.</p> <p>Introduce key vocabulary using Kinsella model</p>	<p>How does plant and animal growth differ from human beings' growth?</p> <p>Name some interesting animal facts that you may know.</p>
<p>Listening/Speaking Students will listen to read aloud and answer questions posed at key points in the text. SL.6.1, SL.6.6,</p>	

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L.6.1

Student will participate in “conversations” about the text.

Differentiate for ELP Level 1 and 2 students:

- Native language support orally whenever necessary
- Labeled drawings and/or diagrams vs. words
- sentence frames
- word wall
- Think-Pair-Share or Turn and Talk

Differentiate for ELP Level 3-4 students:

- Bilingual dictionary whenever necessary
- Word Wall
- Think-Pair-Share or Turn and Talk
- List measurement words and categorize them: general, length, weight

Reading

SWBAT identify main idea and key details in text. **RI.6.1**

SWBAT to refer to text explicitly to support answers. **RI.6.1**

Interacting with Text

In mixed level groups, Using Keystone Book A Unit 1 read the article about Amazing Growth Facts. Have the students read along as they listen to the recording of the text. Students should mark or annotate the text as they answer the questions. Circle words and parts that they still do not understand. Debrief as a whole group the words and sections that they do not understand. Everything transforms as it grows. As the students read the article, have them look for some specific ways that plants and animals change as they grow. After reading text, ask: What do you think your life would be like sixty-five years from now?

For additional practice, go to <http://zunal.com/process.php?w=188366> and follow the directions at the website.

Answer the questions on the following worksheet. <http://zunal.com/evaluation.php?w=188366>

Writing

SWBAT compile a growth chart of the different animals and plants and record findings in a short report.

W.6.2, W.6.3, W.6.4, W.6.5, W.6.7

According to the article, how long does it take a clam to grow 8 millimeters?

What category would you use to group bamboo and Pacific giant kelp together? Why?

Remind students of the connection to the essential question “Does transformation/change affect the world around us? How? What conditions might impact the growth of animals?”

Name two ways that kangaroos and humans are the same/different. Cite the evidence from the text.

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Speaking

SWBAT present the research to the class. **SL.6.1, SL.6.6, L.6.1, L.6.2**

Differentiate for ELP Level 1 and 2 students:

- Native language support orally whenever necessary
- Labeled drawings and/or diagrams vs. words
- Sentence frames and word wall
- Think-Pair-Share or Turn and Talk

Differentiate for ELP Level 3-4 students:

- Graphic organizer with sentence starters
- Refer to models and phrase wall
- Outline, web and reference sheet of correct formatting

Extending Understanding - Class Discussion

Using the information from the text, create a chart comparing the different growth patterns. Students and teachers discuss the questions in small groups about how animals and plants change as they grow.

As a class deconstruct this sentence and complete a functional grammatical analysis; *In the average human life of 70 years, your heart pumps enough blood around the body to fill up the fuel tanks of 700 jumbo jets!*

	Sentence	In your own words
Who or what	Your heart	
Does what	pumps	
What	Enough blood	
Descriptor where Comparison - how much	Around the body To fill up the fuel tanks of 700 jets	
When does this happen?	In the average human life of 70 years	

How do plants change as they grow?

How do animals change?
 Cite evidence by marking the text.
 How do people change as they grow?

How are plants and animals different from people in their growth patterns?

Writing

SWBAT use the simple past to talk about actions that began and ended in the past **L.6.1, L.6.6**

SWBAT complete exercises using the regular and irregular verbs in the simple past tense. **W.6.1, L.6.1, L.6.6**

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Differentiation for ELP 1-2:

- 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

Differentiation for ELP 3-4:

- Use simple and/or complex sentences.
- Word Wall
- Use detail and descriptive words in their responses.
- Bilingual Dictionary whenever necessary

Extending Understanding

Language – Grammar Mini-lesson on Simple Past – Regular and Irregular Verbs

Students will watch the PowerPoint that explains simple past tense.

<http://www.slideshare.net/paulbradigan/mini-lesson-on-past-tense-simple>

Complete grammar exercise similar to one in appendix.

Formative Assessment :

Reading

SWBAT research information using various sources **RI.1.1, RL.6.3, RI.6.4**

Writing

SWBAT create a growth chart using the information they researched **W.6.2, W.6.8**

SWBAT compile a short report on their findings **W.6.2, W.6.4, W.6.8, L.6.1, L.6.6**

Listening/Speaking

SWBAT present their short reports to the class. **SL.6.1, SL.6.6, L.6.1, L.6.6**

- Have students research more about growth of other plants and animals by using encyclopedias, reference books and the Internet. Have them create a growth chart of these plants and animals. In addition, they will summarize their findings in a short report in which they must use as many of the key vocabulary words as possible. When finished, they will present and share their findings to the

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class.	
Differentiation for ELP 1-2: <ul style="list-style-type: none">• L1 support orally when necessary• Sentence frames and note cards• Work with a Partner of higher ELP; rehearse report• Labeled Drawings and/or diagrams• Think-Pair-Share or Turn and Talk,• Word wall with pictures	Differentiation for ELP 3-4: <ul style="list-style-type: none">• Use simple and some complex sentences.• Word Wall• Use detail and descriptive words in their responses.• Bilingual Dictionary whenever necessary

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Lesson #3

Lesson Overview: This informational article tells about the lives of children in three ancient cultures and how it has changes over time.

Lesson Title: “Ancient Kids” Keystone Book A

Timeframe: 3-4 days, 45 minutes per session

Guiding Question: How does growing up change us?

Lesson Components

Central texts: “Ancient Kids” – informational text <https://sites.google.com/site/1ancientcivilizationsforkids/>

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, audio cd

Equipment needed: Computer with Internet access, Audio equipment

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After listening to the read aloud “Ancient Kids”, students will orally answer questions about the story. **WIDA 2 & 5; CCSS SL.6.1; NJCCCS SS-6.2.8.A.3.a**

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use simple and some complex sentences with content-related vocabulary

Reading: After listening to the read aloud “Ancient Kids”, students will answer text dependent questions using highlighted key sentences and multiple resources. **WIDA 2 & 5; CCSS RI.6.1; NJCCCS SS-6.2.8.A.3.a**

ELP 1-2: Match one or two key sentences from the text to answer questions and/or paraphrase in native language

ELP 3-4: Use simple and some complex sentences with content-related vocabulary to respond to text dependent questions

Writing: After listening to the read aloud “Ancient Kids”, discussing it, and reading it in a small group, students will write an objective summary using sentence starters and a partner. **WIDA 2; CCSS W.6.2, W.6.4, W.6.5; NJCCCS SS-6.2.8.A.3.a**

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using content-related vocabulary in simple and some complex sentences.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: ancient, ceremony, citizen, rights, rituals, classical L.6.6</p> <p>Additional vocabulary for ELP 1-2: education, cultural</p> <p>Additional vocabulary for ELP 3-4. philosophy, loopholes, disasters, feature</p> <p>Key language forms and conventions: compare and contrast, recognize historical content, simple past: regular and irregular verbs. L.6.1</p>	
<p>Language SWBAT determine the meaning of words from context. L.6.4</p> <p>Listening/Speaking SWBAT tell a partner something about growing up among one of the ancient cultures: The Greeks, Romans, or Maya. SL.6.1</p> <p>Differentiate for ELP Level 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 Level 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>Preparing the Learner</p> <p>Activate Prior Knowledge- Encourage students to share their experiences about growing up. Explain to them that by remembering what they already know and by sharing their experiences and knowledge, it will be easier to understand new words and concepts found in the reading.</p> <p>Building Background – Point out on a map where Ancient Greece, Ancient Rome, and the Maya civilization (in present day Mexico and Central America) were located. Explain that ancient Greece influenced the development of ancient Rome, but that the Mayans were not influenced by either culture. Ask the students to predict similarities between their lives and the ways children in each of these cultures lived.</p>	<p>Where are you from? What was your childhood like? What things did you do? How did you feel?</p> <p>Does anyone know where the Mayans lived? How long ago did they live? Do they know about ancient</p>

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<p>Text Analysis</p> <ul style="list-style-type: none"> • Introduce the text “Ancient Kids” to the students by reminding them of the essential question “Does change affect people’s lives? How?” • Remind the students that they are to compare and contrast the way children in ancient times lived with the way that they live today. • Students will use a Main Idea and Details graphic organizer to take notes. • Student will read along as they listen to the audio CD recording or teacher reading the text. Stop after each section and ask questions on what they have read. Have students retell what they have read. • Students will identify any words that they do not understand by keeping a vocabulary journal. • Summarize key points, including the most important ideas and details. Have the students be very descriptive in their summaries. 	<p>civilizations in Rome and Greece?</p> <p>What is the main idea in the passage you just read?</p> <p>Give an example of change in this passage.</p> <p>Does change effect people’s lives? How does change effect people’s lives?</p>
<p>Listening/ Speaking SWBAT present their research on the culture the selected. SL.6.4 SWBAT compare and contrast ancient cultures to their life experiences L.6.1</p> <p>Differentiation for Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams • Sentence frames, word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Summarize the information they have researched on a culture using simple sentences and/or complex sentences. • Graphic organizer • Sentence starters • Refer to models and phrase wall <p>Extending Understanding Compare and Contrast Language structured mini-lesson on compare and contrast. Explain that comparing and contrasting helps students to understand what you read more clearly. When you compare, you see how things are similar. When you contrast, you see how things are different</p>	<p>Of the three cultures we have studied, which one interests you the most? Why?</p>

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- Look for words in the text to show that things are similar, such as *alike, also, too, in the same way and likewise*.
- Look for words in the text to show that things are different, such as one main difference, but however, yet, unlike and opposite
- Have the students use a graphic organizer to list their comparisons and contrasts.

Using what the students have read in "Ancient Kids" about growing up long ago, have them choose any one of the three cultures studied. Model through a think-aloud about one of the cultures and a cultural feature. Have them think about the culture they would like to research. Have them select a cultural feature to research. They could use various sources to do the research such as encyclopedias, books, and the Internet to find information. Have the student present their finding orally to the class.

Formative Assessment - Constructed Response Question W. 6.2,W. 6.3, W.6.4, W. 6.5

Summarize the reading by using the topics and vocabulary learned by describing to a partner what it was like growing up among the Greeks, Romans and Mayans. They will also compare and contrast what they have read to their lives now.

Have the students answer the following questions to assess their understanding:

- What are some examples of ceremonies in "Ancient Kids"? What ceremonies are important to family life today? Be descriptive.
- Which ancient society would you have wanted to grow up in – the Greek, Roman or Mayan culture? Why?
- In your opinion, why is education important to children?
- What are some positive things about growing up? Does it change us? Compare and contrast what it is like growing up in ancient cultures to growing up today. What is different from kids today? What is similar?

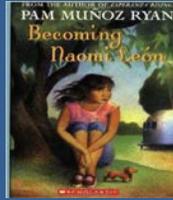
Differentiate for ELP 1-2:

- 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
- Labeled drawings and/or diagrams
- Sentence frames
- Word wall
- Think-Pair-Share or Turn and Talk

Differentiate for ELP 3-4:

- Have students challenge each other to find the context clues in sentences on their own.
- Word wall
- Sentence starters
- Notes from previous lessons

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Lesson #4

Lesson Overview: Naomi is reunited with her father after many years. How does the experience change her?

Lesson Title: *Becoming Naomi Leon* by Pam Munoz Ryan | **Timeframe:** 6-8 days, 45 minutes per session

Guiding Question: How does Naomi’s experience of being reunited with her father after many years change her?

Lesson Components

Central texts: Excerpt from *Becoming Naomi Leon* by Pam Munoz Ryan – realistic fiction

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet, audio cd

Equipment needed: Computer, Audio equipment

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After listening to the read aloud from *Becoming Naomi Leon*, answer questions about the text using a word wall and partner. **WIDA 1 & 2; CCSS SL 6.1**

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

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

Reading: Students will visualize the places and things described as the text is read aloud. **WIDA 1 & 2; CCSS RL.6.1, RL.6.3, RL.6.5, RL.6.7**

Writing: Summarize the narrative by writing a paragraph **WIDA 1 & 2; CCSS W.6.2, W.6.3**

ELP 1-2: Use L1, drawings and single words to answer questions about *Becoming Naomi Leon*. May use sentence starters and frames.

ELP 3-4: Use content based vocabulary in simple and complex sentences when answering questions about *Becoming Naomi Leon*.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary: bond, process, jiggle L.6.4</p> <p>Additional Vocabulary for ELP 1-2: conflict, assist</p> <p>Additional vocabulary for ELP 3-4: suspended, spectacle, destiny, transparent</p> <p>Key language forms and conventions: dialogue, suffixes: –ness, -tion, -ation L.6.1</p>	
<p>Listening/Speaking</p> <p>SWBAT listen and respond appropriately to peers' conversation. SL.6.1</p> <p>SWBAT use academic and social language to communicate. Utilize precise vocabulary to contribute to a discussion. SL.6.6</p> <p>SWBAT use transitional words/phrases to show relationships between ideas. L.6.1</p> <p>Differentiation for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally • Allow students to observe pairs before speaking and discuss what they see and hear • Use memorized, prepared phrases and sentences. • Word wall <p>Differentiation for ELP 3 and 4:</p> <ul style="list-style-type: none"> • Provide prepared statement cards to be used as talking points. • Consult transitional words chart. <p>Preparing the Learner: Activate Prior Knowledge – Ask: What kinds of families do children grow up in? Elicit answers from students. Explain that some students grow up in large families and others grow up in small families and that sometimes children are raised by their grandparents, aunts & uncles. Students will work with a partner and use their prior experiences to talk about the kinds of families you know and those in stories and on TV, Have them draw a picture of a family from a TV show or book. Students will label the members of the family using words such as, mother, father, grandfather, aunt, uncle, brother, sister, etc... Students will share their ideas about how our families influence who we become.</p> <p>Building Background</p> <p>Show video clips from That's A Family. Define realistic novel – a fictional narrative about events that</p>	<p>What kinds of families do children grow up in?</p> <p>Who do you live with? Who is in your family?</p>

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<p>could happen in everyday life. On a map, locate the state of California and the state of Oaxaca, Mexico. Explain to the students that the town of Lemon Tree, California is a fictional town, but Oaxaca is a real city in the state of Oaxaca, Mexico. A key element in the story that links Naomi to her father is the artistic carving of objects (display visuals). Artistic talents such as singing, painting, and music often run in families. Ask students what talents are common in their families.</p> <p>Preview vocabulary: use a vocabulary graphic organizer to draw meaning of the word. Discuss and write meaning with a partner. Check definition in text’s glossary to compare meanings. Provide level 1 and 2 students additional time to match words to pictures and definitions in native language.</p>	<p>What is a fictional narrative? What is an artistic talent? What talents are common in your family?</p>
<p>Listening/Speaking SWBAT participate in a vocabulary game SL.6.1, SL.6.6, L.6.1, L.6.6 SWBAT listen to read aloud and answer questions posed at key points in the text. SL.6.1, SL.6.6 SWBAT chorally read the key vocabulary and key parts of the texts. RL.6.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language peer support. • Match images to vocabulary words. • Match quotation to choices of explanations. • Word wall. • Explore meanings with illustrated, <i>partially complete</i> Frayer vocabulary graphic organizers. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Bilingual dictionary as necessary. • Word Wall. • Think-Pair-Share or Turn and Talk. • Sentence starters for answering questions. • Read aloud with a partner and determine if the word is used correctly. <p>Vocabulary Game To deepen students’ understanding of vocabulary, play a listening vocabulary game by having the students fold a paper in half then in half again and open to four separate sections. Have students label each section with one vocabulary word – assist, bond, conflict and process. Beneath each word, have the students write three personal examples of a time they took action or might take action specified by the definition. Example: “I need to assist my grandmother with her groceries.” Have students read each sentence. Develop understanding of vocabulary through Frayer vocabulary graphic organizers.</p>	<p>Can you infer, or figure out, the meaning of the word by reading the sentence?</p>

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<p>Reading Strategy – Mini lesson on Visualization</p> <p>Have the students close their eyes and think of their favorite person. Can you see that person in your mind? What does the person look like? Where is the person in your mind? Can you describe the place? Read the first paragraph of the excerpt and discuss what it means to visualize. Ask the students, what interesting descriptions does the author use to help the reader visualize the setting? Explain setting and dialogue. Point out that writers help us visualize the setting, characters and events by using lots of descriptions. As they read, they should visualize the places and things described.</p>	<p>Can you see that person in your mind? What does the person look like? Where is the person in your mind? Can you describe the place?</p> <p>What interesting descriptions does the author use to help the reader visualize the setting?</p>
<p>Listening/Speaking</p> <p>SWBAT use transitional words/phrases to show relationships between ideas. L.6.1</p> <p>SWBAT participate in “conversations” about the text. SL.6.1, SL.6.6</p> <p>SWBAT work in pairs to act out the dialogue between Santiago and Naomi in their own words. SL.6.1, SL.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Sentence frames • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use a graphic organize • Word wall • Bilingual dictionary, if necessary • Work in pairs to create a specific setting and develop a dialogue that includes clues to the setting <p>Reading/Writing</p> <p>SWBAT identify the elements of a novel RL 6.3</p> <p>SWBAT take notes using Cornell note-taking template. RI.6.1</p> <p>SWBAT write a brief summary. W.6.2, W.6.4, W.6.5, W.6.9, W.6.10, L.6.1, L.6.2, L.6.3</p> <p>SWBAT work in pairs to create a dialogue between Santiago and Naomi. W.6.2, W.6.3, W.6.4, W.6.5, L.6.1, L.6.2, L.6.3</p> <p>Differentiation for ELP 1-2:</p>	

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- Native language support orally whenever necessary.
- Use single words/phrases to finish a partially complete note-taking form.
- Text dependent questions translated into native language.
- Re-order statements to create a cohesive summary.

Differentiation for ELP 3-4:

- Think-Pair-Share or Turn and Talk.
- Bilingual dictionary whenever necessary
- Complete sentences to take notes using a phrase bank.

Interacting with Text

Define novel and its elements (plot, characters, setting and conflict) Explain to students that an excerpt is a short reading from the novel containing an episode or an event. This excerpt from *Becoming Naomi Leon* is about a girl learning about her family heritage.

Introduce the text *Becoming Naomi Leon* to the students by reminding them of the essential question “Does change effect people’s lives? How?”

Student will read along as they listen to the audio CD recording or teacher reading the text. Stop after each section and ask questions on what they have read. Have students retell what they have read.

Invite students to take notes and mark the text while they are listening to the reading.

Extending Understanding

Students will work in pairs and recall information about the narrative by completing the comprehension, text analysis and connection questions. They will envision what a subsequent conversation might be and create a dialogue between Naomi and Santiago. They will rehearse and act out the dialogue with their partner.

What is a novel?
What are the elements or parts of a novel?
What is the main idea in Santiago and Naomi’s dialogue?
Give an example of how Naomi experienced change in this passage.
How does change effect people’s lives?
What does Mrs. Maloney tell the mediator about the Leons?
What wishes does Santiago express in his letter to the judge?
What are several reasons why Naomi wants to stay in Oaxaca?
Why would it be hard for Santiago to go to California?
Will Naomi be allowed to stay with Gram? Predict what will happen.
What sorts of feelings did Naomi have when she had to say good-bye to her father?
Describe the conflict that she felt.

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	How do you think that kind of experience affects a person her age?
<p>Formative Assessment:</p> <p>Listening SWBAT listen to their peers' presentations of their Superhero Project. SL.6.2 SWBAT ask questions about their peer's superhero. SL .6.1, L.6.6</p> <p>Speaking SWBAT use academic and social language to present their project. SL.6.6, L.6.6</p> <p>Writing SWBAT write a description of the superhero they visualize. W.6.6.3, W.6.4, W.6.5, W.6.7, W.6.8</p> <p>Superhero Connection: If Naomi was a Superhero, who would she be? What would be her special powers?</p> <p>If Naomi was a Superhero.....</p> <ol style="list-style-type: none"> 1. List some super abilities that Naomi might find useful. 2. Think up a background story. How did she become super? 3. What motivates Naomi to be a superhero? 4. What is her mission? What type of evil or pain does she want to fight? 	
<p>Differentiate for ELP 1 and 2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Use cloze question frames to ask and write questions. • Use native language graphic organizer or template • Use sentence frames • Refer to models • Work with a partner • Use a word wall and cognates • Draw Naomi, the Superhero 	<p>Differentiation for ELP Levels 3-4:</p> <ul style="list-style-type: none"> • Use the graphic organizer • Describe Naomi, the superhero • Work with a partner • Use question stems to create questions. • Bilingual dictionary whenever necessary.

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Lesson Plan #5

Lesson Overview: This adapted version of The Metamorphosis (graphic novel) discusses the transformation of a human to an insect and its impact.

Lesson Title: The Metamorphosis by Frank Kafka <http://www.barnesandnoble.com/w/the-metamorphosis-peter-kuper/1104403040?ean=9681400046956>

Timeframe: 8-12 days, 45 minutes per session

Guiding Question: Do we become how others see us?

Lesson Components

Central Text : The Metamorphosis by Frank Kafka

Interdisciplinary Connections: Science

Integration of Technology: images of insects, images of superheroes

Equipment needed: computer with internet access, iPads, iPod

WIDA PERFORMANCE INDICATORS

Speaking and Listening: After listening to the read aloud with pictures and illustrations, answer questions about the text using a word wall and partner. **WIDA 1 & 2; CCSS SL.6.1; SL.6.6**

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

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

Reading: Role play excerpts from the story. Use guided reading to read and summarize the text. **WIDA ELD 2; CCSS RL.6.1, RL.6.2, RL.6.3**

Writing: Write a narrative about how Gregor changes or transforms in the story. **WIDA ELD 2 and 5; CCSS W.6.1**

ELP 1-2: Use L1, drawings and single words to answer questions about transformation which will build into a narrative. May use sentence frames.

ELP 3-4: Use content based vocabulary in simple and/or complex sentences to tell how Gregor transformed in the story.

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Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions
<p>Key Vocabulary : transformation, alienate, anxiety, perception L.6.4</p> <p>Additional vocabulary for ELP 1-2: insect, image</p> <p>Additional vocabulary for ELP 3-4:reality, burden, betrayal</p> <p>Key language forms and conventions : Language used to express: cause and effect, irony, prediction, symbolism, and inference L.6.1</p>	
<p>Reading/Listening/Speaking</p> <p>SWBAT read a passage and answer questions orally when posed at key points in the text. RL.6.1</p> <p>SWBAT listen and take notes from a guiding questions SL.6.2</p> <p>SWBAT participate and take notes from a group discussion. SL.6.1</p> <p>SWBAT use academic and social language to communicate SL.6.6, L.6.6</p> <p>SWBAT understand vocabulary from context L.6.4, L.6.5, L.6.6</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Discussion questions translated in native language. • Label by matching images to words. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk. • Bilingual dictionary whenever necessary. • Sentence starters for answering questions. <p>Preparing the Learner</p> <p>Activate Prior Knowledge: Teacher and students will discuss the previous lessons and complete a KWL chart about what they have learned about transformation.</p> <p>Building Background</p> <p>Have students read the following passage and discuss the questions.</p> <p>What If?</p> <p><i>Joe is ambitious. Although no one in his family has gone beyond 10th grade, he is determined to get a scholarship so he can go to college. Joe’s stepfather has never believed in him. “That kid cannot do</i></p>	<p>What do you know about transformation?</p> <p>How did the butterfly change?</p> <p>How did the plants and animals transform?</p> <p>How did Naomi change?</p> <p>Do you think it is Joe’s fault that he</p>

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<p><i>anything right. He's a total failure," is all Joe's stepfather can say. Nothing is ever good enough for his stepfather, and now Joe's mother is beginning to doubt him. Soon, Joe begins to have doubts of his own. "Maybe I am not smart enough to go to college." Joe's grades begin to fall. He even thinks about dropping out of school because he is getting in trouble all the time and cannot seem to do anything right anymore.</i></p> <p>Teacher asks the questions and students make notes about the effects of this situation.</p>	<p>started to fail?</p> <ul style="list-style-type: none"> • What advice would you give Joe? • If you were Joe, how would you feel about yourself?
<p>Reading/Writing SWBAT answer guiding questions after reading the passage. RL 6.1</p> <p>Differentiation for ELP 1-2:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary. • Discussion questions translated in native language. • Label by matching images to words. <p>Differentiation for ELP 3-4:</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk. • Bilingual dictionary whenever necessary. • Sentence starters for answering questions. <p>Background information: The <u>Metamorphosis</u> is a dark and strange novella, influenced by the author's own life. Franz Kafka felt small next to the dominating figure of his father. He had a close relationship with his sister, but she betrayed him. <u>The Metamorphosis</u> is about a man named Gregor Samsa who must work hard to support his family. Gregor feels unappreciated and overworked. One morning he wakes up to find that he has transformed into an insect. Everything changes for Gregor and his family because of this transformation. Gregor becomes a burden and his family alienates him.</p>	<p>What is a novella? How did Franz Kafka's personal life influence the plot of this book?</p>
<p>Reading SWBAT illustrate concepts presented in text RL.6.5 SWBAT compare two different texts on the concept of change RI.6.7 SWBAT identify the main idea and key details by referring to explicit passages in the text. RL.6.1, RL.6.2 SWBAT to identify the author's purpose for using certain words or phrases. RL.6.4</p>	

Listening/ Speaking

SWBAT listen to a read aloud while following the text and answer questions posed at key points in the text.

Differentiate for ELP Level 1- 2 students:

- Native language support orally whenever necessary
- Dictation in native language
- Drawings and/or diagrams vs. words
- Sentence frames, word wall
- Think-Pair-Share or Turn and Talk

Differentiation by ELP 3-4:

- Use of bilingual dictionary whenever necessary.
- Write simple and compound sentences

Interacting with Text

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, drawing/picture and sample sentence with each word.

Text Analysis

Read the introduction aloud with the class. After reading the Introduction, have the students work in pairs and answer the text dependent questions to check their understanding.

Guided Reading will be used to read this book. The students follow the text as the teacher reads aloud. This book is divided into three parts. After each part students will complete their student journal which consists on guided questions that will help them gain understanding of what they have read.

Part I- Sample guiding questions to guide comprehension

1. **Viewing** How do the illustrations show how Gregor feels about his job?
2. **Evidence and Conclusions** What clues tell you that Gregor does not yet realize he is an insect?
3. **Inference** Look at the images of the father. Why is he so angry with Gregor?
4. **Irony.** What is ironic about Gregor thinking his job might be at risk?

Conclusions

What clues tell you that Gregor does not yet realize he is an insect?

Why did the author transform Gregor into an insect?

Look at the images of the father. Why is he so angry with Gregor?

Gregor feels obligated to take care of his parents and sister. How do you know Gregor feels obligated? What sentence in the text tells you that?

Why did the author transform Gregor into an insect?

Did Gregor feel any positive outcomes?

What part of the text supports your

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<p>Explain to students that in Part I, we learned about Gregor’s transformation. Have the students use a Venn Diagram to show what Gregor’s life was like before the transformation and what happens to Gregor after he became a bug.</p>	<p>answer?</p>
<p>Reading/Writing SWBAT complete the sample guiding questions. RL.6.1, RL.6.2, RL.6.4, W.6.2, W.6.4 SWBAT make inferences from the text. RL.6.1, RL.6.2, RL.6.4, W.6.2, W.6.4</p> <p>Part II – Class Discussion Questions</p> <ol style="list-style-type: none"> 1. Gregor discovers that as an insect he likes to eat garbage. How else does his life change? 2. In Part I, Gregor still acts as if he is human. What happens in Part II that shows Gregor’s reality has changed? Explain using evidence from the book and use the word reality in your response. 3. Look at some of the illustrations in Part II. Even though this story is about a tragic event, the book’s illustrations are sometimes humorous. 	<p>Cause and Effect Gregor’s favorite food makes him sick and the big room makes him nervous. Why?</p> <p>Inference: Gregor learns that his family has money saved. Why does this upset Gregor?</p> <p>Inference: Gregor’s mother faints when she sees him on the wall. What was Gregor trying to do? What did Grete think he was trying to do?</p> <p>What is the author’s purpose in bringing humor to a tragic story?</p>
<p>Reading/Writing SWBAT summarize the text. RL.6.2, RL.6.4, W.6.2, W.6.4 SWBAT infer from the text. RL.6.1, RL.6.2, RL.6.4, W.6.2, W.6.4</p> <p>Using a jigsaw strategy, have different expert groups (with similar reading levels) answer the related questions. Assign roles from the reciprocal teaching protocol (summarizer, visualizer, questioner, and clarifier). Students will take notes from their discussion and ensure that everyone has the summary of their section. Teacher will work with lowest group to guide process. Then jigsaw the “experts” into mixed leveled groups, and each student has to report his/her summary to the others...</p>	<p>How does the arrival of the cleaning woman affect Gregor? Use the word alienate in your response.</p> <p>What changes in Gregor when he hears his sister refer to him as “it” and say that they should get rid of him?</p> <p>Why has Gregor started to look so sick? Cite evidence from the text. After Gregor’s death, the family seems sad and happy at the same time. Why did they feel that way?</p> <p>What is ironic about the father’s statement about consideration for his feelings?</p>

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<p>Writing SWBAT complete a Venn Diagram to show what Gregor’s life was like before the transformation and what happens to Gregor after he became a bug. W.6.2, W.6.3, W.6.4, L.6.1, L.6.4, L.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Dictation in native language • Drawings and/or diagrams vs. words • Sentence frames, word wall • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use key words in graphic organizer when necessary. • Use complex sentences when answering the text dependent questions. • Use detail and descriptive words in their responses. <p>Extending Understanding After Part I Venn Diagram Explain to students that in Part I, we learned about Gregor’s transformation. Have the students use a Venn Diagram to show what Gregor’s life was like before the transformation and what happens to Gregor after he became a bug. Discuss with class. Create a compare/contrast phrase wall.</p>	<p>What circumstances in Gregor’s life might have caused him to feel dehumanized even before he is transformed into an insect? Support your answer with the text.</p> <p>What was the same before and after? What was different?</p>
<p>Writing SWBAT complete a cause and effect chart on how Gregor had to adjust to life as an insect. W.6.2, W.6.3, W.6.4, L.6.1, L.6.4, L.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Cause/effect chart • Word wall with pictures • Think-Pair-Share or Turn and Talk <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use graphic organizer for writing assignment. • Use simple, related and some complex sentences • Use detail and descriptive words in their responses 	

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<p>After Part II</p> <p>Cause and Effect Chart Gregor has to adjust to life as an insect. Have students write what Gregor does and how he feels in the Cause column. Then write the effects of these actions and feelings in the Effect column. Discuss with class.</p> <p>Create a transitional cause/effect phrase wall.</p>	<p>What could Gregor’s family have done to make him not feel alienated and worthless? Support your answer with the text.</p>
<p>Writing</p> <p>SWBAT complete a sequence chart by listing what happens to Gregor. W.6.2, W.6.8, L.6.1, L.6.4, L.6.6</p> <p>Differentiate for ELP Level 1-2 students:</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Timeline • Sentence frames, word wall <p>Differentiate for ELP Level 3-4 students:</p> <ul style="list-style-type: none"> • Use key words in timeline when necessary. • Use detailed and descriptive words and phrases <p>After Part III</p> <p>Sequence Chart In Part III, Gregor’s condition worsens. Have students list what happens to Gregor in the timeline. Create a transitional sequential phrase wall.</p>	<p>Do you think the family is responsible for Gregor’s death? Explain. Support your answer with the text.</p>
<p>Writing</p> <p>SWBAT write a narrative about what happened to Gregor. W.6.1, W.6.4</p> <p>Differentiate for ELP 1-2:</p> <ul style="list-style-type: none"> • Use native language. • Use previous completed graphic organizers. • Refer to models. • Work with teacher in small group. • Use a word wall and cognates <p>Differentiate for ELP 3-4:</p> <ul style="list-style-type: none"> • Use the completed graphic organizers. • Work with a partner. 	

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Extending Understanding

Using the above graphic organizers (Venn diagram, cause/effect and timeline) have students write a narrative about the story. Use transitional phrases, sentence frames and sentence starters. Illustrate the story.

Formative Assessment: Class Discussion

Listening/Speaking

SWBAT compare and contrast The Metamorphosis to other people. **SL.6.1, SL.6.2, L.6.1, L.6.2, L.6.4, L.6.6**

SWBAT select evidence from text to support findings **RL.6.1**

SWBAT discuss the text with others including key points, main ideas and supporting details. **SL. 6.1, SL.6.2**

Discussion Questions

Have students participate in a Socratic Circle and discuss the following questions. Deliberately group students with mixed proficiencies and be partners.

<http://blog.colorincolorado.org/2014/09/29/socratic-circles-and-the-common-core-part-i/>

1. Think about what might happen if you changed your life because of other people's opinions. Compare this to The Metamorphosis. What happens to Gregor because of his family's opinion of him? Is this change good?
2. Discuss impressions you had of people when you first met them. How did they change as you got to know them? Why?
3. How did this book change the way you see something? What questions do you still have? How will you answer them? Relate this discussion to the characters in The Metamorphosis.
4. Gregor's family has many conversations about him, but they do not know that Gregor can hear and understand them. How do these conversations affect Gregor's opinion of himself and his outlook on life?
5. What is sad about Gregor's transformation? What is humorous? How does the humor in the story add to the plot? Rewrite the ending so that it is funnier.

End of Unit Performance Task-

Writing

SWBAT will create a Superhero. **W.6.2, W.6.8, L.6.1, L.6.4, L.6.6**

SWBAT create a Comic Strip or Movie Trailer **W.6.2, W.6.8, L.6.1, L.6.4, L.6.6**

After reading various texts, especially The Metamorphosis on the theme of Transformation in people's lives and the world around us, students can see that change is not always good and it often affects those around us. Do we become how others see us?

Superhero Connection: A person changed into an animal, or vice versa, is a common theme of superheroes or fairy tales. In what ways is The

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Metamorphosis similar to superhero stories or fairy tales you know? In what ways is it different?

By some unimaginable event, you have been transformed into a SUPER HERO and now you have been called to save Planet Earth from destruction. How will you save Earth? What qualities and powers do you possess that will allow to complete your mission?

How to create a Superhero tutorial: <http://www.youtube.com/watch?v=7yL8DGB7YC0>

STEPS:

- Discuss and choose an environmental problem you and your group feels is a big concern.
- Research what is causing the problem and possible solutions. What kinds of heroic efforts are needed to transform the Earth back to its original condition?
- Discuss who your super hero should be. Where does he/she/it live? How did he/she/it become a super hero? Is there a villain? Who is it? What is the villain's motivation?
- Discuss and agree on what the super hero should look like. Give your super hero a name and write a brief biography about him/her/it. Draw your super hero. You can use the iPad or paper and markers.
- Create a comic strip or iMovie trailer about your SUPER HERO. You can use pictures you draw yourself or pictures from the internet. If you need to download a video, the teacher will be able to help you.

Sample Movie trailer: <http://www.youtube.com/watch?v=zAqCbTKbmYI>

Sample Comic Book maker : http://www.youtube.com/watch?v=fvw6FmV0e_A

Differentiate for ELP Level 1-2 students:

- Native language support orally whenever necessary
- Illustrations and drawings
- Sentence frames, word wall
- Work with a partner

Differentiate for ELP Level 3-4 students:

- Use key vocabulary words from word walls.
- Use simple and some complex sentences.
- Use detailed and descriptive words from personal dictionaries
- Work with a partner.

APPENDIX

Text for **YouTube** video:

Like all butterflies, the Monarch's life cycle consists of a series of changes called metamorphosis. Life begins as a tiny egg about the size of a sesame seed. The female Monarch lays hundreds of such eggs, usually on the underside of leaves. Within a few days, the baby caterpillar begins squirming. It's ready to hatch. First, it chews a hole in the side of the shell. For several minutes, it gradually widens the hole. Finally, the infant monarch emerges into the world.

Just 2 milliliters long, it's small enough to fit on the head of a pin. The newborn returns to snack on the nutrient rich shell. But soon, it's off in search of its main diet, milkweed leaves. Young caterpillars are virtual eating machines. As they quickly grow, they shed their skins several times. Each shedding marks the start of a new life stage called an instar.

The caterpillar prepares to shed its skin on more time by searching the underside of a twig. Firmly attached to the twig, the monarch begins the pupation stage, shedding its caterpillar clothes for the last time. The pupa, as it is now called, takes several minutes to wiggle free. Its plant-like appearance may help protect it from predators during its final metamorphosis.

Motionless for about one and half weeks the pupa undergoes a wondrous transformation. Time lapse photographs reveal the exquisite colors of the Monarch slowly forming. Its final metamorphosis accomplished, the new butterfly emerges. At first, the Monarch's wings are quite small. But over the next half hour or so, fluids are pumped into the wings, expanding them to their full size.

Finally the Monarch is ready to take to the air for the first time. The adult Monarch will spend its life feeding on nectar from flowers and reproducing, beginning the life cycle over again.

SAMPLE GRAMMAR EXERCISES

Complete the sentences using the simple past (regular verbs)

1. As children grew, the sizes of their clothes (change).
2. Good nutrition (help) the dog grow strong.
3. We (walk) in the park and (notice) at how the plants grew.
4. When cooking vegetables, mom (wash) them thoroughly.
5. The class (watch) an interesting film about plants and animals.

Complete the sentences using the simple past (irregular verbs)

1. The class (see) the video about ancient civilizations last week.
2. We (have) to write a comparison between the civilizations.
3. My friends (speak) about the growth patterns of plants.
4. The plants (grow) at different rates.
5. The animals (sleep) or hibernated during the winter.

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GRADE SIX UNIT 1 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/ speaking	Grammar focus	Student learning strategies
Understand transformations across different genres. Vocabulary: transformation, abdomen, antennae, caterpillar, chrysalis, metamorphosis, pupa, thorax, ancient, ceremony, citizen, rights, rituals, conversion, height, length, rate, weight, assist, process, affect, effect, elements, sacrifice, attitudes, focus	Identify the concept of change in informational text and literature. To compare and contrast “change” across genres.	To recognize and use transitional phrases and language used for various functions: compare/contrast, cause/effect, sequencing ideas, irony, predictions.	Kinsella protocol Use a bilingual dictionary/ glossary Use Frayer model Vocabulary webs Use context	Identify main idea and details. Cite evidence from the text. Identify elements of a novel	Write narrative texts to develop character, plot, setting. Create dialogue.	Engage effectively in a range of collaborative discussions Make oral reports	Transitional phrases for cause/ effect, sequence and compare/ contrast Past tense, regular and irregular Comparative terms –er, -est, more most, fewer/less, least	Clarification Summarizing Predicting Questioning Visualizing Cornell Note-taking