

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

Grade Level Kindergarten Unit 5 Overview

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

Unit Title: Animals That Lay Eggs

Unit Overview:

The unit will develop language and content about animals that lay eggs in order for students to communicate effectively ideas and information on this topic with peers using academic language and content-related vocabulary. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with CCSS and WIDA ELD standards for English language learners in a co-teaching, push-in or pull-out setting. English language learners are always asking for clarification as they acquire language. Therefore, SL.K. 3 “Ask and answer questions in order to seek help or clarify concepts” is listed in every lesson as a goal and objective.

The vocabulary in the unit is divided into key vocabulary for all learners and additional vocabulary for students who are at the lower and higher levels of language development. In order for students to integrate all four domains, a word/picture wall must be developed so students may use it to:

- Recognize new words
- Match words to pictures
- Identify and produce initial sounds for each consonant
- Refer to as support for their writing piece

High –frequency word walls are also used so students may be accountable for the reading and writing of the most common words. Most of the vocabulary and many of the language forms are repeated throughout the unit in order to provide students with plenty of opportunities to be exposed to and use the language.

Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. The websites provided for technology and sensory supports can be used for all lessons. Each website offers visuals that will help to scaffold the language and concepts students will use to acquire language and to complete their performance task.

Support in native language or L1 (when and if possible) is critical for the lowest English proficiency level students. Ask students tell you their word in their native language and you or they can write it next to the word in English. Words can be written in phonetic spelling or in correct spelling. You may use one of the online translation websites –google or bing- to locate the word in your students’ native languages. This strategy will help students to make connections and transfers from their native language to English. In the case of Spanish, French, Italian, Portuguese and Romanian-speaking students, they may be able to use *cognates*, words that are similar in both languages. For example:

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crocodile – cocodrilo; penguin-pinguino; camouflage-camuflaje.

Differentiation is exemplified for students at ELP levels 1 and 2 and ELP levels 3 and 4 of English language development.

Through the use of authentic literature students will be exposed to different kinds of texts. The teacher scaffolds language so students can engage in discourse and higher order thinking skills. The different lessons and activities will expose students to literature, informational text and technology as required in the CCCS in order for students to use the four domains of listening, speaking, reading and writing. Students will be guided to have “instructional conversations” based on the speaking prompts and questions that may arise from the read-alouds. During these conversations, students will be expected to use the vocabulary on the word wall and will be supported to use the language functions to communicate effectively. A word wall of the key vocabulary should be developed throughout the unit so students can refer back to it for their speaking, reading and writing tasks.

Before, during and after the read-alouds and during independent practice, students will be asked text dependent and higher order thinking questions in addition to questions which help students make connections to the text. Throughout the unit, students are supported in their language development by the use of interactive supports, such as; using native language, think-pair-share, small group and whole group discussions. These important conversations should include content words, academic language and language forms and conventions taught in the unit. Students should be able to extend and expand their discourse level as they move further into the unit.

Throughout the unit, the following questions should be posed before, during and after reading:

Topic/Main Idea: What is the book about? How can you tell the book is about___?

Key Ideas/Details: Can you name/describe a detail about_____? Use some of the words from the book. Where in the book can you find that detail? (evidence from the text)

Key Vocabulary: What words describe what we have just read about?

Comparing two texts: What is the same about these two books? What is different? (Have students describe similarities and differences between literature and informational text, same topic/facts/information- different genres/illustrations/features of print).

Extending Understanding:

This section provides students more exposure and practice with the unit vocabulary in order to internalize the words, make connections to previous learning and use higher order thinking skills. Each section has an activity and a book or video to reinforce learning and discourse. The books should be read aloud and then students should have them as reference for their writing.

Guiding Questions and Enduring Understandings

- What language do students need in order to demonstrate comprehension and engage in the topic of animals that lay eggs?

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- *Listening, speaking, reading, and writing about animals that lay eggs require specific academic language.*

Enduring Understandings:

The big idea is that adult animals have young in different ways. There are animals that hatch from eggs and become adult animals that lay eggs.

They are called oviparous animals. There are other oviparous animals that are not chickens or birds such as fish, amphibians, reptiles and two mammals –spiny anteater and the platypus. Animals that do not hatch from eggs like dogs, cows, elephants and many others carry their young inside their bodies until the baby animal is born. They are called viviparous animals.

Performance Task

Students will write one research piece on oviparous animals in the form of a riddle. They will write two opinion pieces, one about the animal they chose and the other one about a book they liked the best and explain their preference. The retelling in Lesson 3 asks students to draw the beginning, middle and end of the story but it is not used as the unit performance task. All the writing tasks can be scored using both the WIDA rubric www.wida.us and the Writing Rubric for Unit 5 in the Model Curriculum for ELA.

<http://www.state.nj.us/education/modelcurriculum/ela/ku5.shtml>

CCSS Assessed in this unit

Reading Literature

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.5: Recognize common types of texts (e.g. storybooks, poems).

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.9: With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.

Reading Informational

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in the text.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).

RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

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W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is...</i>).
W.K.2: With a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3: Use a combination of drawing dictating and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred and provide a reaction to what happened.
W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7: Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them.).
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.C: Form regular plural nouns orally by adding /s/ or /es/.
L.K.1.D: Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1.F: Produce and expand complete sentences in shared language activities.
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.A: Demonstrate a command of standard English capitalization, punctuation and spelling, when writing. Capitalize the first word in the sentence and the pronoun I.
L.K.2.B: Demonstrate a command of standard English capitalization, punctuation and spelling, when writing. Recognize and name end punctuation.
L.K.2.D: Spell simple words phonetically drawing on knowledge of sound-letter relationship.
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4B: Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Speaking and Listening
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and

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larger groups.
SL.K.1.A: Follow agree-upon rules for discussions) e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.B: Continue a conversation through multiple exchanges
SL.K.2 Confirm understanding of a text read aloud by asking and answering questions about key details.
SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.
SL.K.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.
Reading Foundational Skills
RF.K.1: Demonstrate understanding of the organization and basic features of print.
RF.K.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes).
RF.2.A: Recognize and produce rhyming words.
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.C: Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
RF.K.3.D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4: Read emergent-reader texts with purpose and understanding.
WIDA Standards and Performance Indicators
Standard 1: English Language Learners communicate for Social and Instructional purposes within the school setting
Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
Standard 3: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Science
Standard 5: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies
Next Generation Science Standards
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
K-LSI-1. Use observations to describe patterns of what plants and animals (including humans) need to survive

Rationale for choice of texts

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The central mentor texts chosen were based on the following criteria:

DRA or Lexile. Even though some of the texts do not have a DRA or Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. Many of the texts are predictable, have language patterns and repetitions. They represent both literature and informational texts on the same topic aligned to the standards assessed in unit Five.

Authentic literature ELLs do not have the same opportunities as native English speakers to be exposed to authentic literature in English. These texts provide ELLs the chance to learn about good authors and rich language beyond what they would be exposed to in a reading program at their DRA or lexile level. They offer access to more demanding language but within students’ Zone of Proximal Development (ZPD).

Engaging and powerful visuals Every text has visuals that scaffold language and allow for higher-order thinking. The use of such visuals and language are the basis for the instructional conversations that promote the cognitive functions in the WIDA ELD Standards and Bloom’s Taxonomy. Students are supported to develop expressive and receptive skills. All texts relate to the same topic but some have illustrations while others have photos. This offers ELLs a chance to compare and contrast how illustrators use a variety of media to convey the same message and content. It also offers them models to draw their own illustrations for their reports

Language-rich texts All of the texts provide spiral opportunities for language practice and use in context and content-related learning. They all contain information that ELLs can build on to expand vocabulary and models of language functions that are aligned with the Anchor CCSS for ELA. All the texts provide ELLs with the opportunity to practice grammar and usage through a sentence frame from the text

Mechanics and Punctuation The CCSS make specific mention of mechanics, etc. in the Anchor Standards. These texts offer many examples of how conventions, mechanics, punctuation and spelling are used in a meaningful and authentic manner that are appropriate at the Kindergarten level. Students are able to examine these conventions authentically as they can see how real authors use them. Then they are able to transfer this knowledge to their own writing.

Central Texts	Lexile Levels between K-3
<i>An Egg Is Quiet</i> by Diana Aston	670
<i>What Will Hatch?</i> By Jennifer Ward, illustrated by Susie Ghahremani	Not known
<i>Chickens Aren’t The Only Ones</i> by Ruth Heller (video and book)	620
<i>Whose Egg Is This?</i> By Lisa J. Amstutz	630
<i>Tap!Tap! the egg cracked</i> by Keith Faulkner, illustrated by Jonathan Lambert	Not known
<i>Guess What is Growing Inside This Egg</i> by Mia Posada, author and illustrator	890

Lessons	Title	Overview	Assessment
Lesson 1	<i>An Egg Is Quiet</i> By Dianna Aston http://pbskids.org/lions/stories/nature.html	Students will watch the video and read the book as an introduction to different kinds of eggs and the animals that lay them.	Identify antonyms

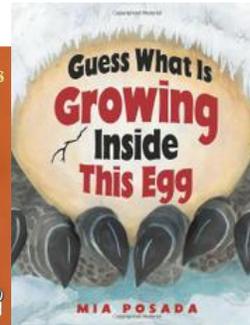
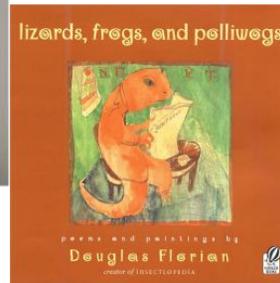
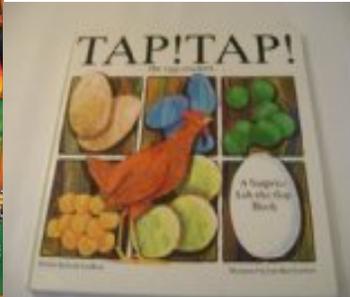
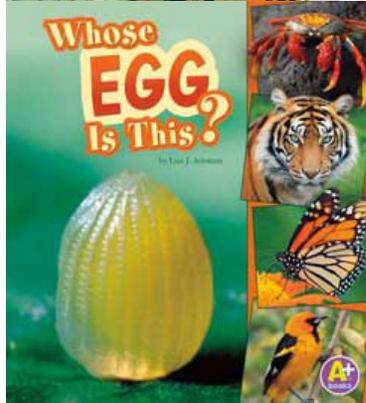
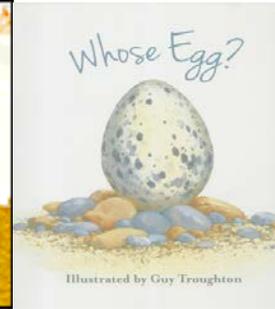
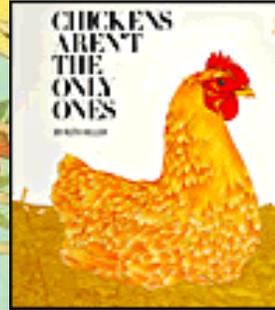
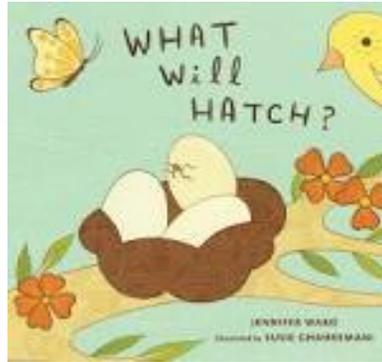
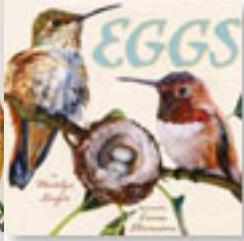
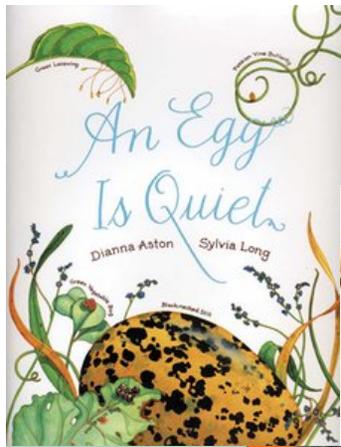
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	Eggs By Marilyn Singer		
Lesson 2	<i>Chickens Aren't The Only Ones</i> video http://vimeo.com/6240602 What Will Hatch? By Jennifer Ward	Students will listen and watch a video of the book as it is read aloud about animals that hatch from eggs. They will read aloud another book that asks the question, <i>What will hatch?</i> The video also features a chicken farm and turtles in Florida laying and burying their eggs. The video is 25 minutes long so you may want to show it in 2-3 lessons.	Orally list the animals from the video and the read-aloud and answer text dependent questions about which animals lay eggs. Identify initial consonant in names of animals.
Lesson 3	<i>Whose Egg Is This?</i> By Lisa Amstutz <i>Whose Egg?</i> By Lynette Evans and Guy Troughton	Students will use context clues and prior knowledge to answer the riddles in this informational text about different animals that hatch from eggs. They will use the question form, <i>Whose eggs are these?</i>	Oral, on-going – ask and answer questions about oviparous animals. Create a poster in small groups about three animals that lay eggs using clues.
Lesson 4	<i>Tap! Tap! the egg cracked</i> By Keith Faulkner	Students will listen to a read-aloud and chorally read the sentence in the title of this informational fiction lift-the-flap-story about a hen that is looking for her egg as she encounters a series of oviparous animals in their habitats.	Retell using beginning, middle and end through drawings/labels and orally use sentence from the story. Identify the high - frequency words <i>the, and, a</i> .
Lesson 5	<i>Guess What is Growing Inside This Egg</i> By Mia Posada <i>Whose Nest?</i> By Victoria Cochrane and Guy Troughton	Students will apply the information they learned as they guess what is inside the egg based on a brief oral description. They will also build skills to use for their summative writing assessment.	Identify the animal from the description given. Recognize rhyming words.
Lesson 6	<i>Riddles, Riddles, Riddles</i> All of the texts used in the unit	Students will select one oviparous animal, research at least two facts and write/illustrate a riddle about it.	Write and illustrate a riddle. Present it to classmates.
Lesson 7	Opinion Writing All of the texts used in the unit	Students will choose one of the texts in the unit and write an opinion in which they name the title of the book and explain why they liked it. They will write	Write an opinion piece about your favorite book. Explain why you like it. Write an

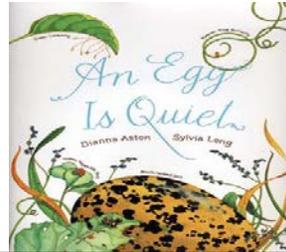
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		another opinion piece explaining why they selected their animal for the riddle.	opinion explaining why you selected your animal. Present it to classmates.
<p>Curriculum Development Resources: Common Core State Standards www.corestandards.org WIDA Proficiency Standards and Can Do Descriptors, www.wida.us Understanding Language www.ell.stanford.edu EngageNY www.engageny.org NJ Department of Education Model Curriculum Units and Unit assessments http://www.state.nj.us/education/modelcurriculum/ela/</p>			

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Lesson #1	
Lesson Overview: Introducing animals that hatch from eggs through video and text	
Lesson Title: <i>An Egg is Quiet</i>	Timeframe: Four 30 minute class periods
Guiding Questions: How are eggs different and why? Why are eggs quiet?	
Lesson Components	
Central texts: <i>An Egg Is Quiet</i> by Dianna Aston http://pbskids.org/lions/stories/nature.html Video and book	
Extending Understanding: <i>Eggs</i> by Marilyn Singer	
Materials: Cards with words for word wall– strips for sentence frames, antonym picture and word cards	
Interdisciplinary Connections: Science	
Integration of Technology: National Geographic – ostrich and eggs hatching http://kids.nationalgeographic.com/kids/animals/creaturefeature/ostrich/ BBC Picture Galleries - Wild Spring Rituals –butterfly-swans-bird-rabbits http://www.bbc.co.uk/nature/26628076 – http://www.bbc.co.uk/nature/ http://video.nationalgeographic.com/video/kids/	
Equipment needed: Computer or tablet Internet connection	

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WIDA PERFORMANCE INDICATORS	
Listening: Sort pictures according to oral instructions that use descriptive language WIDA ELD 2; CCSS L.K.5.b	
ELP 1-2: Sort pictures according to oral instructions that use descriptive words in simple sentences or short phrases.	ELP 3-4: Sort pictures according to oral instructions that use descriptive words in compound and complex sentences.
Speaking: Describe the eggs using antonyms. WIDA ELD 1, 2; CCSS: SL.K.1, SL.K.3, SL.K.6, L.K.5.b	
ELP 1-2: Produce statements about the eggs with antonyms in lists or short phrases using the word/picture wall and a partner.	ELP 3-4: Produce statements about the eggs with antonyms in simple sentences with emerging complexity using word/picture wall.
Reading: Match antonym words and pictures. WIDA ELD 2; CCSS: RF.K.3, RI.K.7, L.K.5.b Chorally read/repeat predictable text.	
Writing: Describe two different eggs using antonyms. WIDA ELD 2, 4; CCSS W.K.2; CCSS RF.K.3.a; NGSS K-LS1-2	
ELP 1-2: Draw a picture and copy or dictate the words they know.	ELP 3-4: Draw a picture and copy or write the sounds/letters they know to write a sentence.

Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and Build Background and Text Dependent Questions
<p>Key vocabulary for all levels: lay, size, smooth, rough, colorful, ostrich, same, different, camouflage L.K.6</p> <p>Additional vocabulary for ELP Levels 1-2: egg, hide, under, on top of, quiet, noisy, hard, soft</p> <p>Additional vocabulary for ELP Levels 3-4: buried, cozy, pointy, texture, shapely, gooey</p> <p>Key language forms and conventions: Descriptive words –adjectives that include opposites-antonyms, present tense third person singular (is) and first person plural (are) and comparatives <i>bigger than, smaller than</i>. L.K.5.b, L.K.1, L.K.4.b</p> <p>Sentence from video and text to be taught specifically in the lesson: <i>An egg is</i>___</p>	
<p>Reading SWBAT connect visuals with information in the text RI.K.7</p> <p>Preparing the Learner</p>	

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<p>Activate Prior Knowledge and Build Background: Use a variety of visuals (photographs or online images) of <i>animals</i> that lay eggs. Explain to students that to lay eggs means <i>to put or place the eggs in a place like a nest</i>. Tell students that they will watch a video about different animals that lay eggs and then they will read the book.</p>	<p>How do the pictures or illustrations help us learn about eggs?</p>
<p>Speaking SWBAT answer questions about key details in the text. RI.K.1, SL.K.2 SWBAT describe the eggs. SL.K.1, L.K.5.B Differentiation for ELP 1-2 Use pictures with animal names as support. If possible, write the name of the animal in L1 and place next to the English word. Allow L1 or gestures as a response. Ask choice questions: e.g. <i>Is the ostrich egg big or small?</i> Differentiation for ELP 3-4 Answer questions using key vocabulary in expanded and some complex sentences: <i>Bird eggs are __ but reptile eggs are __. This __ egg is smaller than this __ egg.</i></p>	
<p>Reading SWBAT identify the similarities in the book and video. RI.K.9 Differentiation for ELP 1-2 Use word wall with animal names and pictures. Ask prompting questions which require single word responses. E.g. <i>Are these two eggs the same or different? Is this egg smooth or rough?</i> Differentiation for ELP 3-4 Use word wall and pictures, prompt student to produce extended sentences, e.g. <i>These eggs are the same because.... These eggs are different because...</i></p>	
<p>Interacting with Text: Watch the video, <i>An Egg is Quiet</i>, http://pbskids.org/lions/stories/nature.html and discuss the similarities and differences in the eggs. Elicit size, colors, shape and textures. First Close Read: Read the book, <i>An Egg is Quiet</i>, aloud and identify the different kinds of eggs. (The book adds information that is not on the video). Using the book as a prompt, ask about the similarities and differences in the eggs.</p>	<p>What is the video about? How are the eggs different? How are the eggs the same? In the book, which eggs did they add? How are those eggs the same? Different?</p>

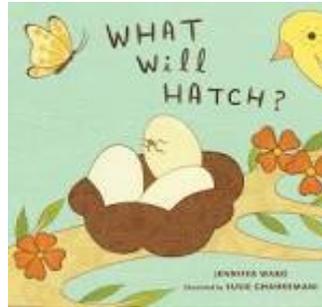
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<p>Speaking SWBAT identify opposites. SL.K.6, L.K.5.B</p> <p>Reading SWBAT match antonym words and pictures. L.K.5.B, RF.K.3.C SWBAT read emergent-reader texts with purpose and understanding. RF.K.4</p> <p>Second Close Read: Do a choral read and allow students to supply the missing antonym or shape. Go back to the beginning of the book and point out “an egg is quiet”. Go to the end of the book and point out “an egg is noisy”. Then have students discuss with a partner why the author says in the beginning of the book that <i>an egg is quiet</i> and in the end she says <i>an egg is noisy</i>.</p>	<p>Why does the author say that an egg is quiet and then noisy?</p>
<p>Listening SWBAT sort pictures using descriptive adjectives according to oral directions. L.K.5.B</p> <p>Speaking SWBAT speak audibly and express thoughts, feelings and ideas clearly. SL.K.6</p> <p>Differentiation for ELP 1-2 Use pictures, L1 and gestures with language frames: <i>Some eggs are _____, but other eggs are _____</i></p> <p>Differentiation for ELP 3-4 Use simple sentences with emerging complexity using picture cards: <i>“Some eggs are big. Some eggs are little.”</i></p> <p>Independent Practice: Model for students the activity they will do next. Demonstrate how to sort by opposite shape, texture, and/or size using the picture cards. Model the language they are expected to produce. For example: <i>This egg is rough and this egg is smooth</i>. Students work in pairs sorting pictures. Once students have sorted their pictures, pairs will report back on the pictures.</p>	
<p>Writing <i>Pair students with mixed ELP proficiency. Use pictures from text for support.</i> SWBAT draw pictures of eggs that are opposites and label using word wall. Encourage students to use sounds and letters they know when they write. W.K.2, L.K.5.b, L.K.2.d</p> <p>Differentiation for ELP 1-2 Ostrich –big; Robin – little</p> <p>Differentiation for ELP 3-4 The ostrich egg is bigger than the robin egg.</p> <p>SWBAT describe the eggs. W.K.2, L.K.5.b</p>	

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<p>Differentiation for ELP 1-2 Draw a picture of eggs to match the sentence frame. Write the word or initial, middle and/or end sound. <i>Some eggs are __, but other eggs are ____.</i></p> <p>Differentiation for ELP 3-4 Describe the eggs using labels, short phrases or simple sentences.</p> <p>Extending Understanding: The teacher will review with students that oviparous animals lay eggs that come in different colors, shapes and textures like smooth, rough, soft or hard. Real objects, realia-should be used to show different textures, sizes, shapes and colors. The book, <i>Eggs</i> by Marilyn Singer is a valuable resource to scaffold language through its visuals. Have students compare and contrast the different eggs– The <u>ostrich</u> lays huge eggs, the <u>robin</u> lays small eggs. The <u>snake</u> lays soft eggs. The robin lays hard eggs. Show/discuss a picture of <i>camouflage</i>. Have students discuss why the authors say the eggs “are hiding.” Draw a picture of the eggs, copy the words, dictate or use the sounds/letters they know to write the word. Have students draw a picture of eggs in <i>hiding</i>.</p>	<p>Which word tells us how the eggs hide? How do you know? Why do animals hide or camouflage their eggs?</p> <p>Compare the <u>ostrich</u> egg to the <u>humming bird</u> egg. Give examples from the text.</p>
<p>Formative assessment: At the end of the lesson ask students various questions and use their responses to check for understanding. Ask individual students the following questions: <i>Where do animals lay eggs? What shapes are eggs? What sizes are eggs? How do eggs feel or what is their texture? How do eggs hide? Why do you think animals hide their eggs?</i> RI.K.2; RI.K.8</p> <p>ELP 1-2 May answer in L1, with gestures, pointing or single words and teacher may pose choice questions as prompts. <i>“In the nest, under mama”</i></p> <p>ELP 3-4 Students will answer in short or expanded sentences. <i>“Eggs are oval. Eggs are smooth. Some eggs are big.”</i></p>	

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Lesson Plan #2

Lesson Overview: Introducing animals that hatch from eggs through digital images, video and pictures

Lesson Title: What Will Hatch?

Timeframe: Four to five 30 minute class periods

Guiding Questions: Do animals that hatch from eggs also lay eggs?

Lesson Components

Central texts: *What Will Hatch?* By Jennifer Ward, illustrated by Susie Ghahremani

Extending Understanding: *Chickens Aren't the Only Ones* by Ruth Heller <http://vimeo.com/6240602> book portion only - The other two features, the farm and the turtles can be used for extending understand further on how animals lay and hatch from eggs.

Materials: Cards with words for word wall– strips for sentence frame - _____ will hatch from eggs.

Interdisciplinary Connections: Science

Integration of Technology: websites that show all kinds of animals –National Geographic –ostrich and eggs hatching <http://kids.nationalgeographic.com/kids/animals/creaturefeature/ostrich/>

BBC Picture Galleries - Wild Spring Rituals –butterfly-swans-bird-rabbits <http://www.bbc.co.uk/nature/26628076>–

Mammal Photo Winners <http://www.bbc.com/news/uk-scotland-highlands-islands-21690217>

Websites for Extending Understanding:

<http://www.bbc.co.uk/nature/>

<http://video.nationalgeographic.com/video/kids/>

Equipment needed: computer or tablet internet connection

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WIDA PERFORMANCE INDICATORS	
Listening: Recognize the difference in meaning of the words <i>too</i> and <i>two</i> by making a “thumbs up gesture” when they hear the word <i>too</i> . RF.K.3.D	
Speaking: Name and describe animals that will hatch from eggs. WIDA ELD 2, 4; CCSS SL.K.3; CCSS SL.K.4	
ELP 1-2: Name animals that will hatch from eggs using pictures, visuals, L1 and a partner.	ELP 3-4: Name and describe animals that will hatch from eggs in complete sentences using word wall and pictures.
Reading: Identify the rhyming words and their meanings from the text. WIDA ELD 2; CCSS RF.K.2.A	
ELP 1-2: Identify rhyming words and the meaning of <i>ball, feet, smile</i> .	ELP 3-4: Identify all of the rhyming words and their meanings.
Writing: Identify in writing the differences between the chick and the turtle. WIDA 2, 4; CCSS W.K.8; NGSS K-LSI-2	
ELP 1-2: Draw a picture and label or copy words about the differences between the chick and the turtle using L1, a partner and a word wall.	ELP 3-4: Draw a picture and dictate or write words or short phrases about the differences between a chick and a turtle using a word wall and visuals.

Goals/Objectives Differentiation by ELP level Instructional Focus/Strategies	Activate and building background and Text Dependent Questions
<p>Key vocabulary for all levels: hatch from, sea turtle, chick, crocodile, robin, caterpillar, seat, oviparous L.K.6</p> <p>Additional vocabulary for ELP Levels 1-2: penguin, insect, question mark, farm, crawl, pile</p> <p>Additional vocabulary for ELP Levels 3-4: jelly, wiggly, plump, leathery, tadpole</p> <p>Key language forms and conventions from video: future tense, interrogative and negative forms, adverb – too and number word two, singular and plural forms. L.K.1.d, L.K.1</p> <p>Sentence from video to be taught specifically in the lesson: <i>Chickens aren't the only ones that lay eggs. _____ lay eggs, too.</i></p> <p>From text: Questions with <i>what</i> and statements in future tense. Sentence from text to be taught specifically in the lesson: <i>What will hatch?</i></p> <p>Language frame: _____ will hatch from eggs.</p>	
<p>Speaking</p> <p>SWBAT state the name of another animal to complete the sentence frame: <i>Chickens aren't the only ones that lay eggs. _____ lay eggs, too.</i> SL.K.6</p> <p>Differentiation for ELP 1-2</p>	

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<ul style="list-style-type: none"> • Point to an animal that lays eggs from visuals and name it in English or L1. <p>Differentiation for ELP 3-4</p> <ul style="list-style-type: none"> • Name an animal that you recall from the video using photos. <p>Preparing the Learner</p> <p>Activate Prior Knowledge and Build Background: Use a variety of visuals (photographs or online images) of different animals, not all of them <i>oviparous animals</i> to scaffold language. Ask students to give you a “thumbs up” if they think that these animals will hatch from eggs. After showing the different photos, list the animals on chart paper but do not classify them yet. Return to this list and have students tell you which animals are oviparous and which are not after watching the video. Watch the video, <i>Chickens aren’t the Only Ones</i> – listening to the read aloud of the book portion only. http://vimeo.com/6240602 - Go back to the list on chart paper and have students identify the animals that lay eggs that they saw on the video. Read aloud the list and have students give a “nod” when they hear the name of an animal that hatches from an egg. Write the TDQ on chart paper and keep it visible throughout the unit. Next, tell students that they will read different texts about animals that lay eggs and that as they learn more about them they will add those animals to the list and cross out the animals that do not hatch from eggs.</p>	<p><u>Will</u> a dog <u>hatch</u> from an egg? <u>Will</u> a bird <u>hatch</u> from an egg?”</p> <p><i>Are chickens the only animals that lay eggs?</i></p>
<p>Listening</p> <p>SWBAT to recognize the difference in meaning of the words <i>too</i> and <i>two</i> by making a “thumbs up” gesture when they hear the word <i>too</i>. RF.K.3.D; SL.K.2; L.K.4</p> <p>Point out the difference between the words <i>too</i>, as in the same and the word <i>two</i>, as in the number <i>two</i>. Tell students that they sound the same but that they are spelled and mean different things. For example: <i>Birds lay eggs, too. There are two nests on the tree. Give another example that relates to their lives: Do you like bananas? I like bananas too. I have two snacks.</i> Give some more examples as students give a thumbs up when they hear the word <i>too</i>.</p>	
<p>Speaking (Group students with mixed ELP proficiency)</p> <p>SWBAT answer questions about the cover, title, author and illustrator with a partner. SL.K.3; RI.K.6</p> <p>Differentiation for ELP 1-2 Does an author write the book? Point to the name of the author on the front cover.</p> <p>Differentiation for ELP 3-4 Look at the front cover and tell which is the author and the illustrator and what they do.</p>	

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<p>Interacting with Text: Prior to pointing out the elements on the cover, have students look at the cover and share with the person next to them what they think the book is about. Instruct them to work with that partner next. Point to the front cover, name of author and illustrator. Ask students to discuss with their partner what each one is and define their roles: the front cover and title tell us what the book is about, the author writes the book and the illustrator draws the pictures.</p>	<p>What does an author do? What does an illustrator do?</p>
<p>Speaking and Listening SWBAT recognize punctuation marks. L.K. 1.d</p> <p>Before you begin the read-aloud point out the difference between the words <i>bird</i> and <i>birds</i>. Help students identify the <i>-s</i> at the end of <i>birds</i>. Then have them repeat <i>one bird, two birds, one penguin, two penguins, one dog, two dogs</i>. Explain that we use the <i>-s</i> at the end of a word to show more than one animal, thing, etc. Have them go around in a circle to practice singular and plural forms as you give them a singular noun and they have to produce the plural form by adding <i>-s</i>.</p> <p>Guide students to notice the punctuation in the title. Elicit that it is in the form of a question and that you will read on to answer the question.</p> <p>Point to the word <i>What</i> in the title and remind them it is a question word, point to the question mark and ask how it compares with a period when you read out loud. Model the intonation pattern between a question and a statement. (<i>What do you see at the end of the title? I see a question mark.</i>) Have students echo the question and answer.</p>	<p>What do you see at the end of the title?</p>
<p>Reading SWBAT build fluency by chorally repeating refrain. .RF.K.4</p> <p>First Close Read: Read aloud and stop to explain and define any unfamiliar words. Have students repeat chorally with you, <i>What Will Hatch?</i></p>	<p>Chorally practice the frame “<i>What will hatch?</i>”</p>
<p>Speaking and Reading SWBAT ask and answer questions about oviparous animals using visuals. RI.K.1</p> <p>Differentiation for ELP 1-2 What will hatch from eggs? ___ <i>will hatch from eggs.</i> Match the names of the animals to the pictures.</p>	

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<p>Differentiation for ELP 3-4 Organize the pictures of the animals and state the names orally.</p> <p>SWBAT name and describe animals that will hatch from eggs. SL.K.4 SWBAT use singular and plural forms. L.K.1.C</p> <p>Differentiation for ELP 1-2 Ask choice questions; e.g. <i>Do birds hatch from eggs? Does this picture show a bird or many birds?</i> Use pictures as support. Allow L1 and gestures as a response. Use word wall with animal names and pictures.</p> <p>Differentiation for ELP 3-4 Answer questions using key vocabulary in expanded and some complex sentences: <i>Will tadpoles hatch from eggs? Tadpoles will hatch from eggs. Will a penguin hatch from eggs? A penguin will hatch from eggs.</i></p> <p>First Close Read After reading the text, tell students that animals that hatch from eggs are called oviparous animals. Guide students to connect the word oval and oviparous as you make gestures with your hands to represent the shape of the oval. Then have students do the same as they repeat the words oval and oviparous. Explain that oviparous animals include all birds, fish, frogs, reptiles and other animals that they will learn about in the unit. Point out that the platypus is a special kind of mammal that hatches from an egg.</p> <p>Explain the difference between lay and hatch. <u><i>The mother lays the eggs, the babies hatch from the eggs.</i></u></p>	<p>Pointing to pictures from story, ask students to name and describe the animals that hatch from eggs or are “oviparous”. Which animals will hatch from eggs?</p> <p>Can you give an example of an oviparous animal and tell one detail about it?</p>
<p>Reading SWBAT identify beginning sounds of names of different animals. RF.K.3</p> <p>Reading and Listening SWBAT identify rhyming words through gestures (“thumbs up”). RF.K.1; RF.K.2.A</p> <p>Second Close Read: Before reading, review initial consonant sounds. Identify beginning sound of the animal names. Review rhyming words by giving an example: back, pack. Instruct students to listen for rhyming during the read aloud. Students will listen for the rhyming words and give a “thumbs up” when they hear these words in the pair (crawl, ball; seat, feet; pile, smile, etc.).</p>	<p>Which animal name begins with ____?</p> <p>Ask students if the author used rhymes to write the text.</p> <p>Which word rhymes with: crawl, seat, pile, etc.?</p>

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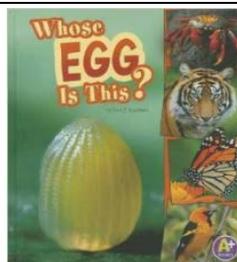
<p>Formative assessment:</p> <p>Model the activity that students will do next. Demonstrate how to sort a few picture cards of animals that hatch from eggs and animals that are not born from eggs. RI.K.1; RF.K.2.A ; RF.K.3</p> <p>Distribute 3-4 picture cards per pair. Make sure that one card is a familiar animal that does <u>not</u> lay eggs. Students work in pairs identifying pictures of animals that hatch from eggs and animals that don't. Students list orally which animals are oviparous and which ones are not.</p> <p>ELP 1-2: ducks yes, turtles –yes; dogs – no ELP 3-4: Birds and turtles are oviparous, but cats are not.</p> <p>As students report, use their responses to check for understanding. Once they have reported back, ask individual students the following questions: <i>Will ___ hatch from eggs? What sound do you hear at the beginning of ___? What is a rhyming word for ___?</i></p>	
<p>Speaking:</p> <p>SWBAT name the similarities and differences between the chick and the turtle. SL.K.2</p> <p>Differentiation for ELP 1-2</p> <p>Ask choice questions: <i>Where do hens lay eggs: farm or beach? How many eggs can a sea turtle lay: one or many?</i></p> <p>Differentiation for ELP 3-4</p> <p>Explain where hens and turtles lay eggs.</p> <p>Writing:</p> <p>SWBAT write the differences between the chick and the turtle. W.K.8</p> <p>Differentiation for ELP 1-2</p> <p>Draw a picture, copy the words in English, write single words or label in L1.</p> <p>Differentiation for ELP 3-4</p> <p>Draw a picture and dictate or write words and/or short phrases in English.</p> <p>Extending Understanding:</p> <p>Students will watch the rest of the video the following day or days, the part of the chick hatching and the turtle laying eggs. They will discuss and write about the similarities and differences between the eggs hatching on a farm and in the wild –beach.</p> <p>They should be able to refer back to the text/video to look for the animals and find the evidence to support their statement.</p> <p>Connect with the big idea: Ask students to refer back to the question on chart paper <i>Are chickens the</i></p>	<p>Do you think that there is a difference between a small farm and the one on the video?</p> <p>What do you think is different between the way the hens lay eggs and the turtles lay eggs? Use information from the video and/or the book.</p> <p>Can you tell another fact that is different?</p> <p>Are chickens the only animals that lay eggs? Explain your answer.</p>

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<p><i>only animals that lay eggs?</i> Have students share their thinking in small groups. They can use visuals from the text for support.</p>	
<p>Formative Assessment: Students' written response should demonstrate understanding that chicks hatch on the farm and turtles hatch on the beach. WK.2 ELP 1-2: Response may be in pictures, copied words/sentences, in L1 ELP 3-4: Response may be dictated sentences, sentences with letters/words</p>	

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Lesson Plan #3

Lesson Overview: Expanding on oviparous animals through informational text

Lesson Title: *Whose Egg Is This?*

Timeframe: Four or five 30 minute class periods

Guiding Questions: How are animals that lay eggs the same and different?

Lesson Components

Central texts: *Whose Egg Is This?* by Lisa J. Amstutz

Extended Understanding: *Whose Egg?* by Lynette Evans and Guy Troughton

Materials: Cards with words for word wall, strips for sentence frame: whose, this, these, “*Whose egg _____?*” *Whose eggs are _____?*

Interdisciplinary Connections: Science, Social Studies (habitats)

Equipment needed: Computer or tablet Internet connection

WIDA PERFORMANCE INDICATORS

Listening: After listening to clues, guess the names of the animals. **WIDA ELD 2, 4; CCSS L.K.6, NGSS K-LS1-2**

ELP 1-2: Clues include colors, gestures (big/small), single descriptive words, i.e. gray (with picture of color), big, trunk/nose

ELP 3-4: Clues are given in complete sentences with descriptive adjectives and some embedded clauses; i.e. It is a big, gray animal that has a long trunk.

Speaking: Compare two animals that lay eggs using the clues from the texts and words from the word wall. **WIDA ELD 2, 4; CCSS SL.K.2; CCSS SL.K.3; NGSS K-ESS3-1**

ELP 1-2: Compare two animals using single words and phrases with pictures and/or in L1.

ELP 3-4: Compare two animals using simple sentences with emerging complexity.

Reading: Identify similarities and differences between two informational texts using visuals. **WIDA ELD 1,2; CCSS RI.K.9**

ELP 1-2: Text has pictures and single words that show similarities and

ELP 3-4: Text is written in complete sentences.

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differences.	
Writing: Contrast what is different between the two texts. WIDA ELD 1,2; CCSS W.K.2	
ELP 1-2: Draw pictures, copy or dictate one difference between the two texts using L1, books and word/picture wall.	ELP 3-4: Dictate or write sounds/letter about one difference between the two texts using a word/picture wall.

Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key vocabulary for all levels: riddle, clue, informational, label, glossary, female, male L.K.6</p> <p>Additional vocabulary for ELP Levels 1-2: guess, tail, photo, hole,</p> <p>Additional vocabulary for ELP Levels 3-4: take turns, sac, buried, shell, cave, slither</p> <p>Key language forms and conventions: questions with whose, answers with possessive form ('s), present tense, difference between <i>this</i> and <i>these</i> L.K.1,</p> <p>Sentence from text to be taught specifically in the lesson: <i>Whose eggs are these? They are ____'s.</i> and <i>Whose egg is this? It is a ____'s.</i></p>	
<p>Listening SWBAT recognize possessive and plural forms. L.K.1C ; L.K.4B SWBAT guess the answer to the riddles about students in the classroom after listening to clues. SL.K.1A; SL.K.2</p> <p>Preparing the Learner: Activate Prior Knowledge/Build Background: Before you begin the read-aloud, pick up an object that belongs to one of the students and ask, <i>“Whose jacket is this?”</i> Then answer, <i>“Mino’s”</i> Ask, <i>“Whose pencils are these?”</i> <i>“John’s.”</i> Have students listen to the intonation for questions and the -s at the end of the name. Tell them that we use the 's at the end of a person's name to show that it belongs to the person. <i>“This is Mino’s jacket.”</i> Explain that we use the word whose only in questions when we want to ask who is the person that owns something. Review that we say <i>this</i> for one thing (singular) and <i>these</i> for more than one (plural). Demonstrate what clues/hints and riddles are by having students guess who/what you are referring to as you give them 3 clues. Have students come up with their own riddles with the 3 clues about friends/things in the classroom. Refer back to visuals to review the names of animals that hatch from eggs. Use the words on the word wall to match pictures/ words.</p>	<p><i>I am thinking of a person who, clue #1 is a girl; clue #2 has long hair and clue #3 has glasses. Guess who this is?</i></p>

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<p>Reading Group students with mixed ELP proficiency SWBAT recognize difference between illustrations and photos in informational text. RI.K.9</p> <p>Differentiation for ELP 1-2: Describe the cover using texts for support, gestures, words and/or short phrases in small groups.</p> <p>Differentiation for ELP 3-4: Describe in detail the cover and its features using expanded sentences with a partner.</p> <p>Interacting with Text: Have one of the other egg books with illustrations to use for comparison. Point to both front covers and compare. Explain that most informational texts have photos. Explain that informational texts tell us information or facts about something we want to learn about.</p>	<p>Look at both front covers, one has illustrations and one has _____ (photos). What do you think informational texts tell us? Can informational texts have photos and/or illustrations? Explain your answer with examples.</p>
<p>Reading SWBAT identify the words <i>whose</i>, <i>eggs</i>, <i>these</i> and the question mark in the text. RI.K.1, L.K.1.D, L.K.2.B SWBAT identify features of informational text (photos, labels). RI.K.7; RF.K.1</p> <p>Read the title and ask students what they notice as you read the question and point to the question mark. Have students connect the question in this title with the question in the previous book- <i>What Will Hatch?</i> Re-read the question on the front cover, review the use of <i>this</i> and <i>these</i>. Tell students you will now read together to answer the question in the title. Point to the labels that name the animals and explain that informational texts use photos and labels to help the reader.</p>	<p>What punctuation do you notice at the end of the sentence? What does the author want us to do? What do labels help you do?</p>
<p>Speaking SWBAT ask and answer questions about the animals that lay eggs using the word <i>whose</i>. SL.K.3</p> <p>Differentiation for ELP 1-2 With visual support from texts and word wall, ask <i>Whose eggs lay in a pile? Whose babies slither?</i></p> <p>Differentiation for ELP 3-4 Ask students to work in small groups with the texts to discuss: <i>Whose eggs are buried in the sand? Whose babies swim to the ocean? Which animal has a shell that keeps it safe?</i></p> <p>Reading SWBAT compare two animals that lay eggs using the clues from the texts and words from the word wall. RI.K.9</p> <p>Differentiation for ELP 1-2</p>	

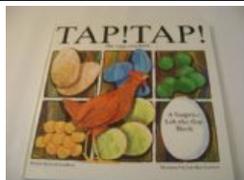
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<p>Choose two animals and label them with words from the word wall with a partner.</p> <p>Differentiation for ELP 3-4</p> <p>Compare two animals that lay eggs using clues from the text with a partner.</p> <p>First close read:</p> <p>As you read, have students listen for the clues to guess the animal the eggs belong to. Remind them to listen to the <i>clue or hint</i> to find out the answer.</p> <p>Use the photographs and labels to support and guide students to answer the question, <i>Whose eggs are these?</i> Have students repeat chorally with you, <i>Whose eggs are these?</i> Go the back of the book to check out the answers to see if students were correct. Read additional information that can be used in the riddles. Point out that these animals share the same thing (relationship), they all lay eggs.</p>	<p>What clues or words in the text help you guess the animal?</p>
<p>Reading</p> <p>SWBAT identify text features in informational text (glossary). RI.K.7</p> <p>Second Close Read:</p> <p>After reading the text point out that informational texts have photographs that help us understand what we read and that the we can find the meaning of new words in the glossary. The glossary helps us clarify the meaning of new words. Go to the glossary in the back and explain that it is a special feature of informational texts. Read the new words and meanings.</p>	<p>Where can you find the meaning of a new word in the text? How does a glossary help you?</p>
<p>Speaking Group by mixed ELP proficiency. Students at lower ELP levels may need teacher support</p> <p>SWBAT orally create, ask and answer riddles with a partner. SL.K.1.A; SL.K.2; SL.K.6</p> <p>Differentiation for ELP 1-2:</p> <p>Match the labels and animals that answer the riddle. Tell about the animal using a short phrase.</p> <p><i>The ___'s.</i></p> <p>Differentiation for ELP 3-4:</p> <p>Label animals with that answer the riddles. Describe the animals in detail using facts from the book.</p> <p>Independent Practice:</p> <p>Model for students the activity they will do next. Ask a student to be your partner. Using the text, picture cards or video images of oviparous animals, demonstrate how to give two clues about an animal to make a riddle. Have the student guess. Then have the student make a riddle using two clues that you will guess.</p> <p>Direct students to work in pairs or small groups asking and answering questions about different animals</p>	<p>Whose eggs are these? Use text to create riddles.</p>

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using the language structures “ <i>Whose eggs are these?</i> ” and “ <i>Whose egg is this? It is a ____’s.</i> ”	
<p>Writing SWBAT write about one thing that is the same and one thing that is different between the two texts. W.K.2; L.K.2</p> <p>Differentiation for ELP 1-2: Compare photos and illustrations of the same animal in both books. Draw, copy or list one similarity and one difference about the books using words and pictures from the word wall.</p> <p>Differentiation for ELP 3-4: State some similarities and differences in both texts. Use <i>same, different, because</i> in your sentences using words and pictures from the word wall.</p> <p>Extending Understanding: Have students describe the cover of <i>Whose Egg?</i> and compare and contrast it with <i>Whose Egg Is This?</i> As you re-read the text, have students tell if it is written in rhyme. Have them notice how the authors/illustrators use different size fonts to ask the questions. Point out that the author uses the word “will” to tell what the animal will grow into. Connecting to the big idea: Have students connect some of the animals in this text with some of the animals on the list you wrote on Day 2. Have students distinguish which animals are oviparous and which are not.</p>	<p>Is the title in question form? Is this book about oviparous animals? Can you guess if it has illustrations or pictures? Explain your answer.</p>
<p>Formative assessment: Students work in small groups of mixed ELP proficiency to create a poster of three animals that lay eggs writing one-word clues to each animal. W.K.2</p>	

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Lesson Plan #4

Lesson Overview: Using literature to expand on oviparous animals and retelling the story.

Lesson Title: *Tap! Tap! the egg cracked*

Timeframe: Three or four 30 minute class periods

Guiding Question: What is the difference between a story and informational texts?

Lesson Components

Central Text: *Tap! Tap! the egg cracked* by Keith Faulkner, illustrated by Jonathan Lambert

Materials: Word wall, sentence frame on chart paper or strip: *This egg belongs to_____.*

Interdisciplinary Connections: Science and Social Studies (habitats)

Integration of Technology: This lesson does not require technology.

Equipment needed: None

WIDA PERFORMANCE INDICATORS

Listening: Answer questions about how the character tells the other animals that the egg is hers. **WIDA ELD 2; CCSS SL.K.1.A**

ELP 1-2: Use sentence frames and sentence starters with a word wall.

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

Speaking: Retell the story with a beginning, middle and end **WIDA ELD 2; CCSS SL.K.3; CCSS SL.K.4; CCSS RL.K.3**

ELP 1-2: Retell the story with single words and short phrases with pictures, or in L1 with anchor chart and story map.

ELP 3-4: Retell the story with simple and some complex sentences using an anchor chart and story map.

Reading: Read high-frequency words by sight **WIDA ELD 2; CCSS RF.K.1C**

Writing: Write the story in sequence using visuals and model. **WIDA ELD 1, 2; CCSS W.K.3**

ELP 1-2: Write the story in sequence by drawing pictures and labeling, or dictating in L1, using the model, visuals and word wall.

ELP 3-4: Write the story in sequence by drawing pictures, dictating and/or writing sounds/letter using model, visuals and a word wall.

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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 levels: character, cracked, replied, search, fiction L.K.6 Additional vocabulary for ELP Levels 1-2: beginning, middle, end Additional vocabulary for ELP Levels 3-4: rocky, muddy, hissed, snapping, jungle, wiggled, furry, wonder,</p> <p>Key language forms and conventions: past tense, multiple meaning words right (correct), so (conjunction: for that reason, that is why) L.K.1 Sentence from text to be taught specifically in the lesson: <i>This egg belongs to_____</i>. Additional sentence from text to be taught specifically for ELP 3-4 in the lesson: <i>I wonder if_____</i>. (<i>I am curious if, I want to learn if...</i>)</p>	
<p>Reading (<i>If you do not have this particular text, you may use other stories about animals that are looking for their baby/egg</i>) SWBAT recognize stories. RL.K.5 Speaking SWBAT use previously taught adjectives and relate them to their opposites. SL.K.6; L.K.5.B</p> <p>Preparing the Learner: Activate Prior Knowledge and Build Background Discuss the animals that lay eggs and what those eggs look like (small, big, round, blue, soft, etc). Have students use the vocabulary they have learned throughout the previous lessons. They should use the word wall and visuals for reference. Tell students that the text they will read today is a story about a hen and other oviparous animals. Point out that this text is different because it is a story. Explain that a story is fiction where there is a character, a beginning, a middle and an end.</p>	

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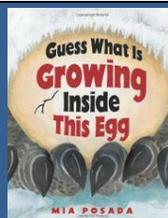
<p>Reading SWBAT read emergent-reader texts chorally with purpose and understanding. RF.K.4</p> <p>Speaking and Listening: SWBAT make predictions about whether the character will find her egg. RL.K.7, SL.K.2</p> <p>Interacting with Text: Point to the features of text, cover, author and illustrator as students name each one in whole group. Explain and show students that this is a “lift-the-flap book”.</p> <p>First Close Read: Begin the read aloud as you point out that the story has dialogue or a conversation between the hen and the animals. Explain that in fiction, animals can talk. Have students tell the difference between this text and the two previous ones (This one has a character, the other two were informational texts). While you read, point to the animals and their habitats to support the text. By the third animal, have students repeat chorally with you, <i>Tap! Tap! The egg cracked... And inside was ____.</i>” Continue to read the story. As you are reaching the end, have students predict how the hen is feeling and if she will find her egg. Once you have a few responses, conclude the read aloud.</p>	<p>What can animals do in stories or fiction that they do not do in real life? Do stories have characters? What is the difference between a story and informational texts?</p>
<p>Reading SWBAT identify high-frequency words (Fry Word List). RF.K.3.c</p> <p>Differentiation for ELP 1-2 Have students identify the high-frequency words: <i>me, my, you, your</i></p> <p>Differentiation for ELP 3-4 They should identify the high-frequency words: <i>this, his, her</i></p> <p>Second Close Read: Tell students that as you read the text, they should listen carefully to how the mother asks the animals if the egg is hers and how they respond: <i>I wonder if ____.</i> The animals reply in the dialogue: <i>Oh, no! This egg belongs to me.</i></p>	<p>Where in the text does the mother say she is curious or wants to know if that is her egg? What word does she use? What words do the animals use to say that the egg is theirs?</p>

<p>Speaking and Reading SWBAT retell the story orally using beginning, middle, end (B, M, E) SL.K.4 RL.K.2, RL.K.3</p> <p>Differentiation for ELP 1-2 Retell at least three events (B, M, E) in the story using labeled pictures, drawing, L1 or single words. Orally give some details of where they live. Use the sentence frame, <i>“This egg belongs to _____.”</i></p> <p>Differentiation for ELP 3-4 Retell at least three events (B, M, E) using complete sentences, some with emerging complexity using the labeled drawing. Orally give some details of where the animals live.</p> <p>Writing SWBAT name the events in the story. W.K.3</p> <p>Differentiation for ELP 1-2 Label at least three events in the story using pictures, drawing, L1 or dictation.</p> <p>Differentiation for ELP 3-4 Write words and/or short phrases or sentences under the pictures in sequence.</p> <p>Independent Practice: Have students work individually to retell the story orally including key details. Review how to retell a story that you have previously read. Clarify that they do not need to name all the animals but that they have to tell the beginning, choose at least two animals from the story besides the main character, and tell the end.</p> <p>Have students make a quick drawing and not draw in detail so they have time to complete their task. Distribute paper and direct them to draw the pictures in sequence. Help them to remember the beginning, the middle and the end of the story using the text for support. Using their drawings, have students write about what happened in the story.</p>	<p style="text-align: center;">What happened first? Next? Finally?</p>
<p>Speaking SWBAT explain how the poems, stories and informational text have the same topic and how they are different. RL.K.5</p> <p>Differentiation for ELP 1-2: Explain using pictures, gestures, L1 and/or single words to complete sentence frames</p> <p>Differentiation for ELP 3-4</p>	

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<p>Explain using simple sentences with emerging complexity with the support of pictures and word wall</p> <p>Extending Understanding: Expose students to poetry by reading some of the poems in <i>Lizards, Frogs and Polliwogs</i>. Have them discuss whether it is informational/nonfiction or stories. Point out that the pictures are paintings and that in poetry print can be used freely like in <i>The Python</i>. Ask them to explain why the author wrote it in that shape. Once you have read some of the poems and discussed them, have students infer how this particular book is connected with the other books you have been reading.</p>	<p>What is the same about this poetry book and the other books we have read? What is different?</p>
<p>Formative Assessment: The drawing with labels and oral retelling formatively assesses comprehension and language. This writing is not necessarily scored but teachers can use the WIDA Writing Rubric and the WIDA Performance Definitions for Speaking and Writing in the 2012 Amplification of ELD Standards to measure growth. W.K.3; W.K.5; SL.K.2; L.K.2 Students should orally use the high-frequency words: <i>my, me, she, her, his, the, to</i> and point to them on the page that you display. In addition, assess use of adjectives from previous lessons to describe the different eggs and habitats; as well as the use of possessive pronouns and adjectives and recognition of those words as sight words.</p>	

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Lesson Plan #5

Lesson Overview: Using the information learned, students use context clues to guess what is inside the egg based on a brief description.

Lesson Title: *Guess What Is Growing Inside This Egg*

Timeframe: Three 30 minute class periods

Guiding Question: What do all these animals share? Do all animals lay eggs?

Lesson Components

Central texts: *Guess What Is Growing Inside This Egg* by Mia Posada

Extended Understanding: *Whose Nest?* By Victoria Cochrane and Guy Troughton

Materials – Word wall, sentence strip with frame: *Can you guess what is growing _____? I guess it is a _____.*

Interdisciplinary Connections: Science, Social Studies (habitats)

Equipment needed: None

WIDA PERFORMANCE INDICATORS

Listening: Identify rhyming words while listening to text read-aloud by gesturing with two thumbs up. **WIDA ELD 2; CCSS RF.K.**

ELP 1-2: Re-read rhyming words in isolation

ELP 3-4: Identify rhyming words in context

Speaking: Compare and contrast the similarities and differences between the two texts. **WIDA ELD 2; CCSS SL.K.3**

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

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

Reading: Match animal names with illustrations **WIDA ELD 1, 2; CCSS RF**

Writing: Write the name of the animal that completes the riddle **WIDA ELD 2; CCSS W.K.2**

ELP 1-2: Draw, dictate, copy or write single letters of the initial sound of the word in L1 or L2

ELP 3-4: Copy or write letters of the word.

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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 levels: predator, prey, breast, wrap, safe and sound L.K.6</p> <p>Additional vocabulary for ELP 1-2: crawl</p> <p>Additional vocabulary for ELP 3-4: mound, snuggly, cozy</p> <p>Key language forms and conventions: present tense, interrogative with can, homophone prey, pray L.K.1</p> <p>Sentence from text to be taught specifically in the lesson: <i>Can you guess what is growing _____?</i> Teach to answer in a complete sentence: <i>I guess it is a _____.</i></p>	
<p>Speaking and Listening Group with mixed ELP levels</p> <p>SWBAT create a riddle about a common classroom object. SL.K.3, SL.K.6</p> <p>Differentiation for ELP 1-2: Use L1 (if possible), pictures, gesture, single words and teacher prompting</p> <p>Differentiation for ELP 3-4: Use simple sentences with pictures</p> <p>Preparing the Learner</p> <p>Activate Prior Knowledge and Build Background: Review what a riddle is. Elicit from students what you need to make a riddle. Model and then deliberately group students with a partner to make a riddle about an object in the room using three clues. Then have the pairs share their riddles with the whole class.</p>	<p>Who can remember what a riddle is? What do you need to create/make a riddle?</p>
<p>Speaking and Listening and Writing Deliberately pair/group students with mixed proficiency levels</p> <p>SWBAT orally identify the animal from the clues given. SL.K.3, W.K.2</p> <p>Differentiation for ELP 1-2 Answer the riddle using the sentence frame: <i>I guess it is a _____.</i></p> <p>Differentiation for ELP 3-4</p>	<p>What does the author do? What does</p>

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<p>Answer the riddle using the sentence frame and name the clues that helped you guess.</p> <p>Interacting with Text: Point to the cover, the author/illustrator. Review what she does. Instruct the students to think about the picture on the cover but not share their thinking yet. Read the title aloud. Have students use the clues on the cover to guess the animal but not share it until you read some more. Remind them to listen to the clues and look at the pictures to guess the animal. For this read aloud, only read the text in white print on the left page. Ask students to guess the animals based on the clues.</p>	<p>the illustrator do?</p> <p>What clues help you guess the animal? How do the pictures help you figure out what is growing inside the egg?</p> <p>Can you guess what is growing inside the egg?</p>
<p>Reading SWBAT orally compare and contrast the similarities and differences between this text and <i>Whose Egg Is This?</i> RI.K.9</p> <p>Differentiation for ELP 1–2 Orally compare and contrast illustrations in this text and the photos in <i>Whose Egg Is This?</i> Find a photo and an illustration of the same animal in both texts. Name them and share one fact.</p> <p>Differentiation for ELP 3-4 Orally compare and contrast illustrations in this text and photos in <i>Whose Egg Is This?</i> Describe how the animal looks the same and different.</p> <p>First Close Read: Stop at each page and have students provide some additional facts that they gather from the reading. Show the other books that have been read and discuss the similarities and differences between the books.</p>	<p>What is the same in both books? Point to the things that are different. Identify pictures and/or words in text.</p>
<p>Listening and Reading SWBAT respond to rhyming words by gesturing with two thumbs up. RF.K.2.A</p> <p>Differentiation for ELP 1-2 Chant the rhyming words after you hear them.</p> <p>Differentiation for ELP 3-4 Complete the rhyme using the words in the text</p> <p>Second Close Read: Read the entire text now. Have the students chorally repeat the rhymes.</p>	<p>What word rhymes with ___?</p>

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<p>Have students listen for the rhyming words and give two thumbs up when they hear the rhyming words. Have them repeat the pair. Clarify any unknown words if they can't figure out the meaning from the context clues.</p>	<p>What facts help you to understand the new words?</p>
<p>Speaking and Listening SWBAT identify the animals that do not lay eggs. SL.K.3 SWBAT use negative forms and contractions. L.K.1</p> <p>Extending Understanding: Read aloud <i>Whose Nest?</i> Have students make connections with the animals that appear in both books. After the reading, have them discuss if all the animals in this book are oviparous. Explain to students that animals who carry their babies inside their bodies, not in an egg outside, and feed their babies milk are not oviparous, they are viviparous. Ask students to name the animals that do not lay eggs in this book.</p>	<p>Which animals do not lay eggs? Which animals are not oviparous?</p>
<p>Formative Assessment: Check for understanding as individual students identify the animal from the description given. See who recognizes the rhyming words. Review rhyming words with those students who are not able to recognize the pairs of rhyming words. SL.K.3; RF.K.2.A</p>	

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Lesson Plan #6

Lesson Overview: Writing riddles about oviparous animals to share with other ELLs and native English speakers

Lesson Title: *Riddles, Riddles, Riddles*

Timeframe: Five to six thirty minute class periods

Guiding Question: How do you write a riddle?

Lesson Components

Central Texts: All the texts used in prior instruction, extended understanding and others listed in the unit

Materials: Sentence frames for the riddles that can be used in different order for ELP 1-2: The eggs are _____. They are _____. The mother lays them in _____. What will hatch? Or I am ___ and ___. I _____(verb). My eggs are ____ and _____. Who am I?

A model of the riddle for them to see. Visuals of the animals for them to draw and color “like a scientist”. Refer to the riddles above or select your own format.

Interdisciplinary Connections: Science

Integration of Technology: If possible, students may use Google images and listed websites to research oviparous animals

Equipment needed: computer, Ipad, tablet or Smart board, connectivity

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WIDA PERFORMANCE INDICATORS	
Listening: Guess the animal from oral clues. WIDA ELD 1, 2; CCSS SL.K.2	
ELP 1-2: Teacher will use single words or short phrases with pictures and students will point to the correct animal	ELP 3-4: Teacher will use simple and some complex sentences to describe animals and students will sort them accordingly.
Speaking: Describe and give clues about an oviparous animal. WIDA ELD 2, 4; CCSS SL.K.3; CCSS SL.K.6, NGSS K-ESS3-1	
ELP 1-2: Use single words with pictures, word wall and L1	ELP 3-4: Use simple and some complex sentences with word/picture wall.
Reading: Identify key facts about oviparous animal in small groups. WIDA ELD 2,4; CCSS RI.K.10; NGSS K-ESS3-1	
ELP 1-2: Identify two facts using pictures and word in English or L1.	ELP 3-4: Identify three facts using word/picture wall.
Writing: Draw and write a riddle about an oviparous animal using at least two facts. WIDA ELD 2,4; CCSS W.K.6; NGSS K-LSI-1	
ELP 1-2: Write two facts using single words, pictures and word wall and/or in L1.	ELP 3-4: Write three facts using simple and some complex sentences with word wall.

Goals/Objectives Differentiation by ELP Level Instructional Focus/ Strategies	Activate and Build Background and Text Dependent Questions
<p>Key Vocabulary: to whisper, research, facts, habitat L.K.6</p> <p>Additional vocabulary for ELP 1-2: secret</p> <p>Additional vocabulary for ELP 3-4: individualized to student needs as they do research</p> <p>Key language forms and conventions: interrogative –(what), future tense, present tense, nouns (animal, habitat), describing words-adjectives (color, texture, size) L.K.1</p> <p>Sentences taught specifically in this lesson that may vary according to the students’ needs: The eggs are _____. They are _____. The mother lays them in _____. What will hatch? Or I am ___ and ___. I _____(verb). My eggs are ___ and _____. Who am I?</p>	
<p>Speaking SWBAT choose an oviparous animal and brainstorm clues with teacher. SL.K.1</p> <p>Preparing the Learner Activate Prior Knowledge/ Build Background: Ask students individually to come up to the word wall and read the name of an animal you have</p>	

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<p>learned about. If they can't read the whole word, have them identify the first symbol and try to stretch out the word. If they do not know the name of the animal in English, have them tell you the name in their native language and clarify it by recognizing it in a visual. Instruct students to think of one oviparous animal that they want to write about but <u>not</u> to share it with anyone for now, that it is a secret. Once they have decided their animal, direct them to whisper it to you and create your list with each student's name and animal. If two or more students select the same animal, encourage them to choose another animal so you have a variety of riddles.</p>	<p>What animals have we read about in the different books? Research the text and find clues about your animal.</p>
<p>Writing SWBAT draw and write a riddle using at least two facts about an oviparous animal. W.K.6 Differentiation for ELP 1-2: Research using the texts and write two or more facts about their animal in order to write a riddle. Provide sentence frames and visual supports with labels. Students may copy the frames from the board and then complete them with words from the word wall. Students may also complete the frames with drawings and their native language. Differentiation for ELP 3-4: Research using the texts and write at least three facts about their animal in order to write a riddle. Have students use the word wall and texts for reference to check the spelling of the animal and words that describe its characteristics. Students at this level should complete it independently.</p> <p>Reading SWBAT locate the words from the word wall and texts to use in your writing. RF.K.3.C SWBAT read aloud their riddle to their classmates. RF.K.4; SL.K.6</p> <p>Interacting with Text: Tell students that they are going to do research –find out many facts about- one oviparous animal to then write and illustrate a riddle about it. Remind students that a riddle tells clues or hints, some information, about something and that the people have to guess the answer. Guide students to select one of the books from the basket or bins you have been using throughout the unit. They may share the resources if you do not have enough books. Make sure to have the model of the riddle for all students to see. Once students have finished the writing, they should draw their animal and color it as a “scientist” or nonfiction illustrator on another sheet of paper. The final product should have the riddle on the front page and the illustration on the second page. You may want to have the paper folded in the middle and</p>	<p>What does the animal look like in the photo/illustration? What does the habitat look like in the text? Where in the text does it say that____?</p>

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<p>cut out in the shape of an egg. Remind students to revise their writing to make sure that their high-frequency words are correctly spelled, that they have stretched out the other words and that they have checked the word wall for reference.</p>	<p>Point to the words/sentence that explains your answer.</p>
<p>Speaking: Describe and give clues about an oviparous animal. SL.K.6, RI.K.1 Differentiation for ELP 1-2: Present a riddle using single words, pictures and word wall in L1 or English. Differentiation for ELP 3-4: Present a riddle using some complex sentences, pictures and word wall.</p> <p>Listening SWBAT guess the animal from oral clues. SL.K.2</p> <p>Extending Understanding: Students will present their riddles (first to their classmates if in a pull out setting) and in the general classroom to explain what an oviparous animal is and how they are different from viviparous animals. In addition, they will explain how to write a riddle to their peers.</p>	
<p>Formative Assessment/Performance Task: The riddle for each student will be the assessment. Students should be able to work independently using texts, visuals, the word wall and the high frequency words that are separate from the content words. Words that are not on the word wall should be stretched out and spelled phonetically. Students should be encouraged to look up and locate these words in the books they are working with. This task serves to see how much content they have learned and how much they are able to write and identify from written sources independently with the word wall and other references. WK.2; W.K.6; RF.K.3; RF.K.3.C</p>	

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Lesson Plan #7

Lesson Overview: Tell your opinion about the animal you chose and the book you like best in the unit

Lesson Title: What's your favorite book in the unit?

Timeframe: Three 30 minutes class periods

Guiding Question: What is the difference between a fact and an opinion?

Lesson Components

Central Texts: All the texts used in prior instruction, extended understanding and others listed in the unit.

Materials: Sentence frames for ELP 1-2: My favorite book is _____ because _____. I like (title of book) because _____. My favorite animal is _____. I like (animal) because _____. Compliments: I like your _____. I think it is _____.

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: If possible, students may use Google images and listed websites to research oviparous animals

Equipment needed: Computer, I pad, tablet or Smart board, connectivity

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WIDA PERFORMANCE INDICATORS	
Listening: After listening to oral directions, students will choose their favorite animal and book. WIDA ELD 1,2; CCSS SL.K.2	
ELP 1-2: Teacher modeling and prompting. Use of L1, books, single words	ELP 3-4: Teacher modeling and use of books and partner.
Speaking: Explain why they chose their animal and book. WIDA ELD 1, 2; CCSS SL.K.3; CCSS SL.K.6	
ELP 1-2: Use L1, single words, pictures, word wall and gestures	ELP 3-4: Use simple and some complex sentences, pictures and word wall.
Reading: Read what they “wrote.” WIDA ELD 2; RF.K.4	
ELP 1-2: Teacher support, copied words, interpret their drawings using single words and/or L1.	ELP 3-4: Simple sentences based on a model, working with a partner.
Writing: Explain in writing their opinion about their favorite animal and favorite book with supporting details. WIDA ELD 1,2; CCSS W.K.1; NGSS K-ESS3-1	
ELP 1-2: Explain their opinion using a sentence frame, word wall, books, drawings, dictation and/or L1.	ELP 3-4: Explain their opinion using a teacher model, word wall, books, in simple sentences and some with emerging complexity.

Goals/Objectives	Activate and Build Background and Text Dependent Questions
Differentiation by ELP level Instructional Focus/ Strategies	
Key Vocabulary: real, opinion, personal, detailed L.K.6 Additional vocabulary for ELP 1-2: right, wrong Additional vocabulary for ELP 3-4: compliment	
Key language forms and conventions: present tense, because. L.K.1	
Sentences taught specifically in this lesson that may vary according to the students’ needs: Provide sentence frames or have students copy the frame from the board. My favorite book is _____ because _____. I like (title of book) because _____. My favorite animal is _____. I like (animal) because _____. Compliments: I like your _____. I think it is _____.	
Listening <i>Teacher will model and demonstrate for all ELP levels.</i> SWBAT choose the animal and book they like best by following oral directions. SL.K.2 Differentiation for ELP 1-2: Teacher will prompt, repeat directions, monitor rate of speech, use L1	

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<p>(if feasible) and use books to demonstrate. Differentiation for ELP 3-4: Teacher modeling, peer support</p> <p>Speaking <i>Pair/group students with mixed ELP levels.</i> SWBAT explain their choice. SL.K.6 Differentiation for ELP 1-2: Explain why you chose this animal using L1 or a short phrase. Use the books, pictures, gestures, L1 and word wall words. <i>“pajaro - It pretty”</i>. Differentiation for ELP 3-4 Explain to your partner why you chose your animal and book. Use the books to support your answer.”.</p> <p>Preparing the Learner: Activate Prior Knowledge/ Build Background: Explain to students that they have been writing facts or real information about different oviparous animals. You can check the facts by looking them up or researching them in books or websites. Tell them that now they will give an opinion or tell others what they think about the animals and the books they have read. An opinion is how we think and feel about something, it comes from our thinking and not from books. Model how to give an opinion about one of the animals and one of the books. Have students work in pairs to orally discuss their opinions about their animals and books. They should be able to point to one particular thing they like. Remind students that as they listen to their classmates there is no right or wrong and that an opinion is personal, or what you think about something: <i>I like robins because I like the blue eggs. My favorite book is ___ because ____.</i></p>	<p>What is the title of the book you like best?</p> <p>Are the illustrations/photos colorful, good, detailed, scary?</p>
<p>Writing SWBAT complete two opinion pieces, one about the book they prefer and one about the animal they like best. W.K.1 Differentiation for ELP 1-2 Use the sentence frame to tell which book you like best and why. Draw the cover of the book. Use the sentence frame to explain why you chose your animal using L1, dictation or the words on the word wall. My favorite book is ____ because _____. My favorite animal is _____. I like (animal) because_____.</p> <p>Differentiation for ELP 3-4</p>	

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<p>Use the word wall to tell which book you best and why. Draw the cover of the book.</p> <p>Reading SWBAT share their writing with their classmates. RF.K.4</p> <p>Interacting with Text: After they have done their oral discussions instruct them to start their writing. Provide a model for writing. This is an example of the sentence frame for the opinion writing piece: <i>I like " _____ " because _____</i> . Have students write the high frequency words they have learned.</p>	<p>What is your favorite book? Why? What is your favorite part of the book? Find your favorite part in the book. What is your favorite animal? Why?</p>
<p>Speaking: SWBAT give an oral compliment to their classmates about their writing. SL.K.6, WIDA 1 (SIL)</p> <p>Differentiation for ELP 1-2: Have students practice the following frame to give a compliment: <i>I like your _____ . I think it is _____</i> .</p> <p>Differentiation for ELP 3-4: Students give a compliment by following the model or creating a compliment of their own.</p> <p>Extending Understanding: Model for students how to give a compliment. Use one of the pieces, say <i>"I like how Lea wrote her words so neatly and how her drawing looks just like the real cover. It is so detailed"</i> . Have students brainstorm some other compliments they can use. After students read aloud and share their work with their classmates, they will give a compliment to one of their classmates.</p>	<p>What did you like about your classmates' choices? Did you like any specific words they chose to explain their opinion? Did their illustration match their opinion?</p>
<p>Formative Assessment/Performance Task: W.K.1; SL.K.1.A</p> <p>Student should produce both oral and written tasks based on ELP levels. All students should be encouraged to incorporate high-frequency words which have been learned and are part of word wall.</p> <p>ELP 1-2: Opinions can be written using the sentence frame, dictation, copying from word wall, drawings and/or L1. They should include an illustration. <i>E.g. I like <u>pnqn</u> because <u>walk</u>.</i> with illustration</p> <p>ELP 3-4: Opinions can be written based on a model, copying from word wall, writing letters, sounds, words independently. They should include an illustration. <i>E.g. My favorit book is Whose Egg Is it? Becs you had to gess the anml.</i></p>	

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

Kindergarten UNIT 5 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Identify animals that lay eggs Describe eggs of different shapes and sizes Vocabulary: Camouflage Size, texture, hatch, riddle, character, Cracked, Noisy/quiet, Smooth/ rough, crawl	Identify main idea and key details Identify author's purpose and choice of words	Use words and phrases acquired through conversation, reading, being read to, and responding to texts. Ask and answer questions Identify and use adjectives that are antonyms	Word/ picture wall Match the Antonyms Visuals, videos Support in L1	Demonstrate understanding of text organization and features of print Identify similarities and differences between two texts on the same topic Demonstrate knowledge of letter-sound correspondence Recognize rhyming words	Write, draw, dictate short answers to questions Participate in shared research by creating a riddle about animals that hatch from eggs. Write opinions about favorite book and animal	Confirm comprehension of a text read aloud as they discuss key concepts and important details Retell familiar stories including key details in a text Express ideas in shared language activities with peers	Punctuation marks Possessives Question words Identify and use plural nouns	Using visuals to comprehend text Using cognates, when possible Working with a partner Using a rubric (icons)