ESL New Arrivals Program

INTRODUCTION

When students are new to a country, city, and school, they can feel disoriented and self-conscious. Couple this with the fact that many students suffer from trauma as they leave familiar surroundings, or are fleeing situations that are unlivable. Learning a new language and making friends in a comfortable environment is crucial to the newly arrived student. This course helps newly arrived students begin to form their new identity in English. Students are encouraged to explore aspects of the topic in order to answer the Essential Questions in each of the units for themselves. The units provides opportunities for students to explore various perspectives on a variety of topics to be successful in school and in their new country. In each unit, they will need to read, speak, listen, and write, and synthesize their learning into a coherent project.

OVERVIEW

Duration 3-4 semesters, 20 hours per unit per week, with each unit lasting approximately 4 weeks
Core Texts Inside the U.S.A and Access Newcomers
Key Elements Language Development: phonics, the alphabet, reading, writing and the writing process, vocabulary development, speaking and listening, life skills, academic and social expectations and behaviors;
Interdisciplinary: language skills in Math, Science, and Social Studies for future academic success and mainstream integration

The GRASPS Projects

Designing in-school tasks is potentially the most important work teachers do. Since we know that understanding is constructed most deeply through guided exploration, teachers need to provide extended time for exploration and sufficient time for students to construct their own meaning. If we focus on the acquisition of knowledge, they won’t get much. Students need to explore a much smaller terrain, gain mastery, and emphasize the transfer of learning to new situations. What students spend their time doing in class really matters. Class work should provide students with an authentic role and be created for a real audience. This makes the real world an extension of the classroom, aiding engagement, rigor, and relevance.

The GRASPS projects help students to do the following: Ask good questions, solve problems, think critically, and apply disciplinary content knowledge • Transfer concepts to new problem questions • Learn how to learn and build self-directed learning skills • Develop ownership of their learning and enhance student interest in the subject matter • Focus their inquiry on questions that are challenging, debatable, and difficult to solve • Use specific procedures, strategies, or processes that are essential to the attempts at answering the focus questions • Access information that is crucial to the inquiry • Have opportunities to work with peers • Move toward a goal through the sequence of activities and lessons • Have opportunities for performance • Be part of the process of deriving standards for performance • Use authentic assessments for tracking learning and progress

In addition, 21st Century Learning Skills are promoted through the projects, whereby students: • Acquire technological skills • Acquire media literacy, information literacy and ICT literacy • Foster their critical thinking and problem-solving skills • Develop interpersonal and self-directional skills • Learn to be flexible and adaptable and to take initiative • Learn cross-cultural skills, how to be responsible and accountable, how to be leaders • Use computers, the internet and various other technologies • Learn in a context relevant to their lives • Interact in authentic learning experiences around topics of global concern such as the economy, civic concerns, and health
HOW TO USE THIS CURRICULUM GUIDE
The curriculum was written with several assumptions outlined as follows.

- The Core Texts (*Inside the USA* and *Access Newcomers*) were written specifically for newly arrived ESL students. The materials from this text form the basis for the curriculum outline. The units are built around thematic, interdisciplinary content. However, the resources included here include much more guidance in order to advance skills in English not covered in the text. In addition, this curriculum guide includes tips for integrating technology, projects, and performance-based assessments.

- Not all students enroll in school at the same time. The units can be shortened to accommodate late arrivals, and lengthened to provide time for skill development for students with interrupted formal education (SIFE). While the text provides many helpful ideas, this curriculum was written with 21st century learning skills in mind to provide a stronger school-to-work focus for this older population of students. In addition, the curriculum provides connections to other content areas, students’ real interests and future needs.

- The curriculum is written with the multi-age, multi-grade concept in mind. Students in this course are not on grade level in terms of content or English language proficiency, or have on-grade level literacy skills in their native languages. Lessons for each of the units can be prepared as stations to accommodate a range of abilities and proficiencies.

- The Common Core Standards are integrated throughout the units in order to provide a basis for students to gain the needed skills for future academic success.
CURRICULUM UNITS FOR NEW ARRIVALS PROGRAM

For each of the ten (10) units, an essential question frames the unit and the theme under study.

- UNIT 1 **Nice to Meet You**  *How do I introduce myself and meet other people?*
  - Reading Fundamentals: Letters & Alphabet | Math: Number Sense | Social Studies: Geography & Maps

- UNIT 2 **Your School**  *How do I go to school in the USA?*
  - Reading Fundamentals | Math: Whole Numbers & Geometry | Social Studies: Geography & the USA

- UNIT 3 **Your School Day**  *What do I do at different times of the school day?*

- UNIT 4 **Everything You Do**  *How can I communicate information about what I do in school?*

- UNIT 5 **At Lunch**  *What do I eat and when?*

- UNIT 6 **Information Everywhere**  *How do we get information?*

- UNIT 7 **How Do You Feel?**  *How do I express my emotions?*
  - Reading Fundamentals: Readers & Writers | Social Studies: Relating to Others | Science: Life Sciences | Health

- UNIT 8 **Brrr! Put on Your Coat**  *How does the weather influence what I wear?*
  - Reading Fundamentals: Phrasal Verbs | Science: Our World | Social Studies: Economics

- UNIT 9 **Around Town**  *What resources do I have access to in my community?*
  - Reading Fundamentals | Social Studies: Branches of Government | Science: Living Earth

- UNIT 10 **All Year Long**  *What have I learned so far and what am I looking forward to?*
  - Reading Fundamentals | Social Studies: Around Town, American Culture | Science: Systems
• The essential question is followed by an explanation given in the Big Idea/Rationale section. Several Guiding Questions follow. These can serve as talking points throughout the unit and help to make content connections. Whenever an activity is connected in an interdisciplinary manner, it is denoted by the following icon:

• While a fiction text or play is included in each unit, the units tend to be based thematically on a topic of interest to newly arrived students. All units include both fiction and non-fiction texts. Other texts may be added as necessary. Students start by reading decodable texts with sight words. Vocabulary and grammar are embedded in the readings. Students should use this as the basis for creating mini-lessons and activities to build vocabulary and practice grammar. Reading activities where students will need texts are denoted by the following icon:

• Throughout the Curriculum Guide, Student Learning Outcomes are expressed in terms of the following:
  o Grammar, both for speaking and writing
  o Vocabulary, both content and academic
  o Concepts related to the theme, technology, real-world skills including career, academic content areas
  o Skills, in terms of using language, vocabulary, and information for speaking activities; reading strategies; and for writing

• Every unit contains at least one Unit Launch idea in order to set the context for learning and build up students’ background knowledge and to connect to their prior experiences. The Launch is designed to preview concepts and vocabulary, to provide a visual connection, and to help students connect to global topics of interest. Global connections are denoted by the following icon: There are also ideas for an Anticipation Guide or Do Now/Warm-up activity.

• Every unit contains a video clip, podcast, or other technology to build students’ background, 21st century skills, make content accessible, and to increase language proficiency especially listening. These are connected to Common Core Standards for Listening and Speaking. Whenever technology is suggested, it is denoted by the following icon:

• Every unit contains writing tasks that are related to Common Core Standards for Writing and Language use. Writing activities are included in the curriculum guide and in the Core Text. Writing activities where students will need their Learning Journals are denoted by the following icon:

• Every unit contains interactive vocabulary and grammar activities. These activities provide students with the opportunities to practice the grammatical forms and use the new vocabulary in speaking and in writing. (Students will learn over 600 words each semester. Generally speaking, research suggests that students learn approximately 1000 words a year, or 5 words a day for 40 weeks.)
• The units contain ideas for formative assessments, both at the beginning of the unit and during the unit. The assessments are meant to provide students and teacher with data on what students know, how they are progressing, and if they have acquired the vocabulary and grammar for the unit. The Core Text provides additional assessments; however, the ones included in this Guide are aligned to the essential question and guiding questions, the theme, and the final project.

• The End of Unit Assessment in every unit is a GRASPS project with a goal, role, audience, situation, performance/product/process, and outlined standards of performance in the form of a rubric. Students will need to conduct research, collaborate, use technology, and present their work. Every GRASPS assignment has a student handout for the teacher to copy. The GRASPS assignment helps prepare students for the real-world. Use the talking points provided as a motivational tool. These skills are denoted by the following icon: ★

• The units provide ideas for motivating students and for assisting teachers in making the content relevant in terms of students’ immediate school context, their future academic work, and career connections. Career connections are denoted by the following icon: ☘

• Handouts, materials and other resources are provided in the guide. These can be copied for student use. For some units, online resources, such as Power Point presentations, are available for downloading. The teacher may rearrange slides and lengthen or shorten these resources as necessary. A Unit Launch & Activities Guide is provided in Power Point form for teachers to use throughout the unit. Power Point slides that are already prepared are denoted by the following icon: 📋

Other resources need to be prepared, such as vocabulary cards and game materials. The teacher may wish to laminate these and put them into cans, envelopes, or plastic bags for future use. Whenever materials are already prepared and included in the materials for the unit, the following icon is used: 📖

• Tips for Teachers are included in the units. Where activities can be accomplished at a station, with a small group, or in pairs, a suggestion is made. These tips are denoted by the following icon: 🌟
INSTRUCTIONAL STRATEGIES FOR DIFFERENTIATED TASKS

Some possible strategies the teacher may want to employ in the multi-age, multi-grade classroom include:

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Implement small-group emergent literacy circle for students needing assistance starting with the alphabet</th>
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<td>Pair or group students with more proficient learners (can use stations)</td>
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<thead>
<tr>
<th>Reading Strategies</th>
<th>Provide opportunities to read texts in short chunks</th>
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<tr>
<td></td>
<td>Provide phonics instruction to support reading</td>
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<td>Activate prior knowledge, build background, and use visuals before reading activities</td>
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<tr>
<th>Writing Strategies</th>
<th>Have students label and manipulate pictures and objects</th>
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<td>Provide short frames for students to complete with one- or two-word responses or word banks</td>
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<tr>
<th>Speaking Strategies</th>
<th>Avoid forcing students to speak before they are ready</th>
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<td></td>
<td>Use memorable language with songs and chants</td>
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<td>Ask yes/no, either/or, and Who? What? When? Where? Questions before asking students for their opinions,</td>
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<td></td>
<td>or hypothetical questions which require more advanced grammar</td>
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<td>Have students narrate habitual activities before retelling past events which often require irregular</td>
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<td>past tense verbs</td>
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<tr>
<th>Listening Strategies</th>
<th>Provide opportunities for active listening, utilizing props, visuals, and real objects</th>
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<tr>
<td></td>
<td>Use gestures and other visuals to clarify concepts</td>
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<td></td>
<td>Use visuals to teach key vocabulary necessary for academic discussion</td>
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<td></td>
<td>Use simple sentence structures and language patterns during interaction</td>
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<tr>
<th>Assessment Strategies</th>
<th>Provide word bank or specialized glossary</th>
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<tr>
<td></td>
<td>Reduce linguistic complexity without eliminating key vocabulary</td>
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<td></td>
<td>Adapt number of items students are expected to complete</td>
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<td></td>
<td>Break tasks into chunks</td>
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<td></td>
<td>Read directions and test questions aloud; consider rephrasing when appropriate</td>
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<td></td>
<td>Adapt amount of time for completion</td>
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<td></td>
<td>Provide sample problems for each task type</td>
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<td></td>
<td>Include pictures and graphic organizers used in lessons</td>
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</table>
• Provide sentence stems or writing frames
• Let students show mastery in different ways: verbal response, hands-on activities, models/visuals, sorting
• Differentiate scoring by giving one score for content knowledge and another for language skills
• Use clear and consistent format for pencil and paper tests

INSTRUCTIONAL SUPPORTS

Learning activities and materials that can assist a student through the additional organization of information or by scaffolding content and skills instruction addressing individual student needs in a more explicit manner. Activities and materials can include graphic organizers, additional modeling or guided practice activities, or adapted assignments that allow for demonstration and learning and skill, relative to ability.

ESL instruction is to be focused on oral language, reading and writing through concept development based on regular classroom objectives. All modifications are based upon grade level standards with appropriate tasks geared toward grade level content standards. Some possible strategies include:

• Interactive Word Walls
• Adapt Reading Selections
• Teach in Reverse
• Provide Sentence Starters
• Controlled Speech
• Bilingual Resources
• Models and Rubrics
• Audiovisuals, Cues, Organizers
• Use Primary Language Resources
• Front-Load, Embed, Blend, Review
• Scaffold Learning in Small Steps
• Peer-tutoring and Stations

COMMITTEE MEMBERS

Under the direction of Helene Becker, teachers Willo, Donna, Sonise, and Reese, and consultant Naomi Migliacci met to outline the curriculum for new arrivals in the district. The Committee welcomes feedback and additional resources.

• Consultant/Facilitator: Naomi Migliacci, NM Consulting
Common Core Anchor Standards

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- **CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity

- CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge

- **CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- **CCSS.ELA-Literacy.CCRA.W.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 tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- **CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-Literacy.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- **CCSS.ELA-Literacy.CCRA.SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- **CCSS.ELA-Literacy.CCRA.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- **CCSS.ELA-Literacy.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language**

**Conventions of Standard English**

- **CCSS.ELA-Literacy.CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

- **CCSS.ELA-Literacy.CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
### Subject(s)
- English as a Second Language for Norwalk International Academy

### Grade/Course
- Middle School Grades 6-8

### Unit of Study
- Unit 1: Nice to Meet You

### Unit Type(s)
- Topical
- Skills-based
- Thematic

### Pacing
- 4-6 weeks

## Overarching Standards (OS)

## Priority and Supporting CCSS
## Concepts (What students need to know)

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>SOCIAL STUDIES</th>
<th>MATH</th>
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<tbody>
<tr>
<td>• Personal Information (Phone number, address, email address)</td>
<td>• On a map, label USA and home country</td>
<td>• Numbers 1-100</td>
</tr>
<tr>
<td>• Pronouns (I, my, you, he, she, it, your, they, us, him, her)</td>
<td>• Identify landforms (river, lake, mountain, island, desert, ocean, sea, stream, plain, hills, canyon)</td>
<td>• Math foundations (single digit addition, subtraction, multiplication, division)</td>
</tr>
<tr>
<td>• Present tense verbs (am, are, is)</td>
<td>• Identify directions (north, south, east, west)</td>
<td>• Use math symbols (+, -, x, /, =)</td>
</tr>
<tr>
<td>• Statements and exclamations</td>
<td>• Identify oceans</td>
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<td></td>
<td>• Identify continents</td>
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## Skills (What students need to be able to do)

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<tr>
<th>LANGUAGE</th>
<th>SOCIAL STUDIES</th>
<th>MATH</th>
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<tbody>
<tr>
<td>• Exchange greetings and good-byes</td>
<td>• Identify places on a map (including direction—north, south, east, west—oceans, continents, etc.)</td>
<td>• Say numbers (for addresses, room numbers, page numbers, phone numbers, etc.)</td>
</tr>
<tr>
<td>• Use personal pronouns</td>
<td>• Identify landforms (mountains, rivers, etc.)</td>
<td>• Do simple arithmetic (add, subtract, multiply, divide)</td>
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<tr>
<td>• Conjugate the verb to be in present tense (am, are, is)</td>
<td>• Identify the sounds of Ss, Mm, Ff, Hh, Tt, and Aa</td>
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<tr>
<td>• Share personal information (address, phone number, etc.) orally</td>
<td>• Blend words with a short a</td>
<td></td>
</tr>
<tr>
<td>• Share personal information (address, phone number, etc.) in writing (fill out a form)</td>
<td>• Say and write the alphabet and use alphabetical order</td>
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<tr>
<td>• Ask and answer questions about themselves</td>
<td>• Use technology to introduce themselves</td>
<td></td>
</tr>
<tr>
<td>• Introduce themselves and others orally</td>
<td>• Introduce themselves and others in writing (complete sentence)</td>
<td></td>
</tr>
<tr>
<td>• Introduce themselves and others orally</td>
<td>• Read high frequency words in decodable stories</td>
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<tr>
<td></td>
<td>• Identify the sounds of Ss, Mm, Ff, Hh, Tt, and Aa</td>
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<td></td>
<td>• Conduct words with a short a</td>
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## Essential Question(s)

**How do I make friends?**

- Who are the students in my class and where do they come from?
- Who am I in relationship to my classmates, my teacher, and my new school?

## Corresponding Big Ideas

Young students new to a country and a new language might be shy about meeting other people. They need to know how to introduce themselves and how to learn about others. This unit introduces students...
• How do I greet people?
• How do I say good-bye?
• How can I communicate with people?
• How do I share information about where I come from?
• Where do I live?
• How do I use numbers?

to greetings and good-byes, and to appropriate personal information and how to share it.

This unit helps students to be able to share information using numbers, such as an address, room number, or phone number. In addition, students will begin to express number sense and simple arithmetic in English.

This unit also helps students talk about where they are from in the world and introduces students to geographical features such as rivers and mountains to help students begin to describe where they come from as well as to show locations of countries on a map and use simple directional phrases such as north and south.

KEY VOCABULARY TERMS

• High Frequency Words: a, am, an, and, at, here, I, if, in, is, it, look, my, no, of, off, on, school, the, they, this, yes, you
• Academic Words for Unit 1:
  GREETINGS: Bye, Good-bye, Good morning, Have a nice day., Hello, Hey, Hi, Hi there, See you later., See you soon.
  NUMBERS/MATH: six, ten, twenty-one, one hundred forty, add, subtract, multiply, divide, minus, equals, divided by, times,
  FAMILY: aunt, niece, brother, cousin, family, father, daughter, grandfather, granddaughter, grandmother, grandson, mother, son, sister, uncle, nephew
  POLITE WORDS: please, thank you, you’re welcome
  GEOGRAPHY: Africa, Antarctica, Asia, Australia, China, Colombia, Cuba, Dominican Republic, El Salvador, Ethiopia, Europe, Guatemala, Haiti, India, Iran, Jamaica, Mexico, North America, Pakistan, Peru, Philippines, Russia, South America, South Korea, Vietnam, continents, oceans, directions, compass, north, south, east, west, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, mountains, hills, plain, desert, canyon, island, shore, beach, surf, waves, pond, lake, river, salt water, fresh water

RESOURCES

• Inside the U.S.A., Unit 1
  • Good News
  • New at School
  • Many People to Meet
  • I Am La Luna (folktales with forms of be)
  • The Secret Water (folktales with subject pronouns)

• Access Newcomers, various aspects of units starting on the following pages: 12-15, 24-31, 38-43, 50-51, 74-79, 112-115

ASSESSMENTS

• Formative & Summative Assessment Adaptations
  • Provide word bank or specialized glossary
  • Reduce linguistic complexity without eliminating key vocabulary
  • Adapt number of items students are expected to complete
  • Break tasks into chunks
  • Read directions and test questions aloud; consider rephrasing when appropriate
- Adapt amount of time for completion
- Provide sample problems for each task type
- Include pictures and graphic organizers used in lessons
- Provide sentence stems or writing frames
- Let students show mastery in different ways: verbal response, hands-on activities, models/visuals, sorting
- Differentiate scoring by giving one score for content knowledge and another for language skills
- Use clear and consistent format for pencil and paper tests

See GRASPS End-of-Unit project-based performance assessment

<table>
<thead>
<tr>
<th>STANDARDIZED ASSESSMENT CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)</td>
</tr>
<tr>
<td>(State, College and Career)</td>
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</tbody>
</table>

**EXPECTATIONS FOR LEARNING**

(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)

- **Claim 1** – *(Reading)* Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2** – *(Writing)* Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3** – *(Speaking and Listening)* Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4** – *(Research/Inquiry)* Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Mathematics

- **Claim 1** – *(Concepts and Procedures)* Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2** – *(Problem-Solving)* Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- **Claim 3** – *(Communication Reasoning)* Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Claim 4 – (Modeling and Data Analysis) Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

<table>
<thead>
<tr>
<th>21\textsuperscript{st} Century Skills Correlations</th>
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<tbody>
<tr>
<td>(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)</td>
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</tbody>
</table>

**Areas of Alignment for All Disciplines**

- **Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
- **Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- **Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- **Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.
Unit 1: Nice to Meet You

INTRODUCTION

The first unit introduces the students to their new classmates. Students need the sociolinguistic skills of introducing themselves and greeting others depending on age and venue in order to be culturally appropriate.

This unit also focuses on the English alphabet and alphabetical order, as well as the use of numbers in phone numbers and addresses. Students will be able to share information using numbers, such as an address, room number, or phone number.

In addition, students will begin to express number sense and simple arithmetic in English. This unit also helps students talk about where they are from in the world and introduces students to geographical features such as rivers and mountains to help students begin to describe where they come from as well as to show locations of countries on a map and use simple directional phrases such as north and south.

The students are introduced to the use of technology and computers in the academic environment.

The GRASPS Project

GOAL: To create a Class Directory

ROLE: Writer/contributor in a group writing and production task

 AUDIENCE: Students and teacher in the class

SITUATION: Many classes (even in college) create directories in order for students to be able to contact each other. These often need to be updated as new members join the class, or organization.

PERFORMANCE/PRODUCT/PROCESS:
Students will examine examples of directories and note the elements included. As a class they will select the elements for the creation of their own directory, including: name, street address, email, phone number, country of origin, birthday, photograph, etc.

A template is provided, although the class/teacher may wish to change some of the parameters. A key component is making sure the directory is in alphabetical order.

STANDARDS OF PERFORMANCE: Project Rubric, Alphabetical Order
UNIT OVERVIEW

Essential Question
How do I introduce myself and meet other people?

Supporting Questions
How do we introduce ourselves to others of different ages (formally and informally)? • How are numbers used in everyday life? • How do we talk about our families? • Who are the students in my class and where do they come from? • Who am I in relationship to my classmates, my teacher, and my new school? • How do I greet people? • How do I say good-bye? • How can I communicate with people? • How do I share information about where I come from? • How do I share information about my family? • Where do I live? • How do I use numbers? • Where am I in the USA?

Learning Outcomes

LANGUAGE
• Exchange greetings and good-byes
• Use personal pronouns
• Conjugate the verb to be in present tense (am, are, is)
• Share personal information (address, phone number, etc.) orally
• Share personal information (address, phone number, etc.) in writing (fill out a form)
• Ask and answer questions about themselves and their families
• Introduce themselves and others orally and in writing (complete sentence)
• Read high frequency words in decodable stories
• Identify the sounds of Ss, Mm, Ff, Hh, Tt, and Aa
• Blend words with a short a
• Say and write the alphabet and use alphabetical order
• Use technology for introductions

SOCIAL STUDIES
• Identify places on a map (including direction—north, south, east, west—oceans, continents, etc.)
• Identify landforms (mountains, rivers, etc.)

MATH
• Use numbers (for addresses, room numbers, page numbers, phone numbers, etc.)
• Do simple arithmetic (add, subtract, multiply, divide)
CONTENT & LITERACY CONNECTIONS

Reading
Letters and the sounds they make (Cc, Ss, Mm, Ff, Hh, Tt, Nn, and Aa), play, poem, song, decodable texts, Dr. Seuss’s *Green Eggs and Ham*

Writing
Name cards, forms, Learning Journals, labels, sentence of introduction, Popplet.com introduction

Speaking/Listening
Name games, Speed-dating style introductions, YouTube songs and video clips, *Friendship Soup*, polite phrases

Grammar Focus
Present tense “to be”, possessive “my”

Vocabulary
High Frequency Words: a, am, an, and, at, here, I, if, in, is, it, look, my, no, of, off, on, school, the, they, this, yes, you

Content Words for Unit 1:
- GREETINGS: Bye, Good-bye, Good morning, Have a nice day., Hello, Hey, Hi, Hi there, See you later., See you soon.
- FAMILY: aunt, niece, brother, cousin, family, father, daughter, grandfather, granddaughter, grandmother, grandson, mother, son, sister, uncle, nephew
- POLITE WORDS: please, thank you, you’re welcome
- NUMBERS/MATH: six, ten, twenty-one, one hundred forty, add, subtract, multiply, divide, minus, equals, divided by, times
- GEOGRAPHY: Africa, Antarctica, Asia, Australia, China, Colombia, Cuba, Dominican Republic, El Salvador, Ethiopia, Europe, Guatemala, Haiti, India, Iran, Jamaica, Mexico, North America, Pakistan, Peru, Philippines, Russia, South America, South Korea, Vietnam, continents, oceans, directions, compass, north, south, east, west, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, mountains, hills, plain, desert, canyon, island, shore, beach, surf, waves, pond, lake, river, salt water, fresh water

Social Studies
Geography and landforms, maps, directional words (north, south, east, west)

Math
Tally chart, recording numbers, number sense, addition, subtraction, multiplication, division
**21ST CENTURY LEARNING**

**Global Focus**
This unit allows for students to interact in authentic learning experiences with students from different locations around the world. Some classmates might be from the same country. The students are encouraged to use Google Maps and Google Earth to locate where students and their families are from.

**Media Literacy**
The Popplet activity in this unit helps students acquire technological and communication skills. Students will improve their skills by using Microsoft Word to create a Class Directory.

**Real-World Skills**
The activities in the unit help students develop interpersonal and socio-emotional skills. Students will learn how to make friends and introduce themselves, and connect with others.

**COLLEGE & CAREER CONNECTIONS**

**Job Interviews**
The unit provides the beginnings for students to ask and answer questions in a job interview and to fill out forms and applications.
SELECTED LEARNING EVENTS AND ACTIVITIES FOR UNIT 1: NICE TO MEET YOU

WEEK 1

GET READY TO SPEAK & LISTEN

Name Cards and Getting to Know You Name Games

• Provide students with card stock and markers. Using slow, careful speech, modeling, and TPR (Total Physical Response) strategies, have students fold their cards in half or in thirds.
• Have students write their names on the cards. They can decorate the cards with drawings and/or stickers.
• Have students practice saying each other’s names, playing name games to get comfortable

REAL-WORLD CONNECTION: The following activities allow students to use the names of other classmates and meet their peers.

• NAMES IN MOTION:
  Practice saying “My name is ___.” Provide pictures of various simple activities: swimming, walking, working, talking, etc. Students choose one activity (they can point), and say, “My name is ___ and I like ___.” Each student needs to add a motion to go with the activity. The next student repeats, “Her/His name is ___ and she/she likes ___” and does the motion. Students can stand up to complete this activity.

• SPEED NAMES:
  Put all the name cards in a pile upside down. Ask a student to match the names with the people in the room. Use a timer. Students record their times.
  INTERDISCIPLINARY CONTENT CONNECTION: This activity can also be used to create a tally for each group and can link with Math. Students can calculate the average time for their group, and learn how to create a tally sheet.

• SILENT LINE UPS:
  Have students line up according to:
  o Their birthdays (from January to December, and by day)
  o How many siblings they have (from 0 to an increasing number)
  o By first or last name (from A-Z)
  o By favorite color in alphabetical order (give a list of colors with name of color and the actual color)
• STEP OVER THE LINE | STEP INTO THE CIRCLE:
  Have students form a line, or make a circle. Ask students to step over the line, or step into the circle if: (show picture cards)
    o You have or had a pet cat | a pet dog
    o You have or had a sister | a brother
    o Your first/last name begins with (choose a letter of the alphabet)

GET READY TO LEARN

Introduce Class Protocols

• GETTING SILENCE:
  Illustrate by raising your hand that this is the way the class will know it’s time to be silent. Students will finish their sentence, stop talking, and raise their hands to come together as a class. Practice. (This may need to be translated, and/or introduced in the Acculturation class.)

• FIST-TO-FIVE:
  Show students a fist and explain that a closed fist equals zero (0). Show an extended first finger and explain that this is equal to one (1) minute. Two fingers equals two minutes, and continue until all five (5) fingers are extended which equals five minutes (5). Explain that when the teacher says, “fist-to-five, how many minutes do you need?” students should think about the time needed to finish the task and raise the appropriate fingers. Practice. (This may need to be translated, and/or introduced in the Acculturation class.)

• ACADEMIC TASK AND BEHAVIOR EXPECTATIONS:
  Explain to students that every task will be explained but if they don’t understand, they should ask. In addition, a behavioral expectation will accompany the task. For example, students may be asked to work independently and in silence. They may be asked to work quietly at a station with a partner. (This may need to be translated, and/or introduced in the Acculturation class.)

• POLITE PHRASES:
  Teach students protocols for getting everyday tasks accomplished. Use sentences that begin with “May I...?” Write them out on sentence strips. Practice them with the class.
    \[\text{May I use the bathroom? May I sharpen my pencil? May I go to the nurse? May I use the computer?}\]
• STATIONS:
Introduce students to stations and the expectations for work at stations with partners and individually. Explain what students can do at stations (i.e., use computers, read, re-read, write, work on projects, get extra help, work on content subjects, etc.) Stations can be color-coded, and labeled for various activities (i.e., literacy, math, science, social studies, reading, computers, etc.). Provide simple instructions for using technology and equipment (i.e., markers, paper, scissors, glue, tape, etc.). Use icons for noise level. Practice moving and working at stations (i.e., walking to and from, noise level, etc.). Provide students with feedback.

• Video: [https://youtu.be/UIGD9uFY-C4](https://youtu.be/UIGD9uFY-C4) Learning Chocolate on Classroom Commands and Routines

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**GET READY TO READ**

**Meet Nat the Cat and Nat on a Popsicle Stick**

• Get a stuffed cat. Introduce Nat, the class mascot. Put a name tag on him, or create a name tent. Tell students, “His name is Nat.”

• Prepare stations using various colors. (These can be table groupings or chairs grouped together.) Place a different piece of colored paper at each station.

• Each day, the teacher will put Nat in a different location, including the stations, and on and in furniture and other classroom items. Use this activity to introduce locations and items in a classroom and prepositions. The teacher asks the student where Nat is. Example: Use the cat to illustrate “in.” Ask: Where is the cat? Say: He’s in the closet.

• Prepare labels (in multiple languages) for classroom items. Have students tape the label onto the items (i.e., desk, chair, sink, flag, wall, etc.), a couple each day. (Labels should not be placed around the room in advance.)

• Photocopy pictures of cats and glue them onto Popsicle sticks. Have students place their “cats” around the room (TPR-style) when giving the command (Nina, put Nat in the sink. Roberto, take Nat to the purple station. Marina, place Nat under the flag.)

• Have students write in their learning journals by drawing pictures of the classroom items with Nat, and labeling their drawings to include the name of the item and the preposition. 

**TEACHING TIP:** Continue using the Learning Journals as “personal word dictionaries” as a means for vocabulary acquisition.

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**Materials List**

- Stuffed cat
- Student Learning Journals
- Hello… My name is… sticker
- Labels (for classroom items)
- Cut out pictures of cats (laminated)
- Popsicle sticks
- Tape or glue
- Colored “stations”

**Labels**

closet, cabinet, sink, table, desk, chair, white board, pencil sharpener, pencil, cup, book, refrigerator, washing machine, dryer, clock, fire extinguisher, flag, paper towels, soap dispenser, etc.

**Phrases/Prepositions**

in, on, over, under, underneath, on top of, inside, next to
Say the Alphabet
• Use Access Newcomers, pp. 12-15, to practice saying and writing the alphabet.

GET READY TO WRITE

Email Account
• Have students get their email accounts and practice saying and writing them by sharing them with classmates. Students should write them in their notebooks.

Learning Journals
• Provide students with Learning Journals, and a place to store them, if necessary. Tell students the routine and expectations for using the journals. Have students personalize the journals, write key words and phrases, draw pictures, etc.

VOCABULARY & GRAMMAR

Pictionary
1. Create two teams.
2. Set up a table with a 36” x 24” white board (or use two easels with chart paper) on either end of a table. Provide a (white board) marker for each team. Place a team at either end.
3. Explain how the game will work. (Use a silence protocol.)
4. Copy the handout and use the words from the labels. Ask one person from each team to come to the teacher’s side and read the label selected. These students will draw for their respective teams.
5. Students draw the picture while their teams guess. Keep track of the score.

TEACHING TIP: Use Pictionary for vocabulary review as a routine activity.
INTERDISCIPLINARY CONNECTIONS

Math
• Use Access Newcomers, pp. 24-25 to practice saying and writing numbers.

ASSESSMENTS

Exit Tickets
• Create, print, make copies and give students a ticket (several times throughout the week) with pictures and a word bank and ask them to match words and pictures. (Use the ticket to group students for more instruction and practice, if necessary.)

TEACHING TIP: For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment

Dictation Tickets
• Have students write their name, address and phone number from memory. Ask students to write numbers and known words.
WEEK 2

UNIT LAUNCH

Map
• Post a map in the classroom, or use a map on a Power Point, or on Google Maps, to highlight locations where students come from
• Place a “dot” on the countries where students come from

Google Earth
• Use Google Earth to “fly” to various towns and cities where students come from, zoom in and click on photos (if available), ask “yes/no” questions (or one word answers) to students about the photos

Pre-Cloze Test
• Give a cloze “test” to the students at the beginning of the Unit and the same one at the end of the Unit. Students can track how much they have learned. Note: Time the students (5 minutes).
• Hold onto the pre-test and return it with the post-test in order for students to track their progress.
• See Cloze Test for Unit 1 handout and Power Point

LISTENING & SPEAKING

Class Web Collage
• Provide students with pictures from magazines and clip art. Give each student a blank piece of construction paper. Have students write their name in the center of the paper. They can use a digital camera to take pictures of themselves and include the photo on the collage. They should choose several pictures to express information about themselves. (This activity can be done at a Station. Students should see a model.) Have students post their colleges in a similar area. (The teacher should post one too.) Using the yarn or string, make “connections” between the classmates and teacher. If one student likes soccer (indicated by a soccer player on the college) then connect a piece of string from one picture to the other. A web should be created with all members of the class.

REAL-WORLD CONNECTION: This activity provides students with the opportunity to connect with others who have a similar interest or background.

Additional Practice
• Use Access Newcomers, pp. 38 and 40 for listening and speaking activities.
VIDEOS

• Build background by viewing videos or photos

• View YouTube clip “How can you be a good friend?” [http://youtu.be/38Sxy5hrej0] for vocabulary terms such as respect, loyalty, etc. Can work in tandem with “Friendship Soup,” suitable for note-taking, viewing station material.

• View silent video “Animated Cartoon about Friendship”: [http://youtu.be/G4YOqKz8zyk]. Suitable for speaking and viewing station material. Have students put words, feelings, dialog to the video clip.

Friendship Soup Video

• Watch the YouTube clip “Friendship Soup” where students provide the ingredients for the soup: [http://youtu.be/H7w7yXkJTu0]

• Have students create their own recipe cards for making “Friendship Soup”. Brainstorm a list of ingredients. Give students recipe cards (3x5 cards they can decorate with markers or stickers) to write out their recipes.

• Have students speak and write extended definitions for characteristics like trust and honesty.

• Suitable for whole class activity, or collaborative group activity at a station

• See handouts in ESL MS NIA Unit 1 File

READING

Nat: Phonics-based Reading 1
1. Introduce the class mascot. Put a name tag on him, or create a name tent. His name is Nat.
2. Use “at” to introduce short “a” and words that end in “at” (see example). Introduce the consonants and the sounds they make (c, f, h, m, N).
3. Provide the words: is, the, a. Provide pictures for the words and illustrate with gestures.

Word Family: at
- cat, fat, hat, mat, Nat

Nat: Phonics-based Readings 2 and 3
1. Continue and complete the “at” word family.
2. Have students write the words in their Learning Journals.
3. Provide pictures for the words and illustrate with gestures (i.e., pat).

Word Family: at
- bat, cat, fat, hat, mat, Nat, pat, rat, sat, vat
WRITING

Nat the Cat
• Use the Nat pictures for students to write the words in their Learning Journals.
• Have students write simple sentences using the picture and Nat Lesson 3.

VOCABULARY & GRAMMAR

Additional Practice
• Use *Access Newcomers*, pp. 38-41 for writing and grammar activities.

Pictionary
1. Create two teams.
2. Set up a table with a 36” x 24” white board (or use two easels with chart paper) on either end of a table. Provide a (white board) marker for each team. Place a team at either end.
3. Explain how the game will work. (Use a silence protocol.)
4. Use words from math and social studies (landforms, geography). Ask one person from each team to come to the teacher’s side and read the word. These students will draw pictures for their respective teams.
5. Students draw the picture while their teams guess. Keep track of the score. (Introduce “tally marks.”)

*TEACHING TIP: Use Pictionary for vocabulary review as a routine activity.*

INTERDISCIPLINARY CONNECTIONS

Math
• Use *Access Newcomers*, pp. 26-27 to practice adding and subtracting in English and 28-29 to practice multiplication and division in English.

Social Studies: Introduction to World Geography
• Use *Access Newcomers*, pp. 30-31 to begin introducing world geography.
ASSESSMENTS

Post-Unit Cloze Test
- Give the same cloze “test” to the students that was given at the beginning of the Unit. Students can track how much they have learned.
- Return the Pre-Unit Cloze Test in order for students to track their progress.
- See Cloze Test for Unit 1 handout and Power Point

Exit Tickets
Print and make copies and give students a ticket with pictures and ask them to identify the pictures, or draw pictures to match the word (Use geography, numbers, letters and their sounds, etc.) Use the ticket to group students in the next class for more instruction and practice, if necessary.

TEACHING TIP: For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment

WEEK 3

LAUNCH & WARM-UP

Pre-Test
- Provide students with pictures of emotions and a word bank. Ask students to match the picture with the word.
- Save the Pre-test to share with students at the end of the week, after they take their Post-test.

LISTENING & SPEAKING

Step Over the Line: have, like, are
- Have students get in a line. Ask questions about what students have, or what they like. Students should “step over the line” if the question is true for them. Examples: Step over the line if: you have a sister | you like Nat | you are happy. Students may use a Word Wall. (The teacher may stick with only one verb at the beginning. Students may need teacher prompting at the beginning. The activity should be repeated every few days.)

I Like My Neighbors Who...: have, like, are
- Have students sit in a circle. Remove one chair so that one student is standing. The student stands in the middle of the circle. The student says, I like my neighbors who: have a cat | like Nat | are happy. The other students have to exchange seats with someone else if the statement is true for them. The person standing also needs to find a seat. Whoever is left standing repeats the phrase and adds something new. Students may use
a Word Wall. (The teacher may stick with only one verb at the beginning. Students may need teacher prompting at the beginning. The activity should be repeated every few days.)

**READING**

*Texts and Genres*
Throughout the unit, use the following materials for reading: decodables with sight words, realistic fiction, photo essay and poetry

- “Hello, Good-bye” (poem) – Provides students with an oral fluency chant on basic introductions
- *Good News* (realistic fiction) – Introduces students to communications vocabulary and sets them up for their email writing project
- “Let’s be Friends” (song) – Use Maps and Google Earth to locate various “home” locations
- *New at School* (realistic fiction) – Support students’ reading comprehension with sequencing
- *Many People to Meet* (photo essay) – Review math (addition and numbers)

**TEACHING TIP:** These texts can be used throughout the unit as they fit into the daily lessons. Not all students need to read at the same pace. The readings can be done in small groups or pairs at as a STATION activity. Students can re-read as an independent activity.

**Dan: Phonics-based Reading 4-6**

1. Introduce Dan and the “an” word family.
2. Use “an” words that end in “an” (see example). Introduce the consonants and the sounds they make (c, d, f, m, p, r, v). Have students write the words in their Learning Journals.
3. Provide pictures for the words and illustrate with gestures (i.e., ran).

**WRITING**

This unit focuses on writing simple sentences about oneself. Students should write their personal information in their Learning Journals.

**Information Form/Emergency Form**
- Students fill out a form with personal information.

*REAL-WORLD CONNECTION:* This activity provides students with the opportunity to practice filling out forms.

**Application Form**
- Copy or download various application forms.

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Word Family: an
can, Dan, fan, man, pan, ran, van
• Students fill out application forms with personal information.

**CAREER CONNECTION:** This activity provides students with the opportunity to practice filling out job applications.

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**VOCABULARY & GRAMMAR**

**Word Wall of Emotions**

- Provide students with digital cameras (or students can use phones or magazine cut-outs). Have students illustrate words using facial expressions. Print the pictures with the word. Have students post on a section of wall. Students should copy the words into their Learning Journals. Use the words for: Pictionary, Step Over the Line, I Like My Neighbors Who...

**TEACHING TIP:** These emotion words can be used in the Spanish Language Arts or Heritage Language course. Students can write the Spanish equivalent on the Word Wall.

**Bingo!**

- Copy a Bingo template (25 spaces with 5 down and 5 across)
- Have students write vocabulary words from the unit on their template (provided by the teacher).
- The teacher says a word or shows a picture, or provides a simple definition. Students circle the words they hear. Students get BINGO! When they have 5 in a row.

**TEACHING TIP:** This game can be played at a STATION with a student playing the “teacher” role.

**Paint Chips**

- Provide students with paint chips from a hardware store.
- Have students use the different colors to write the words from the word wall in increasing levels of intensity. With teacher support, students should write a simple sentence, a translation, a definition, or draw a picture.

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**INTERDISCIPLINARY CONNECTIONS**

**Math: Number Sense**

- For students who need more support and time to learn the numbers, use Access Newcomers, pp. 24-29 for number sense and basic addition, subtraction, multiplication, and division.
- For students who need to learn the numbers, use Access Newcomers, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
- Use Access Newcomers, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.
Social Studies: Map Skills

- Use *Access Newcomers*, pp. 30-31 to introduce a basic map of the world, pp. 112-113 to introduce basic landforms, and pp. 114-115 to introduce bodies of water. (Save the activities for when students have acquired more language, but use the information to build vocabulary.)
- Students can match vocabulary and pictures orally, by playing games: Bingo, Matching, Jeopardy, etc.
- Students can mark-up maps writing in continents, landforms, countries, directional words, etc.

*TEACHING TIP:* These activities are suitable for a STATION with small groups or partners working together on a teacher-created activity, after a mini-lesson.

ASSESSMENTS

Post-Test

- Provide students with pictures of emotions and a word bank. Ask students to match the picture with the word.
- Share the Pre-test with students so they can note their progress.

Exit Tickets

- Create, print, make copies and give students a ticket (several times throughout the week) with pictures. Use the ticket to group students for more instruction and practice, if necessary.

*TEACHING TIP:* For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment

Exit Tickets for Interdisciplinary Content

- Give students cards or strips of paper and ask them to draw a landforms and bodies of water (mountains, canyon, surf, island), and if possible to label them
- Give students pictures of the vocabulary and have them match the word to the picture, or circle the picture indicating the word said aloud by the instructor.
- Use the tickets to group students in the next class for more instruction and practice, if necessary.

Dictation Tickets

- Have students write the numbers and spell them. Examples: 67, 15, 50, 13, 30, 8, 19, 90
WEEK 4

LAUNCH & WARM-UP & REVIEW

Video Clip ➤ Tech
• Show a YouTube video (https://www.youtube.com/watch?v=uOXbPH8sYb8). Have students listen to the student introductions and answer the questions. The teacher can show the video multiple times and make the link available for student practice.

Vocabulary Review: Matching Initial Letter Sounds and Pictures
• Use pages 3-4 from in Inside the U.S.A. Student Practice Book to review the sounds the letters make. Put students into pairs or small groups. Give students Picture Cards and have them identify the initial letter and sound of the word in the picture.

LISTENING & SPEAKING

Speed Dating-Style Introductions ➤ Tech
• Have students sit across from each other in two rows. Give one side of the row Question Cards. On a timer (approximately 1 minute), students with the Question Cards ask the questions. The partner answers. Have the students answering the questions move down the row to a new partner and a new set of questions. (Use Handout for Question Cards)

REAL-WORLD CONNECTION: Explain to students how people change their speech according to the age and status of the speakers involved. Location also plays a role.

Short Film Viewing ➤ Tech
• Have students watch the short film “The Most Beautiful Thing” (http://youtu.be/IP8psM4LWXtk) which contains very little language. Provide students with the quote by Helen Keller shown at the end of the film. Have students discuss and/or write a response to the film.

TEACHING TIP: This activity is suitable at a STATION with a small group or pairs.

READING

Read Aloud: Dr. Seuss Green Eggs and Ham ➤ Tech
• Copy the text for students to follow along while the teacher reads the text. (See handout.) Ask students to identify short a sound. (If using a SmartBoard, have students highlight the sounds from the unit.) Use YouTube reading (https://www.youtube.com/watch?v=ul1SsfJvVck); teacher can skip to the story after the 40 second introduction.

The best and most beautiful things in the world cannot be seen, heard, or even touched, they must be felt with the heart.

Helen Keller
Sam and Pam: Phonics-based Reading 7
1. Introduce Sam and the “am” word family.
2. Use “am” words and words that end in “am” (see example). Introduce the consonants and the sounds they make (d, h, j, p, r, s). Have students write the words in their Learning Journals.
3. Provide pictures for the words and illustrate with gestures (i.e., jam).

Nat and Dan and Sam and Pam: Phonics-based Reading 8
1. Introduce Dan and the “it” word family.
2. Use “it” words to introduce short “I” and words that end in “it” (see example). Introduce the consonants and the sounds they make (b, f, h, k, p, s). Have students write the words in their Learning Journals.
3. Provide pictures for the words and illustrate with gestures (i.e., sit).

WRITING

Popplet Introduction (or Power Point or Prezi)
• Students introduce a character (Sam, Nat, Rat, Dan, Rat) using text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad). Provide an example.

This is Rat. He is a rat. He has a cat. The cat is Nat. He has a man. The man is Dan.

VOCABULARY & GRAMMAR

Bingo!
• Copy a Bingo template (25 spaces with 5 down and 5 across)
• Have students write vocabulary words from the unit on their template (provided by the teacher).
• The teacher says a word or shows a picture, or provides a simple definition. Students circle the words they hear. Students get BINGO! When they have 5 in a row.

TEACHING TIP: This game can be played at a STATION with a student playing the “teacher” role.
Word Wall & Gallery Walk
- Provide students with a word from the unit, markers and construction paper.
- Have students write (or glue/tape their word if it’s on a sentence strip) onto the construction paper. Students write a simple definition and illustrate the word.
- Students can post their words. During a Gallery Walk, the pair plays the role of “docent” and gives a mini presentation to other students about their word.

TEACHING TIP: This activity is suitable for a pair of students to work on at a STATION.

INTERDISCIPLINARY CONNECTIONS

Develop Research Skills: Online Maps/Google Earth Activity
- Use online maps and/or Google Earth to locate where students in the class come from. Have students look at the size of the countries compared to their new state and the US, the population, and other information including pictures and images.

ASSESSMENTS

During Unit Assessment: Exit Tickets
- Print and make copies and give students a ticket with pictures and ask them to identify the initial sound of the word. (Use the ticket to group students in the next class for more instruction and practice, if necessary.)

TEACHING TIP: For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment

GRASPS: End-of-Unit Project-based Performance Assessment

<table>
<thead>
<tr>
<th>End of Unit Summative Assessment: GRASPS</th>
<th>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>To create a Class Directory</td>
</tr>
<tr>
<td>Role</td>
<td>Writer/contributor in a group writing and production task</td>
</tr>
<tr>
<td>Audience</td>
<td>Students and teacher in the class</td>
</tr>
<tr>
<td>Situation</td>
<td>Many classes create directories in order for students to be able to contact each other. These often need to be updated as new members join the class, or organization. Workplaces also create Company Directories.</td>
</tr>
</tbody>
</table>
End of Unit Summative Assessment: GRASPS
Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance

Performance
Product
Process

Look at the examples of directories your teacher has for you. Directories usually include: name, street address, email, phone number, country of origin, birthday, photograph, etc. With your class decide on which items to include. Your task will be to create your own page to go into your very own Class Directory. Use the template provided. Make sure the directory is in alphabetical order. (Alternatively, students can fill in a chart about themselves on a class wiki site.)

Standards of Performance
Project Rubric (Alphabetical Order)

Note: After Unit 1 (4 weeks) assess students on decoding. If students are having difficulty decoding words with “at” notify the Special Education team for further assessment.

STANDARDS ADDRESSED IN UNIT 1

READING FOUNDATIONS
Print Concepts
CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.
  - CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.
  - CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
  - CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.
CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.
CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
  - CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonological Awareness
CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyning words.
  - CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
Phonics and Word Recognition

**CCSS.ELA-Literacy.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.K.3a** 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.
- **CCSS.ELA-Literacy.RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **CCSS.ELA-Literacy.RF.K.3d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**CCSS.ELA-Literacy.RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.1.3b** Decode regularly spelled one-syllable words.
- **CCSS.ELA-Literacy.RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.

**CCSS.ELA-Literacy.RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.2.3f** Recognize and read grade-appropriate regularly spelled words.

**CCSS.ELA-Literacy.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.3.3d** Read grade-appropriate irregularly spelled words.

**CCSS.ELA-Literacy.RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.4.3c** Read grade-appropriate irregularly spelled words.

**CCSS.ELA-Literacy.RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.5.4c** Read grade-appropriate irregularly spelled words.

**CCSS.ELA-Literacy.RF.5.4b** Read grade-appropriate irregularly spelled words.

**FLUENCY**

**CCSS.ELA-Literacy.RF.K.4** Read emergent-reader texts with purpose and understanding.

**CCSS.ELA-Literacy.RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.2.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.2.4b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-Literacy.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.3.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.3.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.4.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.5.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.5.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure
Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

READING INFORMATIONAL TEXT
Key Ideas and Details

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.9-10.10
By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literacy nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

WRITING
Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Range of Writing

CCSS.ELA-Literacy.W.9-10.10 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 tasks, purposes, and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

○ CCSS.ELA-Literacy.L.9-10.2c Spell correctly.

Knowledge of Language

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

○ CCSS.ELA-Literacy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RUBRICS FOR UNIT 1

To be developed
### Subject(s)
English as a Second Language for Norwalk International Academy

### Grade/Course
Middle School Grades 6-8

### Unit of Study
Unit 2: Your School

### Unit Type(s)
- Topical
- Skills-based
- Thematic

### Pacing
4-6 weeks

## Overarching Standards (OS)

## Priority and Supporting CCSS

<table>
<thead>
<tr>
<th>Concepts (What students need to know)</th>
<th>Skills (What students need to be able to do)</th>
<th>Bloom’s/DOK Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE</td>
<td>• Read and retell a story</td>
<td>1</td>
</tr>
<tr>
<td>• Prepositions: in and on</td>
<td>• Read high frequency words in decodable stories</td>
<td>1</td>
</tr>
<tr>
<td>• Contractions: it’s</td>
<td>• Identify the consonants and vowels</td>
<td>1</td>
</tr>
</tbody>
</table>
Essential Question(s)

How do I go to school in the USA?
- What are some common school supplies?
- How do I describe things?
- How do I ask and answer questions?
- How do I give and follow commands in the classroom?
- Where is my school (located)?

Corresponding Big Ideas

Students who are new to the school, the country, and the city will need to learn how to “do” school. The students may have limited formal schooling experience, and never having studied in the US, school activities and schedules will be different.
### How do I give directions using a map?

- What are whole numbers and how do I use them?
- What are geometric shapes?

This unit provides students practice in working with whole numbers for addition, subtraction, multiplication, and division. It also introduces students to geometric shapes and lines.

Students work with maps and location, using prepositions (especially in and on).

### Key Vocabulary Terms

- **High Frequency Words:** this, the, me, point, look, show, number, it, no, not, school, yes
- **Content Vocabulary for Unit 2:**
  - **School Tools:** book, calculator, eraser, pair of scissors, pen, pencil, piece of paper, ruler, stapler, map
  - **Colors & Sizes:** black, blue, brown, gray, green, orange, red, white, yellow, big, little, long, short
  - **In the Classroom:** board, bookcase, chair, clock, computer, desk, student, table, teacher
  - **Shapes:** triangle, circle, square, rectangle
  - **School Places & Things:** cafeteria, door, entrance, fence, field, flag, flagpole, gym, main building, steps, track, window, bathroom, fork, knife, line, money, napkin, paper towel, plate, sink, soap, spoon, toilet, tray, water
  - **Geography:** gulf, national park, border, physical feature, northwest, Midwest, northeast, southwest, southeast, farmland, geography

### Resources

- ***Inside the U.S.A., Unit 2***
  - *Cool Tools*
  - *The First Day of School* (play)
  - *What’s in Our School?*
  - *Cool Schools*
- ***Access Newcomers***, pp. 18-19, 22-23, 30-33, 44-47, 50-51, 74-79, 112-115, 118-122, 162-165, 246-251

### Assessments

- **Anticipation Guide**
  - Give a True/False Anticipation Guide to the students to find out what they know about the topic in Unit 2 (see handout).
  - Sample Questions:
    - **Southeast is a mountain.**
    - **Colorado is the name of a state and a river.**
    - **A triangle has 4 sides**
  - Note: The teacher can hold onto the student papers and return them at the end of the unit. Students can use a different color to revise their thinking and check their understanding.

### 3-2-1

- Have students name:
  - A.
  - 3 true things about the classroom
  - 2 true things about the school
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>1 true thing about themselves</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>3 shapes in the classroom (round clock)</td>
</tr>
<tr>
<td></td>
<td>2 colorful things (yellow ruler)</td>
</tr>
<tr>
<td></td>
<td>1 size with object (big desk)</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>3 states</td>
</tr>
<tr>
<td></td>
<td>2 US regions</td>
</tr>
<tr>
<td></td>
<td>1 place in the US</td>
</tr>
</tbody>
</table>

*See GRASPS End-of-Unit project-based performance assessment*

<table>
<thead>
<tr>
<th><strong>STANDARDIZED ASSESSMENT CORRELATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)</td>
</tr>
<tr>
<td>(State, College and Career)</td>
</tr>
</tbody>
</table>

**EXPECTATIONS FOR LEARNING**

(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

**Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)**

- **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

**Mathematics**

- **Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2 – (Problem-Solving)** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- **Claim 3 – (Communication Reasoning)** Students can clearly and precisely construct viable arguments to support their own reasoning and to
<table>
<thead>
<tr>
<th>21st Century Skills Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)</td>
</tr>
</tbody>
</table>

**Areas of Alignment for All Disciplines**

- **Communication**: Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
- **Information Literacy**: Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- **Problem-Solving**: Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- **Collaboration**: Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.
Suggested Unit 2 Activities

UNIT LAUNCH

School Field Trip

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

READING

Texts and Genres

This unit contains the following text types:

- play: “The First Day of School”
- non-fiction: Cool Schools
- Cool Tools
- What’s in Our School?

Reading Activity: “The First Day of School” and Cool Schools

- Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

Additional Practice

- Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

VIDEOS

- Build background by viewing videos or photos

WRITING

Compare & Contrast

- Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
Things and Places at School

• Use Access Newcomers, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

• Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

• Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

• Use Access Newcomers, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

• See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

911 Locker

• Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

• Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

10 Things on a Tray

• See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.
**GRAMMAR & VOCABULARY**

**Colors**
For additional practice, use *Access Newcomers*, pp. 18-19.

**Prepositions**
Use *Access Newcomers*, pp. 22-23, to practice saying and writing prepositions.

**Picture Cards**
- Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)
- Use pictures from *Inside the U.S.A.* Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

**Paint Chips**
- Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.
- For inspiration and ideas see: [https://www.teachingchannel.org/videos/build-student-vocabulary](https://www.teachingchannel.org/videos/build-student-vocabulary)

**Pocket Folders**
- Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.
- See Mind Map ideas, *Inside the U.S.A.*, p. 35
- For inspiration see: [https://www.teachingchannel.org/videos/literary-analysis-tool](https://www.teachingchannel.org/videos/literary-analysis-tool)

**20 Questions with Mystery Bags**
- The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)
INTERDISCIPLINARY CONNECTIONS

Math: Number Sense (Continue and Review, if not completed in Unit 1)

• For students who need to learn the numbers, use *Access Newcomers*, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
• Use *Access Newcomers*, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

Math: Geometry

• Use *Access Newcomers*, pp. 246-251, to learn about Geometry.

Social Studies: Maps and the USA

• Use *Access Newcomers*, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.
• Use *Access Newcomers*, p. 43, to have students work on the language skills needed for talking about where people are from.
• Use *Access Newcomers*, pp. 113, 115 to have students practice writing about landforms and bodies of water. Use the students’ current location (city and state) to view maps and write about where they live. (Use prepositions— in and on— and size. For example, “There is a large mountain in this state.”)
• Use *Access Newcomers*, pp. 162-165, to learn about American Regions and US Geography.

Compare Geometric Shapes and Geographical Features

• Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.
  Examples:
  *That lake looks like a circle.*
  *That mountain looks like a triangle.*
  *That plateau looks like a square.*
  *That rock looks like a rectangle.*
  *That pond looks like an oval.*
  *That iceberg looks like a triangle.*
  *That river looks like a straight line.*
  *That canyon looks like a crooked line.*
### GRASPS: End-of-Unit project-based performance assessment

<table>
<thead>
<tr>
<th>Goal</th>
<th>To create a Power Point for an elementary class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
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<td>Performance Product Process</td>
<td>Assign letters of the alphabet to small groups of students. Have students create a Power Point slide that they will incorporate alphabetically into a whole class deck of slides. Each slide should include the letter, a picture, and a description. (For example, R: “This is a long, yellow ruler.”) Students can work in small groups at a single computer during a “station” during class time, while others work on creating their sentences, or at other work at other stations.</td>
</tr>
<tr>
<td>Standards of Performance</td>
<td>Project Rubric (Alphabetical Order)</td>
</tr>
</tbody>
</table>
### Subject(s)
English as a Second Language for Norwalk International Academy

### Grade/Course
Middle School Grades 6-8

### Unit of Study
Unit 3: Your School Day

### Unit Type(s)
- Topical
- Skills-based
- Thematic

### Pacing
4-6 weeks

### Overarching Standards (OS)

### Priority and Supporting CCSS

<table>
<thead>
<tr>
<th>Concepts (What students need to know)</th>
<th>Skills (What students need to be able to do)</th>
<th>Bloom’s/DOK Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
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<td></td>
</tr>
<tr>
<td>• Prepositions: in, on, at</td>
<td>• Read and retell a story</td>
<td>1</td>
</tr>
<tr>
<td>• Contractions: where’s</td>
<td>• Read high frequency words in decodable stories</td>
<td>1</td>
</tr>
</tbody>
</table>
• Question words: where, when, who
• Capital letters
• Proper nouns
• Read high frequency words in decodable stories
• Consonants and vowels

SOCIAL STUDIES
• Maps/Diagrams
• Schedule/Calendar
• School Subjects, Places, Workers
• Early Americans: Native Americans, European Settlers, Pilgrims

MATH
• Timelines
• Schedule/Calendar
• Telling Time

• Identify the consonants and vowels
• Ask and answer questions about schedules
• Give directions
• Identify people and places in the school
• Create a schedule
• Use expressions to give the day and date
• Use a word web to organize information
• Write proper nouns
• Identify the function of –ed
• Begin to use past tense expressions

SOCIAL STUDIES
• Say the days of the week
• Say the months of the year
• Identify Early Americans by their actions (Native Americans, European Settlers, Pilgrims)

MATH
• Tell time
• Create a timeline

ESSENTIAL QUESTION(S) | CORRESPONDING BIG IDEAS
---|---
What do I do at different times of the day? | Students are new to the school, the country, and the city. Everyone needs to ask for directions in a school environment at some point in time. People also have to schedule appointments with professionals throughout their day (i.e., health professionals, lawyers, salons, etc.). Students work with maps and location, using prepositions (especially in and on).
• How do I get from place to place?
• How do I organize time in my day?
• Who do I interact with during the day?
• How do I use a schedule or map to get information?
• What happened in the past?

KEY VOCABULARY TERMS
High Frequency Words: at, day, tomorrow, time, what, who, can, play, that, write, read, answer
Content:
TIMES & DAYS OF THE WEEK: morning, afternoon, night, noon, evening, day, week, month, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
SCHOOL SUBJECTS: ESL class, homeroom, Language Arts class, lunch, Math, Physical Education (PE), Science, Social Studies, Health, World Language, Chorus, schedule
SCHOOL PLACES & WORKERS: place, auditorium, students, cafeteria, custodian, janitor, classroom, teacher, counselor’s office, counselor, gym, coach, hallway, assistant principal, dean of students, library, librarian, media specialist, main office, principal, secretary, nurse’s office, nurse, parking lot, bus driver, worker, students, teacher

VERBS FOR SOCIAL STUDIES: lived, settled, gathered, hunted, traded, worshiped, forced, migrated, grew, celebrated, planted, invited, ate

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
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<tbody>
<tr>
<td>• Inside the U.S.A., Unit 3</td>
</tr>
<tr>
<td>• play: Up Too Late</td>
</tr>
<tr>
<td>• fiction: Alexei’s Week</td>
</tr>
<tr>
<td>• decodable text: Fin Flip</td>
</tr>
<tr>
<td>• decodable text: Tim Slips</td>
</tr>
<tr>
<td>• decodable: Tim and Lil</td>
</tr>
<tr>
<td>• chant: “What Time is It?”</td>
</tr>
<tr>
<td>• dialogue: “My Schedule”</td>
</tr>
<tr>
<td>• dialogue: “Where is the Library?”</td>
</tr>
<tr>
<td>• Access Newcomers, various aspects of units on the following pages: 16-17, 20-21, 48-49, 98-101, 142-143, 186-191</td>
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<td><strong>Anticipation Guide</strong></td>
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<tr>
<td>• See the handout. Students answer the questions based on a student’s schedule.</td>
</tr>
<tr>
<td>Note: The teacher can hold onto the student’s work until the end of the Unit and return it for students to review and monitor their progress.</td>
</tr>
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</table>

**Oral Directions to Complete a Schedule**

• See handout. Students fill in a student schedule while listening to the teacher’s directions.

Note: The answer key is provided on the handout.

*See GRASPS End-of-Unit project-based performance assessment*

<table>
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<th>STANDARDIZED ASSESSMENT CORRELATIONS</th>
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<td><strong>OVERALL CLAIM:</strong> Students can demonstrate college and career readiness in ELA, literacy, and math.</td>
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<tr>
<td><strong>STATE, COLLEGE AND CAREER</strong></td>
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**EXPECTATIONS FOR LEARNING**

(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)

- **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
Mathematics
☐ Claim 1 – (Concepts and Procedures) Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
☐ Claim 2 – (Problem-Solving) Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
☐ Claim 3 – (Communication Reasoning) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
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21st Century Skills Correlations
(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)

Areas of Alignment for All Disciplines

☐ Communication: Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
☐ Information Literacy: Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
☐ Problem-Solving: Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
☐ Collaboration: Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.
Suggested Unit 2 Activities

UNIT LAUNCH

School Field Trip

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

READING

Texts and Genres

This unit contains the following text types:

• play: “The First Day of School”
• non-fiction: Cool Schools
• Cool Tools
• What’s in Our School?

Reading Activity: “The First Day of School” and Cool Schools

• Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

Additional Practice

• Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

VIDEOS

• Build background by viewing videos or photos

WRITING

Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
Things and Places at School

- Use Access Newcomers, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

- Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

- Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

- Use Access Newcomers, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

- See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

911 Locker

- Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.
- Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

10 Things on a Tray

- See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.
GRAMMAR & VOCABULARY

Colors
For additional practice, use Access Newcomers, pp. 18-19.

Prepositions
Use Access Newcomers, pp. 22-23, to practice saying and writing prepositions.

Picture Cards
• Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)
• Use pictures from Inside the U.S.A. Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

Paint Chips
• Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.
• For inspiration and ideas see: https://www.teachingchannel.org/videos/build-student-vocabulary

Pocket Folders
• Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.
• See Mind Map ideas, Inside the U.S.A., p. 35
• For inspiration see: https://www.teachingchannel.org/videos/literary-analysis-tool

20 Questions with Mystery Bags
• The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)
INTERDISCIPLINARY CONNECTIONS

**Math: Number Sense** (Continue and Review, if not completed in Unit 1)

- For students who need to learn the numbers, use *Access Newcomers*, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
- Use *Access Newcomers*, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

**Math: Geometry**

- Use *Access Newcomers*, pp. 246-251, to learn about Geometry.

**Social Studies: Maps and the USA**

- Use *Access Newcomers*, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.
- Use *Access Newcomers*, p. 43, to have students work on the language skills needed for talking about where people are from.
- Use *Access Newcomers*, pp. 113, 115 to have students practice writing about landforms and bodies of water. Use the students’ current location (city and state) to view maps and write about where they live. (Use prepositions—in and on—and size. For example, “There is a large mountain in this state.”
- Use *Access Newcomers*, pp. 162-165, to learn about American Regions and US Geography.

**Compare Geometric Shapes and Geographical Features**

- Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.
  
  Examples:
  
  *That lake looks like a circle.*
  *That mountain looks like a triangle.*
  *That plateau looks like a square.*
  *That rock looks like a rectangle.*
  *That pond looks like an oval.*
  *That iceberg looks like a triangle.*
  *That river looks like a straight line.*
  *That canyon looks like a crooked line.*
**GRASPS: End-of-Unit project-based performance assessment**

<table>
<thead>
<tr>
<th>End of Unit Summative Assessment: GRASPS</th>
<th>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>To create a Power Point for an elementary class</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Writer/contributor in a group writing and production task</td>
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<td>Students and teacher in an elementary classroom</td>
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<td>As new students enter elementary school, they need to know places and items they can find in a school or classroom.</td>
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<td><strong>Performance</strong></td>
<td>Assign letters of the alphabet to small groups of students. Have students create a Power Point slide that they will incorporate alphabetically into a whole class deck of slides. Each slide should include the letter, a picture, and a description. (For example, R: “This is a long, yellow ruler.”)</td>
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<td><strong>Product</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Students can work in small groups at a single computer during a “station” during class time, while others work on creating their sentences, or at other work at other stations.</td>
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**SUBJECT(S)**  
English as a Second Language for Norwalk International Academy

**GRADE/COURSE**  
Middle School Grades 6-8

**UNIT OF STUDY**  
Unit 4: Everything You Do

**UNIT TYPE(s)**  
- Topical
- Skills-based
- Thematic

**PACING**  
4-6 weeks

### OVERARCHING STANDARDS (OS)

<table>
<thead>
<tr>
<th><strong>CONCEPTS</strong> (What students need to know)</th>
<th><strong>SKILLS</strong> (What students need to be able to do)</th>
<th><strong>BLOOM’S/DOK LEVELS</strong></th>
</tr>
</thead>
</table>
| **LANGUAGE**  
- Can, can not  
- To be: is, are | **LANGUAGE**  
- Conjugate the verb to be | 1  
1 |
<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>Corresponding Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I communicate information about what I do in school and at home?</td>
<td>The purpose of this unit is to help students describe items, activities, and people in a school setting. Students will learn about symbols that represent themselves (i.e., a soccer ball for a futbol/soccer player or fan). They will identify symbols of the USA and make connections with symbols from their home countries (if known). Students will also learn how to communicate about the home setting including family, things to do, and places. Additionally, they will continue</td>
</tr>
<tr>
<td>• How do I describe things?</td>
<td></td>
</tr>
<tr>
<td>• Who do I interact with during the day?</td>
<td></td>
</tr>
<tr>
<td>• What activities do I do during the day?</td>
<td></td>
</tr>
<tr>
<td>• What do I do at home?</td>
<td></td>
</tr>
<tr>
<td>• What are the rules at school?</td>
<td></td>
</tr>
<tr>
<td>• What are the rules at home?</td>
<td></td>
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</table>

**I, you, he, she, it, they**
- Plurals
- Proper nouns
- Present continuous tense

**SOCIAL STUDIES**
- Home locations and activities
- US Government

**MATH**
- Parts of a whole (fractions, decimals, percentages)
- Arts
- Sports

**ESSENTIAL QUESTION(S)**

How can I communicate information about what I do in school and at home?
- How do I describe things?
- Who do I interact with during the day?
- What activities do I do during the day?
- What do I do at home?
- What are the rules at school?
- What are the rules at home?
• What are the rules in the USA?
• Who makes rules?
• What are symbols?
• What symbols represent me?
• What symbols represent the USA?
• How do math symbols represent what I want to communicate?

learning about the United States and its government by exploring rules at home, at school, and in the USA.

Students will also begin to explore “parts of a whole” in Math through the use of fractions, decimals, and percentages. Students will examine how often people follow the rules using parts of a whole.

High Frequency Words: he, she, we, they, boy, girl

Content:
CLASSROOM ACTIVITIES: close your book, listen to a CD, open your book, raise your hand, read your book, take out your book, talk with a partner, use a computer, work with a group, write your name
OUTDOOR ACTIVITIES & SPORTS: catch a ball, kick a ball, play soccer, ride a skateboard, run on a track, sit in a chair, stand in line, swim in a pool, throw a ball, walk in the park, jumping
THE ARTS: act in a play, dance to the music, draw a picture, paint a picture, play the drums, play the guitar, play the piano, sing a song, take a picture, write a story
ACTIVITIES AT HOME: washing, sleeping, listening, relaxing, watching, practicing, free time, fun, hobby
US GOVERNMENT: symbol, represent, anthem, seal, Statue of Liberty, Pledge of Allegiance, bald eagle, salute, independence, stars, stripes, national, bill, legislative, congress, pass, rules, laws, vote, reject
PARTS OF A WHOLE: fraction, decimal, percent, denominator, numerator, equivalent, whole, part, complete, one half, one third, one fourth, one eighth, one tenth, decimal places, tenths, hundredths, decimal point

RESOURCES
• Inside the U.S.A., Unit 4
  • play: The Soccer Game
  • non-fiction: Huong’s Journey
  • decodable: Lil’s Last Class
  • “What Can You Do?”
  • chant: “That Sounds Like Fun”
  • poem: “Things We Can Do”
  • interview: “An Interview With Boris Lubov”
  • Access Newcomers, various aspects of units on the following pages: 88-89, 122-127, 140-141, 148-153, 210-211

ASSESSMENTS
Anticipation Guide
• Provide the students with the Anticipation Guide and word bank. Ask students to fill in the blanks with what they know. If they don’t know or don’t understand they can leave it blank. The teacher can hold onto the student work until the end of the unit, when students can self-correct their papers.

Exit Tickets
• Have students write two sentences. One sentence expresses something the student can do and the other something the student cannot do. (Example: I can swim. I cannot ride a skateboard.)
• Use the ticket to group students in the next class for more instruction and practice, if necessary.
• For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment and an example is provided on the Unit 4 PowerPoint 

3-2-1

• Have students write/draw:
  3 things you can do in school
  2 things you cannot do at home
  1 thing you can do in public

Give One Get One

• Have students fold a piece of paper in half. (Alternatively, the teacher can use a two-column template.) Provide an example for students.
• On one side the student fills in:
  “I can _____ at _____ (home, school, in public).”
• On the other side the student fills in:
  “I can’t ______ at ______ (home, school, in public).”
• Students walk around the room, or with partners at a station, and share their two sentences. Other students write down the name and the sentences of their partner(s).
• When students finish, they take turns saying the name of the person and what he/she can or can’t do.
  “Manuela can relax at home. She can’t run in the hall at school.”

See GRASPS End-of-Unit project-based performance assessment

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**STANDARDIZED ASSESSMENT CORRELATIONS**
*(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)*
*(State, College and Career)*

**EXPECTATIONS FOR LEARNING**
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**Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

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**21st Century Skills Correlations**

_Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level_

**Areas of Alignment for All Disciplines**

- **Communication**: Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.

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Suggested Unit 2 Activities

UNIT LAUNCH

School Field Trip

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

READING

Texts and Genres

This unit contains the following text types:

• play: “The First Day of School”
• non-fiction: Cool Schools
• Cool Tools
• What’s in Our School?

Reading Activity: “The First Day of School” and Cool Schools

• Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

Additional Practice

• Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

VIDEOS

• Build background by viewing videos or photos

WRITING

Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
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- Use *Access Newcomers*, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

- Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

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- Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

- Use *Access Newcomers*, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

- See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

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- Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

- Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

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GRAMMAR & VOCABULARY

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For additional practice, use Access Newcomers, pp. 18-19.

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Use Access Newcomers, pp. 22-23, to practice saying and writing prepositions.

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• Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)
• Use pictures from Inside the U.S.A. Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

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• See Mind Map ideas, Inside the U.S.A., p. 35
• For inspiration see: https://www.teachingchannel.org/videos/literary-analysis-tool

20 Questions with Mystery Bags
• The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)
INTERDISCIPLINARY CONNECTIONS

Math: Number Sense (Continue and Review, if not completed in Unit 1)

- For students who need to learn the numbers, use *Access Newcomers*, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
- Use *Access Newcomers*, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

Math: Geometry

- Use *Access Newcomers*, pp. 246-251, to learn about Geometry.

Social Studies: Maps and the USA

- Use *Access Newcomers*, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.
- Use *Access Newcomers*, p. 43, to have students work on the language skills needed for talking about where people are from.
- Use *Access Newcomers*, pp. 113, 115 to have students practice writing about landforms and bodies of water. Use the students’ current location (city and state) to view maps and write about where they live. (Use prepositions—in and on—and size. For example, “There is a large mountain in this state.”)
- Use *Access Newcomers*, pp. 162-165, to learn about American Regions and US Geography.

Compare Geometric Shapes and Geographical Features

- Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “It looks like”.
  Examples:
  *That lake looks like a circle.*
  *That mountain looks like a triangle.*
  *That plateau looks like a square.*
  *That rock looks like a rectangle.*
  *That pond looks like an oval.*
  *That iceberg looks like a triangle.*
  *That river looks like a straight line.*
  *That canyon looks like a crooked line.*
**GRASPS: End-of-Unit project-based performance assessment**

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<tr>
<th><strong>End of Unit Summative Assessment: GRASPS</strong></th>
<th>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</th>
</tr>
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<tr>
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<tr>
<td><strong>Standards of Performance</strong></td>
<td>Project Rubric (Alphabetical Order)</td>
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</table>
### SUBJECT(S)
English as a Second Language for Norwalk International Academy

### GRADE/COURSE
Middle School Grades 6-8

### UNIT OF STUDY
Unit 5: At Lunch

### UNIT TYPE(S)
- Topical
- Skills-based
- Thematic

### PACING
4-6 weeks

---

**OVERARCHING STANDARDS (OS)**

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**PRIORITY AND SUPPORTING CCSS**

---

<table>
<thead>
<tr>
<th>CONCEPTS (What students need to know)</th>
<th>SKILLS (What students need to be able to do)</th>
<th>BLOOM’S/DOK LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE</td>
<td>LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>• Likes and dislikes (like and don’t like)</td>
<td>• Identify sounds: Rr, Dd, Cc, Vv</td>
<td>1</td>
</tr>
<tr>
<td>• Subject-verb agreement: this, that, these, those</td>
<td>• Blend words with soft “o”</td>
<td>1</td>
</tr>
</tbody>
</table>
• How much is ____? These are, This is
• Irregular plurals
• Many, much, few, a lot, any, some
• Adverbs of frequency

SOCIAL STUDIES
• Farming
• Graphs and data collection

MATH
• Money
• Graphs and data collection

SCIENCE/HEALTH
• Health, nutrition, digestive system
• Food and energy
• Comparing and ordering things
• Graphs and data collection

• Express likes and dislikes
• Identify irregular plurals (sheep, wolves, mice, fish, deer)
• Use many, much, few, a lot, any, some
• Use usually, often, sometimes, never, always, rarely

MATH
• Use ordinal numbers
• Ask how much things cost
• Calculate value (money)
• Create a graph
• Read a graph
• Identify units of capacity

SOCIAL STUDIES
• Identify crops and livestock and basic farming vocabulary

SCIENCE/HEALTH
• Identify healthy foods
• Explain how the body uses food
• Order food from a menu
• Create a grocery list

SCIENCE
• Identify how living things get energy
• Define types of organisms (scavengers, decomposers, etc.)

<table>
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<tr>
<th>ESSENTIAL QUESTION(S)</th>
<th>CORRESPONDING BIG IDEAS</th>
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<tbody>
<tr>
<td><strong>What do I eat and when?</strong></td>
<td>The purpose of this unit is to introduce topics related to food. Students will examine the value of money, how much food items cost, and how much containers can hold (capacity). Students are introduced to collecting and showing data using graphs, health and nutrition, farming, and how living things get energy.</td>
</tr>
<tr>
<td>• Are you what you eat?</td>
<td></td>
</tr>
<tr>
<td>• How do I express likes and dislikes?</td>
<td></td>
</tr>
<tr>
<td>• How do I ask the cost of an item?</td>
<td></td>
</tr>
<tr>
<td>• How can I stay healthy?</td>
<td></td>
</tr>
<tr>
<td>• How does my body use food?</td>
<td></td>
</tr>
<tr>
<td>• Where does food come from?</td>
<td></td>
</tr>
<tr>
<td>• How do living things survive?</td>
<td></td>
</tr>
<tr>
<td>• How do I collect and show data?</td>
<td></td>
</tr>
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</table>
KEY VOCABULARY TERMS

High Frequency Words: food, some, of, are, a, an, and, like, those, don’t, good, these

Content:
FOOD: apple, banana, beans, orange, bread, cheese, corn, lettuce, milk, onion, rice, tomato, chicken, chips, salsa, egg, hamburger, hot dog, pizza, salad, sandwich, soup, taco, calories, healthy, diet, calcium, nutritious, ingredients, well-balanced, snack, skip, fresh, servings, unhealthy, avoid, vitamins, sweets, natural, strong, servings, list, groceries, juice, fruit, butter, cart, sugar, spoon, fork, knife, cup, plate, dish, napkin, glass, breakfast, lunch, dinner
THE BODY & FOOD: nutrients, mouth, chew, swallow, throat, stomach, digest, acids, intestines, absorb, bite, break down, bits, transforms, useful, waste, useless, gets rid of, travels, winds up
FARMING: farmers, harvest, livestock, grains, meat, fabric, dairy, herd, cattle, barn, hay, feed, chickens, beef, pork, rice, leather, wheat, wool, sheep, vegetables, crops, products, raise, grow, ORGANISMS & ENERGY: plants, vultures, energy, wolves, producers, consumers, decomposers, predators, scavengers, mushrooms, organisms, food chain, sunlight, hunter, prey meat-eaters, plant-eaters, feed on, produce
COMPARING & ORDERING: ordinal, first, second, third, fourth, fifth, greatest, least, more, than, fewer, most, contest, compare, order
MONEY: bills, one dollar, five dollars, ten dollars, twenty dollars, coins, penny, nickel, dime, quarter, buy, pay, change, how much, coins, cashier
CAPACITY: units, fluid ounce, cut, pint, quart, half gallon, gallon, liter, milliliters, metric, liquids, holds, contains, empty, fill, measuring cup, tablespoon, teaspoon, carton, container, customary, standard
DATA: survey, gather, data, collect, record, show, display, illustrate, table, pictograph, circle graph, log, stand for, pictures, sections

RESOURCES
• Inside the U.S.A., Unit 5
  • play: Pizza or Pasta
  • poem: “Smart”
  • poem: “Foods I Like”
  • non-fiction: Lunch Around the World
  • supermarket flyers and coupons
  • chant: “Tasty Treats”
  • decodable text: Hot Soup
  • decodable text: Mop Time
  • interview/dialogue: “The Hot Dog Stand”
  • poem: “How Much Is It?”
• Access Newcomers, various aspects of units on the following pages: 52-55, 68-71, 124-127, 130-131, 176-179, 206-207, 228-229

ASSESSMENTS
Anticipation Guide
• Provide the students with the Anticipation Guide. Ask students to fill in the blanks with what they know. If they don’t know or don’t understand they can leave it blank. The teacher can hold onto the student work until the end of the unit, when students can self-correct their papers.

Exit Ticket for Likes & Dislikes
• Have students write two sentences. One sentence expresses something the student likes and the other something the student does not like. (Example: I like apples. I do not like cheese.)
• Use the ticket to group students in the next class for more instruction and practice, if necessary.
• For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment and an example is provided on the Unit 5 PowerPoint
Exit Ticket for Digestive System
• Have students draw a picture of the digestive system (a template can be provided) and make a “flow chart” of what happens when we eat food. (A word bank can be provided: mouth, chew, throat, swallow, stomach, intestines, etc.)

3-2-1
• Have students write:
  3 healthy foods
  2 ways to make $1.00 using coins (students can draw)
  1 reason to eat healthy foods

3-2-1
• Have students list:
  3 crops farmers grown
  2 types of livestock
  1 type of hunter

See GRASPS End-of-Unit project-based performance assessment

STANDARDIZED ASSESSMENT CORRELATIONS

(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)

(State, College and Career)

EXPECTATIONS FOR LEARNING
(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)

☐ Claim 1 – (Reading) Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
☐ Claim 2 – (Writing) Students can produce effective and well-grounded writing for a range of purposes and audiences.
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☐ Claim 4 – (Research/Inquiry) Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
Mathematics

**Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

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**Claim 3 – (Communication Reasoning)** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

**Claim 4 – (Modeling and Data Analysis)** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

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### 21st Century Skills Correlations

**Areas of Alignment for All Disciplines**

- **Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
- **Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- **Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- **Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.
Suggested Unit 2 Activities

UNIT LAUNCH

School Field Trip

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

READING

Texts and Genres

This unit contains the following text types:

• play: “The First Day of School”
• non-fiction: Cool Schools
• Cool Tools
• What’s in Our School?

Reading Activity: “The First Day of School” and Cool Schools

• Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

Additional Practice

• Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

VIDEOS

• Build background by viewing videos or photos

WRITING

Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
Things and Places at School

• Use Access Newcomers, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

• Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

• Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

• Use Access Newcomers, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

• See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

911 Locker

• Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

• Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

10 Things on a Tray

• See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.
GRAMMAR & VOCABULARY

Colors
For additional practice, use Access Newcomers, pp. 18-19.

Prepositions
Use Access Newcomers, pp. 22-23, to practice saying and writing prepositions.

Picture Cards
• Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)
• Use pictures from Inside the U.S.A. Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

Paint Chips
• Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.
• For inspiration and ideas see: https://www.teachingchannel.org/videos/build-student-vocabulary

Pocket Folders
• Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.
• See Mind Map ideas, Inside the U.S.A., p. 35
• For inspiration see: https://www.teachingchannel.org/videos/literary-analysis-tool

20 Questions with Mystery Bags
• The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)
INTERDISCIPLINARY CONNECTIONS

Math: Number Sense (Continue and Review, if not completed in Unit 1)

• For students who need to learn the numbers, use Access Newcomers, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
• Use Access Newcomers, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

Math: Geometry

• Use Access Newcomers, pp. 246-251, to learn about Geometry.

Social Studies: Maps and the USA

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• Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.
  Examples:
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### English as a Second Language for Norwalk International Academy

**Grade/Course:** Middle School Grades 6-8  
**Unit of Study:** Unit 6: Information Everywhere  
**Unit Type(s):**  
- Topical  
- Skills-based  
- Thematic  
**Pacing:** 4-6 weeks

#### Overarching Standards (OS)

- [ ]

#### Priority and Supporting CCSS

- [ ]

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</table>
| Language  
- I want; I need  
- Commands | Language  
- Sequence events  
- Use location words | 1  
1 |
**ESSENTIAL QUESTION(S)**

**How do we get information?**  
- How do I express what I need and what I want?  
- Where do I look for information?  
- What do signs mean?  
- How does technology help me capture and find information?  
- How can signs be useful?  
- How do I send an email?

**CORRESPONDING BIG IDEAS**

New students can experience information overload. This unit helps students to know how to read signs and interpret their meaning. It also helps students communicate their needs and wants and use technology, such as email, to do so.
### Key Vocabulary Terms

**High Frequency Words**: how, picture, book, do, does, both

**Getting Information**: advertisement, bulletin board, announcement, dictionary, encyclopedia, envelope, letter, stamp, magazine, newspaper, poster, sign, textbook, camera, technology, print, cell phone, computer, copier, DVD player, laptop, computer, delete, disk drive, USB, port, mouse, icon, monitor, printer, return, screen, shift, space, control, laptop, tablet, MP3 player, speakers, television, video camera, bathroom sign, bus stop sign, crossing sign, crossing light, exit sign, hospital sign, railroad crossing sign, speed limit sign, stop sign, traffic light, safety, author, chapter, title, cover, page, page number, publisher, title page, TOC

**Sentences/Punctuation**: subject, verb, predicate, phrase, simple sentence, compound sentence, complete sentence incomplete sentence, dull, interesting, punctuation, period, exclamation point, question mark, quotation marks, comma, capitalize, inform, uppercase, lowercase, signs, series, titles, begin, end, require, emotion, report, declarative, interrogative, imperative, exclamatory, communicate, opinion, command, question, statement, exclamation, demanded, declared, told, wondered

**Paragraphs/Reading/Writing**: paragraph, elements, heading, topic, topic sentence, main idea, body, details, closing sentence, writer, reader, essential, ideas, important, introduce, support, sums up, states, text, process, task, knowledge, purpose, preview, connect, notes, reflect, reread, prepare, expect, forget, remember, reason, during, while, review, explain, report, prewrite, outline, organize, draft, revise, edit, present, mistakes, correct, spelled, indent, incorrectly, grammar, handwriting, copy, turn in, title, characters, setting, plot, events, theme, ending, myth, story, main, imaginary, fiction, non-fiction, real

**Phrasal Verbs**: take out, put away, pick up, put down, turn on, turn off, sit down, stand up, hand in, hand out, look up

**Looking Up Words**: define, meaning, entry, definition, guide words, synonym, antonym, opposite, plural form, past tense, bold, listed, syllables, example, dictionary, glossary

**Library/Media**: collection, librarian, catalog, search, author, call number, subject, encyclopedia, reference, borrow, shelves, loan, check out, library card, due date, return, atlas, newspaper, magazine

**Internet**: www, web, web address, search engine, key words, websites, scroll up, scroll down, link, surf, browse, button, caution, well known, rely on, permission, give out, private

**Machines**: move, force, loads, apply, lever, pulley, wheels, gears, motion, lift, lower, raise, push, transports, motor, speed up, slow down, carry

**Science Lab**: careful, rules, attention, goggles, apron, gloves, exit, fire extinguisher, dangerous, safe, spill, allowed, prohibited, protect, hands, in case, fire, drill

**Math**: problem, clue, understand, plan, solve, right, think, try, make sense, read over, look for, best, way, difficult, easy, pick, guess, check, word problem, solution, method, select, simplify, picture, diagram, confusing, ignore, look back, give up

### Resources

- *Inside the U.S.A.*, Unit 6
  - play: *The School Dance*
  - non-fiction: *The Race Around the World*
  - decodable text: *Dot and Pop*
  - chant: “I Need Some Information”

### Assessments

**Anticipation Guide**

- Provide the students with the Anticipation Guide. Have students match the vocabulary and phrases to the pictures. If they don’t know or don’t understand they can leave it blank. The teacher can hold onto
• poem: “Technology is Good”
• poem: “Look at the Signs”
• directions: “How to Send an Email”
• Access Newcomers, various aspects of units on the following pages: 102-109, 144-147, 166-171, 216-223, 240-245, 252-253

\[
\text{Exit Tickets}
\]

• Provide students with the exit ticket to assess their knowledge of command words. Ask them to associate command words with the pictures.
• Use the ticket to group students in the next class for more instruction and practice, if necessary.
• For inspiration, see [https://www.teachingchannel.org/videos/student-daily-assessment](https://www.teachingchannel.org/videos/student-daily-assessment) and an example is provided on the Unit 6 PowerPoint.

\[
\text{3-2-1}
\]

• Have students write down:
  3 places where they can find information
  2 types of sentences with an example of each
  1 part of a machine and what it does

See GRASPS End-of-Unit project-based performance assessment

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Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)

- **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
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**Mathematics**

- **Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
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**21ST CENTURY SKILLS CORRELATIONS**

*(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)*

**Areas of Alignment for All Disciplines**

- **Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
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**Suggested Unit 2 Activities**

**UNIT LAUNCH**

**School Field Trip**

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

**READING**

**Texts and Genres**

This unit contains the following text types:

- play: “The First Day of School”
- non-fiction: Cool Schools
- Cool Tools
- What’s in Our School?

**Reading Activity: “The First Day of School” and Cool Schools**

- Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

**Additional Practice**

- Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

**VIDEOS**

- Build background by viewing videos or photos

**WRITING**

**Compare & Contrast**

- Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
Things and Places at School

• Use *Access Newcomers*, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

• Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

• Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

• Use *Access Newcomers*, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

• See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

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• Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

• Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

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• See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.
GRAMMAR & VOCABULARY

Colors

For additional practice, use *Access Newcomers*, pp. 18-19.

Prepositions

Use *Access Newcomers*, pp. 22-23, to practice saying and writing prepositions.

Picture Cards

• Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)
• Use pictures from *Inside the U.S.A.* Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

Paint Chips

• Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.
• For inspiration and ideas see: [https://www.teachingchannel.org/videos/build-student-vocabulary](https://www.teachingchannel.org/videos/build-student-vocabulary)

Pocket Folders

• Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.
• See Mind Map ideas, *Inside the U.S.A.*, p. 35
• For inspiration see: [https://www.teachingchannel.org/videos/literary-analysis-tool](https://www.teachingchannel.org/videos/literary-analysis-tool)

20 Questions with Mystery Bags

• The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)

INTERDISCIPLINARY CONNECTIONS

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• For students who need to learn the numbers, use Access Newcomers, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
• Use Access Newcomers, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

Math: Geometry

• Use Access Newcomers, pp. 246-251, to learn about Geometry.

Social Studies: Maps and the USA

• Use Access Newcomers, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.
• Use Access Newcomers, p. 43, to have students work on the language skills needed for talking about where people are from.
• Use Access Newcomers, pp. 113, 115 to have students practice writing about landforms and bodies of water. Use the students’ current location (city and state) to view maps and write about where they live. (Use prepositions—in and on—and size. For example, “There is a large mountain in this state.”)
• Use Access Newcomers, pp. 162-165, to learn about American Regions and US Geography.

Compare Geometric Shapes and Geographical Features

• Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.
  Examples:
  That lake looks like a circle.
  That mountain looks like a triangle.
  That plateau looks like a square.
  That rock looks like a rectangle.
  That pond looks like an oval.
  That iceberg looks like a triangle.
  That river looks like a straight line.
  That canyon looks like a crooked line.
<table>
<thead>
<tr>
<th>GRASPS: End-of-Unit project-based performance assessment</th>
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<tbody>
<tr>
<td><strong>End of Unit Summative Assessment: GRASPS</strong></td>
</tr>
<tr>
<td><strong>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</strong></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
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<td><strong>Standards of Performance</strong></td>
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<td>SUBJECT(S)</td>
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<tr>
<td>GRADE/COURSE</td>
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<tr>
<td>UNIT OF STUDY</td>
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<td>UNIT TYPE(S)</td>
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<tr>
<td>PACING</td>
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</tbody>
</table>

**OVERARCHING STANDARDS (OS)**

**PRIORITY AND SUPPORTING CCSS**

<table>
<thead>
<tr>
<th>CONCEPTS (What students need to know)</th>
<th>SKILLS (What students need to be able to do)</th>
<th>BLOOM’S/DOK LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE</td>
<td>LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>• “Has” (to describe)</td>
<td>• Compare and contrast</td>
<td>2</td>
</tr>
<tr>
<td>• “I feel ___”</td>
<td>• Identify sounds: Jj, Bb, Ww, Kk</td>
<td>1</td>
</tr>
</tbody>
</table>
• “I am ___”
• “My _____ hurts.”
• “I have a (bad) ____.”
• Feelings & Emotions
• Physical and Personality Characteristics

HEALTH
• Illness
• Emergencies
• Fitness and Hygiene

SCIENCE
• Life Cycle of the Human
• Cells

MATH
• Measurement
• Weight & Mass

• Blend words with short “e”
• Express feelings and emotions

HEALTH
• Describe people physically
• Describe people’s personality
• Identify parts of the body
• Express illness
• Identify when to call 911
• List benefits of exercise
• List good hygienic habits
• List the five senses

SCIENCE
• Explain (using a flow chart) how bodies get oxygen (the respiratory system)
• Explain how bodies react (the nervous system)
• Diagram the life cycle of the human being
• Label/identify parts of a cell

MATH
• Use tools to measure length or height
• Compare length/height using shorter, longer
• Calculate weight and mass
• Compare weight using heavier, lighter

ESSENTIAL QUESTION(S)  CORRESPONDING BIG IDEAS

How do you feel?
• What are the parts of the body?
• How can I describe how I feel?
• How can I talk about my emotions?
• How will I develop and grow?
• How does my body use oxygen?
• What does exercise do for my health?
• What is good hygiene?
• What is the life cycle of people?
• How tall am I?

This unit introduces students to growing up and the life cycle of human beings. The unit focuses on body parts, what to do in an emergency, and how to express physical and emotional feelings. Students examine how oxygen is used and how fitness and good hygiene play a role in the prevention of disease. Students learn about the respiratory and nervous systems; how oxygen is used and how the body reacts to stimuli. At the microscopic level, students learn about the parts of the cell. Students also learn about measurement and weight.
• How much do I weigh?
• How does my body react to things?
• What do the cells of my body look like?

**KEY VOCABULARY TERMS**

**High Frequency Words:** have, call, has, old, great, get, feel, put, very, too, things, your, myself, yourself, himself, herself, themselves, ourselves

**Content:**
- **BODY PARTS:** cheek, chin, ear, eye, face, hair, head, mouth, lip, tooth, neck, throat, nose, arm, elbow, back, body, chest, foot, ankle, toe, hand, finger, thumb, wrist, hip, leg, knee, shoulder, stomach, head,
- **FEELINGS:** emotions, feelings, angry, bored, confused, happy, proud, sad, scared, surprised, upset, embarrassed, excited, bored, lonely, mood, bothering, counselor, express, care, argue, agree, fight, make up, apologize, sorry, alone,
- **SICKNESS:** ache, fever, cold, earache, headache, stomachache, toothache, coughing, sneezing, bleeding, hurt, pain, bandage, nurse, doctor, sick, ill, sore, appointment, weak, chills, temperature, thermometer, flu, medicine, aspirin, patient, health, advice, rest
- **EMERGENCY:** accident, injury, broken, ambulance, break, paramedic, hospital, sprained, police, call 911, help, fell
- **FITNESS/HEALTH:** fitness, athlete, team, physical, muscles, helmet, pads, active, flexible, stretch, daily, practice, work out, warm-up, weights, exercise, jog, in shape, fit, cause, germs, hygiene, prevents, cover, bacteria, spread, soap, brush, wash, toothbrush, remove, fingernails, skin, kill, harmful
- **OXYGEN:** organs, heart, lungs, oxygen, breathe, blood, arteries, capillaries, veins, wrist, pump, flows, vessels, tubes, beats, rate, increases, decreases, pulse, heartbeat
- **REACTION:** hearing, touch, sight, smell, taste, controls, nerves, senses, reactions, automatic, reflexes, react, reflex, sensation, current, brain, translates, neurons, spinal cord, backbone
- **GROWING:** human beings, life cycle, birth, develops, childhood, death, reproduce, adulthood, pregnant, motherhood, parenting, babies, children, grow up, raise, teenagers, dies, continues, female, male
- **CELLS:** cells, membrane, cytoplasm, nucleus, organelles, DNA, microscope, unicellular, multicellular, organelles, molecules, tiny, function, simple, complex, single, multiple, cell wall, jelly, ladder, properly
- **ACTIONS:** kind, generous, selfish, strict, mean, serious, funny, friendly, quiet, shy, act, frowning, smiling, laughing
- **MATH:** length, inch, foot, feet yards, meter, mile, kilometer, centimeters, millimeters, measure, distance, ruler, yardstick, longer, shorter, tape measure, long, block, weight, scale, balance, ounce, pound, ton, mass, gram, kilogram, metric ton, weigh, heavy, light, heavier, lighter, size

**RESOURCES**
- *Inside the U.S.A.*, Unit 7
  - play: “At the Doctor’s Office”
  - fiction: *Today I Feel Silly* by Jamie Lee Curtis
  - poem: “Parts of Your Body”
  - dialog: “What do You Look Like?”

**ASSESSMENTS**

**Anticipation Guide**
- Give students a Likert scale, or True-False, Guide with approximately 5 questions they should be able to answer by the end of the unit. Keep the
• dialog: “Waiting for Friends”
• dialog: “At the Doctor’s Office”
• dialog: “How do you feel?”
• dialog: “First Place”
• song: “How I Feel”
• decodable text: “Where is my Pen?”
• decodable text: “Get in Bed, Ken”
• decodable text: “Peg and Meg”
• Access Newcomers, various aspects of units on the following pages: 34-35, 56-61, 92-97, 124-125, 132-135, 172-175, 204-205, 208-209, 230-233

responses and give the same Guide at the end of the unit. Have students compare their responses and note what they have learned.

Exit Tickets
• Give students a ticket with pictures and ask them to identify the feelings from a group of pictures.
• Use the ticket to group students in the next class for more instruction and practice, if necessary.
• For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment and an example is provided on the Unit 7 PowerPoint

See GRASPS End-of-Unit project-based performance assessment

<table>
<thead>
<tr>
<th>STANDARDIZED ASSESSMENT CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.)</td>
</tr>
<tr>
<td>(State, College and Career)</td>
</tr>
</tbody>
</table>

**EXPECTATIONS FOR LEARNING**
(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)

- **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Mathematics

- **Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2 – (Problem-Solving)** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
☐ Claim 3 – (Communication Reasoning) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

☐ Claim 4 – (Modeling and Data Analysis) Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

<table>
<thead>
<tr>
<th>21st CENTURY SKILLS CORRELATIONS</th>
</tr>
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<tbody>
<tr>
<td>(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)</td>
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**Areas of Alignment for All Disciplines**

☐ **Communication**: Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.

☐ **Information Literacy**: Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.

☐ **Problem-Solving**: Students can experiment with new and familiar concepts while processing information until a viable solution is reached.

☐ **Collaboration**: Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.
Suggested Unit 2 Activities

UNIT LAUNCH

School Field Trip

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

READING

Texts and Genres

This unit contains the following text types:

• play: “The First Day of School”
• non-fiction: Cool Schools
• Cool Tools
• What’s in Our School?

Reading Activity: “The First Day of School” and Cool Schools

• Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

Additional Practice

• Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

VIDEOS

• Build background by viewing videos or photos

WRITING

Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
Things and Places at School

- Use *Access Newcomers*, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

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- Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

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- See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

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- Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.
- Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

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- See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>To create a Power Point for an elementary class</td>
</tr>
<tr>
<td>Role</td>
<td>Writer/contributor in a group writing and production task</td>
</tr>
<tr>
<td>Audience</td>
<td>Students and teacher in an elementary classroom</td>
</tr>
<tr>
<td>Situation</td>
<td>As new students enter elementary school, they need to know places and items they can find in a school or classroom.</td>
</tr>
<tr>
<td>Performance</td>
<td>Assign letters of the alphabet to small groups of students. Have students create a Power Point slide that they will incorporate alphabetically into a whole class deck of slides. Each slide should include the letter, a picture, and a description. (For example, R: “This is a long, yellow ruler.”)</td>
</tr>
<tr>
<td>Product Process</td>
<td>Students can work in small groups at a single computer during a “station” during class time, while others work on creating their sentences, or at other work at other stations.</td>
</tr>
<tr>
<td>Standards of Performance</td>
<td>Project Rubric (Alphabetical Order)</td>
</tr>
<tr>
<td><strong>SUBJECT(S)</strong></td>
<td>English as a Second Language for Norwalk International Academy</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>GRADE/COURSE</strong></td>
<td>Middle School Grades 6-8</td>
</tr>
<tr>
<td><strong>UNIT OF STUDY</strong></td>
<td>Unit 8: Brrr! Put On Your Coat</td>
</tr>
<tr>
<td><strong>UNIT TYPE(S)</strong></td>
<td>□ Topical □ Skills-based □ Thematic</td>
</tr>
<tr>
<td><strong>PACING</strong></td>
<td>4-6 weeks</td>
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</tbody>
</table>

**OVERARCHING STANDARDS (OS)**

**PRIORITY AND SUPPORTING CCSS**
### Concepts (What students need to know)

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<tr>
<th>LANGUAGE</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Auxiliary verb: do, negative with not</td>
<td>• Geography</td>
<td>• Seasons, weather and storms</td>
</tr>
<tr>
<td>• Have/has</td>
<td></td>
<td>• Where energy comes from</td>
</tr>
<tr>
<td>• Want to, need to, have to</td>
<td></td>
<td>• The layers of the earth</td>
</tr>
<tr>
<td>• Which/what questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does/Do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contraction: it’s</td>
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</tr>
</tbody>
</table>

### Skills (What students need to be able to do)

<table>
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<tr>
<th>LANGUAGE</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe things</td>
<td>• Identify geographical features</td>
<td>• Identify types of weather</td>
</tr>
<tr>
<td>• Ask and answer questions</td>
<td></td>
<td>• Identify the earth’s layers</td>
</tr>
<tr>
<td>• Use “should”</td>
<td></td>
<td>• Distinguish between renewable and nonrenewable energy sources</td>
</tr>
<tr>
<td>• Relate clothing to colors</td>
<td></td>
<td>• State why a particular resource is renewable or nonrenewable</td>
</tr>
<tr>
<td>• Identify short /e/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify items of clothing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bloom’s/DOK Levels

- **2**: Mastering the content
- **1**: Remembering the content

### Essential Question(s)

**How does the weather influence my choices?**
- How does the weather influence what I wear?
- How does the weather/climate influence where I live?
- How does the weather/climate influence what I do?
- How do the seasons influence my choices?
- How do we tell the temperature?
- How does the earth’s layers contribute to our climate/weather?
- What energy sources does the earth produce?

**Corresponding Big Ideas**

- Students from other parts of the world may be unfamiliar with weather patterns in their new location. This unit helps them to identify types of clothing that might be more appropriate for the weather. The unit also examines geographical regions and how they are impacted by various climates. Students will learn to read a thermometer and track temperature, which in some regions include negative numbers. Students will learn about a number line and negative numbers. They will also examine how the layers of the earth contribute to energy sources which humans use to keep warm, keep cool, or move around.
**KEY VOCABULARY TERMS**

| High Frequency Words: little, help, group, them, with, need, wear, try on, inside, outside |
| CLOTHING: clothing, belt, buckle, dress, jacket, collar, zipper, jeans, pants, shirt, pocket, shoes, skirt, socks, sweater, button, boots, heel, coat, sleeve, gloves, hat, mittens, sandals, strap, scarf, shorts, stripe, sneakers, shoelace, T-shirt, umbrella |
| DESCRIPTION: pretty, ugly, old, new, too large, too small |
| WEATHER: weather, cloudy, foggy, rainy, snowy, sunny, windy, hot, warm, cool, cold, dry, wet, temperature, humid, damp |
| STORMS: storm, hurricane, thunderstorm, lightning, blizzard, snowing, tornado, warning, dark, light, alarm, shelter |
| SEASONS: winter, spring, fall, autumn, summer, sledding, leaves, garden, play, seasons |
| MATH: positive, negative, integers, zero, temperature, Fahrenheit, Celsius, below zero, algebra, equations, expression, operations, terms, variable, quantity, is equal to, unknown quantity, varies, constant, related, assign, substitute |
| GEOGRAPHY: hemispheres, Northern, Southern, Western, Eastern, degrees, equator, latitude, prime meridian, longitude, surface, globe, halves, continents, countries, borders, compass rose, North Pole, South Pole |
| ENERGY & EARTH: sources, renewable, nonrenewable, solar power, windmill, dam, fossil fuels, natural gas, coal, oil, power, forms, run on, appliance, electricity, limited, use up, unlimited, run out of, layers, crust, plates, volcano, lava, mantle, melt, float, core, pressure, solid, outer, lets out, erupt, liquid, metals, beneath, deeper, deepest, inner |

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| • Inside the U.S.A., Unit 8  
  • Play: “Sneakers for Silvia”  
  • Poem: “The Clothing Machine”  
  • Dialog: “A Shirt and Shoes for Uncle Guillermo”  
  • Poem: “Ready to Go!”  
  • Dialog: “Shopping for Clothes”  
  • Dialog: “It’s Cold and Snowy”  
  • Theme book: What Should I Wear?”  
  • Decodable: “Get In Ted”  
  • Access Newcomers, various aspects of units on the following pages: 72-73, 80-85, 224-227, 236-237, 254-257 | **Pre-Post Anticipation Guide: Matching**  
  • Have students match clothing items to various types of weather. Keep the responses and give the same Guide at the end of the unit. Have students compare their responses and note what they have learned.  
  **Exit Tickets**  
  • Give students a ticket with pictures and ask them to identify clothing and weather from a group of pictures.  
  • Use the ticket to group students in the next class for more instruction and practice, if necessary.  
  • For inspiration, see [https://www.teachingchannel.org/videos/student-daily-assessment](https://www.teachingchannel.org/videos/student-daily-assessment) and an example is provided on the Unit 8 PowerPoint  

See GRASPS End-of-Unit project-based performance assessment
## STANDARDIZED ASSESSMENT CORRELATIONS

**OVERALL CLAIM:** Students can demonstrate college and career readiness in ELA, literacy, and math.

(State, College and Career)

Last revised: January 2015

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Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)

- **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Mathematics

- **Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2 – (Problem-Solving)** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- **Claim 3 – (Communication Reasoning)** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- **Claim 4 – (Modeling and Data Analysis)** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

## 21ST CENTURY SKILLS CORRELATIONS

(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)

### AREAS OF ALIGNMENT FOR ALL DISCIPLINES

- **Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media
and audiences.

**Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.

**Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.

**Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.

---

**Suggested Unit 2 Activities**

**UNIT LAUNCH**

**School Field Trip**

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

**READING**

**Texts and Genres**

This unit contains the following text types:

- play: “The First Day of School”
- non-fiction: *Cool Schools*
- *Cool Tools*
- *What’s in Our School?*

**Reading Activity: “The First Day of School” and Cool Schools**

- Read the play (p. 56) and act it out. If available, read the supplemental text, *Cool Schools* about different schools.

**Additional Practice**

- Use *Access Newcomers*, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.
VIDEOS

• Build background by viewing videos or photos

WRITING

Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.

Things and Places at School

• Use Access Newcomers, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

• Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

• Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

• Use Access Newcomers, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

• See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.
**911 Locker**

- Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

- Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

**10 Things on a Tray**

- See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.

---

**GRAMMAR & VOCABULARY**

**Colors**

For additional practice, use *Access Newcomers*, pp. 18-19.

**Prepositions**

Use *Access Newcomers*, pp. 22-23, to practice saying and writing prepositions.

**Picture Cards**

- Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)

- Use pictures from *Inside* the U.S.A. Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

**Paint Chips**

- Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.

- For inspiration and ideas see: [https://www.teachingchannel.org/videos/build-student-vocabulary](https://www.teachingchannel.org/videos/build-student-vocabulary)
Pocket Folders

- Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.
- See Mind Map ideas, *Inside the U.S.A.*, p. 35
- For inspiration see: [https://www.teachingchannel.org/videos/literary-analysis-tool](https://www.teachingchannel.org/videos/literary-analysis-tool)

20 Questions with Mystery Bags

- The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)

INTERDISCIPLINARY CONNECTIONS

Math: **Number Sense** (Continue and Review, if not completed in Unit 1)

- For students who need to learn the numbers, use *Access Newcomers*, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
- Use *Access Newcomers*, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

Math: **Geometry**

- Use *Access Newcomers*, pp. 246-251, to learn about Geometry.

Social Studies: **Maps and the USA**

- Use *Access Newcomers*, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.
- Use *Access Newcomers*, p. 43, to have students work on the language skills needed for talking about where people are from.
- Use *Access Newcomers*, pp. 113, 115 to have students practice writing about landforms and bodies of water. Use the students’ current location (city and state) to view maps and write about where they live. (Use prepositions—in and on—and size. For example, “There is a large mountain in this state.”)
- Use *Access Newcomers*, pp. 162-165, to learn about American Regions and US Geography.
Compare Geometric Shapes and Geographical Features

• Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.

Examples:
That lake looks like a circle.
That mountain looks like a triangle.
That plateau looks like a square.
That rock looks like a rectangle.
That pond looks like an oval.
That iceberg looks like a triangle.
That river looks like a straight line.
That canyon looks like a crooked line.

GRASPS: End-of-Unit project-based performance assessment

<table>
<thead>
<tr>
<th>End of Unit Summative Assessment: GRASPS</th>
<th>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>To create a Power Point for an elementary class</td>
</tr>
<tr>
<td>Role</td>
<td>Writer/contributor in a group writing and production task</td>
</tr>
<tr>
<td>Audience</td>
<td>Students and teacher in an elementary classroom</td>
</tr>
<tr>
<td>Situation</td>
<td>As new students enter elementary school, they need to know places and items they can find in a school or classroom.</td>
</tr>
<tr>
<td>Performance Product Process</td>
<td>Assign letters of the alphabet to small groups of students. Have students create a Power Point slide that they will incorporate alphabetically into a whole class deck of slides. Each slide should include the letter, a picture, and a description. (For example, R: “This is a long, yellow ruler.”)</td>
</tr>
<tr>
<td></td>
<td>Students can work in small groups at a single computer during a “station” during class time, while others work on creating their sentences, or at other work at other stations.</td>
</tr>
<tr>
<td>Standards of Performance</td>
<td>Project Rubric (Alphabetical Order)</td>
</tr>
</tbody>
</table>
### New Arrivals Program Overview

**SUBJECT(S)**
- English as a Second Language for Norwalk International Academy

**GRADE/COURSE**
- Middle School Grades 6-8

**UNIT OF STUDY**
- Unit 9: Around Town

**UNIT TYPE(S)**
- ❑ Topical
- ❑ Skills-based
- ❑ Thematic

**PACING**
- 4-6 weeks

### Overarching Standards (OS)

### Priority and Supporting CCSS
CONCEPTS (What students need to know)

LANGUAGE
• Future: going to/will
• Location questions and sentences
• Ride on/ride in
• Compare and contrast

SOCIAL STUDIES
• Geography
• Using a map and giving directions
• Economics of buying and selling
• Consumers and producers in the community
• The office of the President
• Laws and their interpretation

SCIENCE
• Recycling and pollution

MATH
• Estimating
• Factors and multiples
• Commutative, associative, and distributive properties

SKILLS (What students need to be able to do)

LANGUAGE
• Compare and contrast
• Identify letters and sounds: Zz, Yy, Ququ, Xx
• Blend words with short /u/
• Ask questions using “where”

SOCIAL STUDIES
• Give directions
• Use a map
• Compare and contrast cultural practices
• Identify producers and consumers
• Identify goods and services (locally)
• Identify community workers and their locations
• Explain the office/role of the President of the USA
• Explain how laws help us
• Explain how laws are interpreted

SCIENCE
• Identify types of pollution
• Explain the recycling process

MATH
• Give mathematical estimates
• Identify factors and multiples
• Use commutative, associative, and distributive properties

BLOOM’S/DOK LEVELS

Two
One
One
Three
Two
Two
One
One
Two
Two
Two
Two
One
Two
Two

ESSENTIAL QUESTION(s)

What resources do I have access to in my community?
• Who are the people who live in my community?
• Where do I find goods and services?
• How can I keep my community clean and free of pollution?
• How do laws help my community?

CORRESPONDING BIG IDEAS

This unit helps students connect to their community. It helps them to see how citizens have a responsibility to obey laws and keep their communities safe and clean. It also helps them to understand diversity and the cultures and traditions people bring to a community.
• Who are the officials in my community?
• How did people arrive at my location?
• What did/do people bring with them (traditions, cultures)?

### Key Vocabulary Terms

**High Frequency Words:** give, take, on, work, around, where, in, to, letters, here, will, which

**COMMUNITY:** community, places, workers, bank, teller, youth center, instructor, dentist's office, dentist, gas station, mechanic, hospital, doctor, nurse, fire station, firefighter, police station, police officer, post office, clerk, restaurant, waiter, artist, crossing guard, factory worker, gardener, supermarket, cashier, products, bookstore, books, clothing store, caps, flower shop, florist, flower, fruit stand, apples, hair salon, combs, hardware store, hammers, Laundromat, baskets, movie theater, tickets, pharmacy, thermometers, shoe store, shoes, vehicles, airplane, ambulance, bicycle, bus, car, motorcycle, skateboard, subway, taxi, train, ride on, ride in, downtown

**DIRECTIONAL PHRASES:** next too, across from, right, left, corner, near, above, below, behind, in front of, under

**FAMILY:** parents, siblings, brother, mother, father, uncle, aunt, cousin, grandparents, grandchildren, relatives, elders, anyone, someone

**ACTIVITIES:** washing, sleeping, listening, jumping, fixing, singing, practicing, watching, hobby, fun, busy, free time

**HOUSE:** living room, family room, bedroom, kitchen, dining room, yard, garage, attic, wall, floor, lamp, sink, sofa, messy, tidy

**CULTURES:** culture, traditions, beliefs, art, generations, ethnic, customs, food, dance, music, memories, passed down, stories, special, style, dress, cooking, immigrants, races, ancestors, descended from, differences, similarities, diversity, prejudice, ideal, unity, native, nations, original, origin, mixture, flag, adapt, hold on to, Latinos, African Americans

**POLLUTION & RECYCLING:** litter, trash, smog, exhaust, released, chemicals, toxins, pollute, harm, garbage, wrappers, toss, dirty, soil, land, ruin, air, smoke, fousls, clean, throw away, materials, recycle, reuse, reduce, landfill, plastic, glass, tin, aluminum, paper, garbage can, recycling bin, containers, bags, jars, cans, boxes, valuable, bottles, deposit

**MATH:** compute, mental math, estimate, exact, compatible, front-end digits, amount, accurate, items, calculator, quite, mentally, around, approximately, actually, bit, easily, enough, closely, factors, evenly, divisible, common factors, multiples, skip-count, common multiples, least common multiple, composite, prime, even, odd, boxed, circled column, row, pairs, property, addition, multiplication, apply commutative, commute, associative, associate, distributive, distribute, reorder, forward, backward, switch, change, regroup, spread out, separately, in your head

**GOVERNMENT:** executive, president, White House, vice president, cabinet, departments, Dept, Education, Treasury, Defense, military, leads, advisers, manages, commander, commands, serves, elect term, party, policy, governor, mayor, Constitution, judicial, Supreme Court, justices, Chief Justice, court, lawyer, judge, jury, criminals, justice, commit, trial, represent, illegal, innocent, guilty, jail, penalty

**COMMERCE:** business, customer, goods, service, market, employee, salesperson, labor, advertise, industry, employs, wage, earns, company, manufactures, demand, supply, ads, commercial, unemployed

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**NORWALK PUBLIC SCHOOLS • SECONDARY ESL NEW ARRIVALS PROGRAM OVERVIEW**

Last revised: January 2015
• Inside the U.S.A., Unit 9
  • Play: “A Day in Town”
  • Poem: “Walk in the Community”
  • Dialog: “Where is the Post Office?”
  • Chant: “Going Shopping”
  • Dialog: “This Weekend”
  • Poem: “Go Downtown”
  • Theme book: “Getting from Here to There”
  • Decodable: “Summer Fun”
  • Decodable: “When Can I Have Fun?”
  • Decodable: “Where is the Sun?”

Pre-Post Anticipation Guide
• Give students a Likert scale, or True-False, Guide with approximately 5 questions they should be able to answer by the end of the unit. Keep the responses and give the same Guide at the end of the unit. Have students compare their responses and note what they have learned.

Exit Tickets
• Give students a ticket with pictures and ask them to identify places in the home and around town from a group of pictures.
• Use the ticket to group students in the next class for more instruction and practice, if necessary.
• For inspiration, see https://www.teachingchannel.org/videos/student-daily-assessment

See GRASPS End-of-Unit project-based performance assessment

STANDARDIZED ASSESSMENT CORRELATIONS
(Overall Claim: Students can demonstrate college and career readiness in ELA, literacy, and math.)
(State, College and Career)

Expectations for Learning
(This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.)

Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)
☐ Claim 1 – (Reading) Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
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Claim 3 – (Communication Reasoning) Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim 4 – (Modeling and Data Analysis) Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

21st Century Skills Correlations

(Area of alignment for all disciplines)

- Communication: Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
- Information Literacy: Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- Problem-Solving: Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- Collaboration: Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.
Suggested Unit 2 Activities

UNIT LAUNCH

School Field Trip

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

READING

Texts and Genres

This unit contains the following text types:

• play: “The First Day of School”
• non-fiction: Cool Schools
• Cool Tools
• What’s in Our School?

Reading Activity: “The First Day of School” and Cool Schools

• Read the play (p. 56) and act it out. If available, read the supplemental text, Cool Schools about different schools.

Additional Practice

• Use Access Newcomers, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.

VIDEOS

• Build background by viewing videos or photos

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Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.
Things and Places at School

• Use Access Newcomers, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

• Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

• Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

• Use Access Newcomers, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

• See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.

911 Locker

• Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

• Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

10 Things on a Tray

• See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.
**Grammar & Vocabulary**

**Colors**
For additional practice, use *Access Newcomers*, pp. 18-19.

**Prepositions**
Use *Access Newcomers*, pp. 22-23, to practice saying and writing prepositions.

**Picture Cards**
- Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)
- Use pictures from *Inside* the U.S.A. Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

**Paint Chips**
- Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.
- For inspiration and ideas see: [https://www.teachingchannel.org/videos/build-student-vocabulary](https://www.teachingchannel.org/videos/build-student-vocabulary)

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- Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.
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**20 Questions with Mystery Bags**
- The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)
INTERDISCIPLINARY CONNECTIONS

**Math: Number Sense** (Continue and Review, if not completed in Unit 1)

- For students who need to learn the numbers, use *Access Newcomers*, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)
- Use *Access Newcomers*, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

**Math: Geometry**

- Use *Access Newcomers*, pp. 246-251, to learn about Geometry.

**Social Studies: Maps and the USA**

- Use *Access Newcomers*, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.
- Use *Access Newcomers*, p. 43, to have students work on the language skills needed for talking about where people are from.
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- Use *Access Newcomers*, pp. 162-165, to learn about American Regions and US Geography.

**Compare Geometric Shapes and Geographical Features**

- Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.
  Examples:
  *That lake looks like a circle.*
  *That mountain looks like a triangle.*
  *That plateau looks like a square.*
  *That rock looks like a rectangle.*
  *That pond looks like an oval.*
  
  *That iceberg looks like a triangle.*
  *That river looks like a straight line.*
  *That canyon looks like a crooked line.*
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<td><strong>End of Unit Summative Assessment: GRASPS</strong></td>
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<tr>
<td><strong>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</strong></td>
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<td><strong>Goal</strong></td>
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</tbody>
</table>
Inside the U.S.A – Newcomer Level

Unit 9

Science – Recycling

You Tube video re recycling plant:

https://www.youtube.com/watch?v=_GP3JuiX5BY

Vocabulary: recycling, sorting, looking for, placing
plastic, metal, paper, aluminum, cans, bottles, newspapers, cardboard

Math

After making a map of community places using Google, use Google Maps to estimate distances between places...e.g. from the Green to the Post Office, etc.

Social Studies

Using Google, find Norwalk restaurants representing different cultures.

Find pictures of food representing each culture – cut out, label – put on poster

Provide sentence frames for presentations to class.
Going Shopping

Inside the U.S.A - Newcomer Level - Pages 282 - 287

Page 282 – use Language CD 3, Track 24

Set up a “classroom store” with donated clothing and canned goods.

Label goods with names and prices.

Simple script on You Tube video (link below) – type script for students to follow and then learn.

Discuss what is available to buy in the “store”.

Students use scripts to “buy” items.

**Math component** – with given amount of money, estimate how many items you can afford. Do problem solving using addition, subtraction, multiplying, dividing ... e.g., “If you have X dollars, how many items can you purchase?”

[https://www.youtube.com/watch?v=OrzFgdeJHnU](https://www.youtube.com/watch?v=OrzFgdeJHnU)

**Expansion: page 283**: Do this activity with other kinds of shops.

Students can look on Google for shops in Norwalk that carry different products (list of stores on page 283). Use the script to work with other vocabulary.
### Subject(s)
English as a Second Language for Norwalk International Academy

### Grade/Course
Middle School Grades 6-8

### Unit of Study
Unit 10: All Year Long

### Unit Type(s)
- Topical
- Skills-based
- Thematic

### Pacing
4-6 weeks

### Overarching Standards (OS)

### Priority and Supporting CCSS

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NORWALK PUBLIC SCHOOLS • SECONDARY ESL NEW ARRIVALS PROGRAM OVERVIEW
Last revised: January 2015
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<th>Skills (What students need to be able to do)</th>
<th>Bloom’s/DOK Levels</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>• Command verbs/directions</td>
<td>• Describe actions with “on” and “in”</td>
<td>2</td>
</tr>
<tr>
<td>• Past tense modals: could, would</td>
<td>• Make a polite request</td>
<td>1</td>
</tr>
<tr>
<td>• Present tense, 3rd person “s”</td>
<td>• Use 3rd person “s”</td>
<td>1</td>
</tr>
<tr>
<td>• Introductory phrase with comma (,)</td>
<td>• Use commas</td>
<td>1</td>
</tr>
<tr>
<td>• On and in to describe actions</td>
<td>• Use past tense modals</td>
<td></td>
</tr>
<tr>
<td>• Will you...? and May I...? requests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>• Greeting cards</td>
<td>• Identify US holidays</td>
<td>1</td>
</tr>
<tr>
<td>• Holidays</td>
<td>• Tell features of Washington, D.C.</td>
<td>2</td>
</tr>
<tr>
<td>• Washington, D.C.</td>
<td>• Identify characteristics of a US citizen</td>
<td>1</td>
</tr>
<tr>
<td>• American citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>• Ecosystems</td>
<td>• Identify phases of the water cycle</td>
<td>1</td>
</tr>
<tr>
<td>• Water cycle</td>
<td>• Describe the solar system</td>
<td>2</td>
</tr>
<tr>
<td>• Solar system</td>
<td>• Define an ecosystem</td>
<td>2</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td><strong>MATH</strong></td>
<td></td>
</tr>
<tr>
<td>• Averages</td>
<td>• Find averages</td>
<td>1</td>
</tr>
</tbody>
</table>

**ESSENTIAL QUESTION(S)**

**How do I celebrate all year long?**
- How do people celebrate?
- What are some U.S. holidays?
- What is it like in Washington, D.C.?
- What does it mean to be a U.S. citizen?
- What do most (the average) people do?
- What is the water cycle?
- How is water viewed in myth?
- How do we live together in an ecosystem?
- What is the solar system?
- How is the solar system viewed in myth?

**CORRESPONDING BIG IDEAS**

This unit looks at the calendar year in terms of celebrations. Celebrations, festivals, and holidays can be the result of ancient beliefs about the universe. This unit provides students with the opportunity to explore current practices, science (the water cycle, ecosystems, and the solar system) and celebrations of the past before information was known about how these systems worked.
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Inside the U.S.A.</em>, Unit 10</td>
<td></td>
</tr>
<tr>
<td>Play: “The Party Problem”</td>
<td><strong>Pre-Post Anticipation Guide</strong></td>
</tr>
<tr>
<td>Decodable: “A Fun Pup”</td>
<td>• Give students a Likert scale, or True-False, Guide with approximately 5 questions they should be able to answer by the end of the unit. Keep the responses and give the same Guide at the end of the unit. Have students compare their responses and note what they have learned.</td>
</tr>
<tr>
<td>Theme book: “Jari’s Year”</td>
<td><strong>Exit Tickets</strong></td>
</tr>
<tr>
<td>Poem: “Every Season of the Year”</td>
<td>• Give students a ticket with pictures and ask them to identify seasons and activities from a group of pictures.</td>
</tr>
<tr>
<td>Dialog: “What Does Your Family Do?”</td>
<td>• Use the ticket to group students in the next class for more instruction and practice, if necessary.</td>
</tr>
<tr>
<td>Dialog: “Chinese New Year”</td>
<td>• For inspiration, see</td>
</tr>
<tr>
<td>Dialog: “The Cinco de Mayo Party”</td>
<td><strong>See GRASPS End-of-Unit project-based performance assessment</strong></td>
</tr>
<tr>
<td>Access Newcomers, various aspects of units on the following pages: 128-129, 136-139, 154-159, 238-239</td>
<td></td>
</tr>
</tbody>
</table>
## Standardized Assessment Correlations

**Overall Claim:** Students can demonstrate college and career readiness in ELA, literacy, and math.

### (State, College and Career)

**Last revised:** January 2015

<table>
<thead>
<tr>
<th><strong>Expectations for Learning</strong></th>
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<tbody>
<tr>
<td>This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.</td>
</tr>
</tbody>
</table>

**Language Arts (English) and literacy in all other disciplines that require Reading for Information (History/Social Studies, Science/Technical, World Languages, etc.)**

- **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

**Mathematics**

- **Claim 1 – (Concepts and Procedures)** Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim 2 – (Problem-Solving)** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- **Claim 3 – (Communication Reasoning)** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- **Claim 4 – (Modeling and Data Analysis)** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

## 21st Century Skills Correlations

*(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)*

**Areas of Alignment for All Disciplines**

- **Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media
and audiences.

- **Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
- **Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
- **Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team’s success.

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**Suggested Unit 2 Activities**

**UNIT LAUNCH**

**School Field Trip**

After the Anticipation Guide (pre-assessment), take the students on a “field trip” around the school. Have students use a School Checklist (see handout) as they visit different locations.

**READING**

**Texts and Genres**

This unit contains the following text types:

- **play:** “The First Day of School”
- **non-fiction:** *Cool Schools*
- **Cool Tools**
- **What’s in Our School?**

**Reading Activity: “The First Day of School” and Cool Schools**

- Read the play (p. 56) and act it out. If available, read the supplemental text, *Cool Schools* about different schools.

**Additional Practice**

- Use *Access Newcomers*, pp. 44-47 for writing and grammar activities, pp.118-119 for work on letters and sounds, and pp. 120-121 for alphabetical order.
VIDEOS

• Build background by viewing videos or photos

WRITING

Compare & Contrast

• Write about schools (compare and contrast) (see core text, p. 69). Use a pre-writing activity to brainstorm items and locations in the two schools (see handout). Ask students to type their piece and include a picture of each school, if possible. Students can use information from Unit 1 to include the address of the school and the name of the school.

Things and Places at School

• Use Access Newcomers, pp. 44-45, for practice speaking and writing about things at school, and pp. 46-47, for practice on places at school.

U.S.A. Map

• Have students label a map of the U.S.A. with geographical features, landforms, states, regions, a legend, etc.

Popplet (or other Technology): My School

• Students use text, pictures, and sounds. They can create a Power Point, Prezi, or create a Popplet (at Popplet.com, or use the App for iPad).

Additional Practice

• Use Access Newcomers, pp. 39 and 41 for writing and grammar activities.

SPEAKING & LISTENING

TPR Drawings (Listening and Geometry)

• See Instruction sheet for this activity. The teacher gives oral directions for students to draw a picture on a blank piece of paper and asks students what they have drawn (a landscape). Give prepared picture cards to student pairs, where one student gives the directions for another student to draw. Switch the picture cards between the pairs for variety.
911 Locker

• Give students an object (or a picture card) of an item from the unit (i.e., ruler, calculator, etc.). Have students describe the item that was stolen from their locker.

• Option 2: Have a student role play a security guard or police officer and ask questions about the object. (How big is it? What color is it?)

10 Things on a Tray

• See Instruction Sheet for this activity. Students will observe items (10 or teacher could use 15 or 20) for two minutes, then take two minutes to write down what they remember. The teacher may choose to do this activity more than once in the unit, and may add more items each time in order to build vocabulary.

GRAMMAR & VOCABULARY

Colors

For additional practice, use Access Newcomers, pp. 18-19.

Prepositions

Use Access Newcomers, pp. 22-23, to practice saying and writing prepositions.

Picture Cards

• Have students use picture cards to: play “Memory” game, play charades, create word walls, match words to pictures, create stories (can be oral)

• Use pictures from Inside the U.S.A. Unit 2 to copy and cut out, use clip art and other picture files (magazines, etc.)

Paint Chips

• Have students use paint chips to keep track of the letter sounds. For example, students can write out a paint chip for words that start with /s/ (seed, sit, sack), and words that end with /s/ (pass, mess, bus), etc.

• For inspiration and ideas see: https://www.teachingchannel.org/videos/build-student-vocabulary
**Pocket Folders**

- Students create folders with pockets or envelopes inside. On small cards (can be cut from 3 x 5 cards), students keep track of letter sounds, school tools and places, regions of the US, and/or US states and their features.

- See Mind Map ideas, *Inside the U.S.A.*, p. 35

- For inspiration see: [https://www.teachingchannel.org/videos/literary-analysis-tool](https://www.teachingchannel.org/videos/literary-analysis-tool)

**20 Questions with Mystery Bags**

- The teacher prepares bags with items from the unit. Students ask questions to guess what’s in the bags. (Is it long? Is it yellow?)

**INTERDISCIPLINARY CONNECTIONS**

**Math: Number Sense** (Continue and Review, if not completed in Unit 1)

- For students who need to learn the numbers, use *Access Newcomers*, pp. 50-51 for number sense and using whole numbers. (This activity connects to baseball.)

- Use *Access Newcomers*, pp. 74-79, for practice on addition, subtraction, multiplication, division, and rounding numbers.

**Math: Geometry**

- Use *Access Newcomers*, pp. 246-251, to learn about Geometry.

**Social Studies: Maps and the USA**

- Use *Access Newcomers*, pp. 32-33, to have students begin to learn the states of the USA and where they are located on a map.

- Use *Access Newcomers*, p. 43, to have students work on the language skills needed for talking about where people are from.

- Use *Access Newcomers*, pp. 113, 115 to have students practice writing about landforms and bodies of water. Use the students’ current location (city and state) to view maps and write about where they live. (Use prepositions—in and on—and size. For example, “There is a large mountain in this state.”)

- Use *Access Newcomers*, pp. 162-165, to learn about American Regions and US Geography.
**Compare Geometric Shapes and Geographical Features**

- Show students pictures of geographical features (i.e., mountains, rivers, lakes, etc.) Have students say: “it looks like”.
  
  Examples:
  
  *That lake looks like a circle.*
  *That mountain looks like a triangle.*
  *That plateau looks like a square.*
  *That rock looks like a rectangle.*
  *That pond looks like an oval.*
  *That iceberg looks like a triangle.*
  *That river looks like a straight line.*
  *That canyon looks like a crooked line.*

**GRASPS: End-of-Unit project-based performance assessment**

<table>
<thead>
<tr>
<th>End of Unit Summative Assessment: GRASPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal • Role • Audience • Situation • Performance/Product/Process • Standards of Performance</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>To create a Power Point for an elementary class</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Role</strong></td>
</tr>
<tr>
<td>Writer/contributor in a group writing and production task</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Audience</strong></td>
</tr>
<tr>
<td>Students and teacher in an elementary classroom</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Situation</strong></td>
</tr>
<tr>
<td>As new students enter elementary school, they need to know places and items they can find in a school or classroom.</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td>Assign letters of the alphabet to small groups of students. Have students create a Power Point slide that they will incorporate alphabetically into a whole class deck of slides. Each slide should include the letter, a picture, and a description. (For example, R: “This is a long, yellow ruler.”)</td>
</tr>
<tr>
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<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td>Students can work in small groups at a single computer during a “station” during class time, while others work on creating their sentences, or at other work at other stations.</td>
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<tr>
<td></td>
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<tr>
<td><strong>Standards of Performance</strong></td>
</tr>
<tr>
<td>Project Rubric (Alphabetical Order)</td>
</tr>
</tbody>
</table>