

NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

Grade 1 Unit Overview

Content Area: English Language Arts /English as a Second Language Based mostly on UNIT 3; some overlap with Units 1,2, and 4.

Unit Title: From Seed to Table

Unit Overview: Through the use of authentic literature, students will be exposed to rich informational and fictional texts read aloud by the teacher about the process of how seeds become food. These read-alouds will stimulate students to engage in a range of speaking and listening activities, giving them the opportunity to develop language and build conceptual knowledge about seeds. In this way, ELLs will use academic and content vocabulary to meaningfully communicate ideas and information on this topic with their peers. Furthermore, these read-aloud texts will build knowledge while exposing students to varied syntax and word work that develops robust language capacity, including phonemic awareness. The scaffolding within the unit will enable students to engage in discourse and use higher order thinking skills. This interdisciplinary unit uses literature, informational text, drama, and technology so that ELLs ask and answer questions and confirm their understanding of key ideas in shared oral and written language activities with peers.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Vocabulary: All vocabulary will be pre-taught and opportunities for additional practice will be integrated within each lesson. Vocabulary homework will be assigned to reinforce new words. Pre-teaching vocabulary will include role playing or pantomiming, using gestures, showing real objects, pointing to pictures, and quick draws on the board .To ensure mastery of more complex words, teachers should explain the meaning with student-friendly definitions; provide examples of how it is used; ask students to repeat the word three times; and have students work in pairs to practice using the words in sentences. Students will be “rewarded” with tally marks when they acknowledge reading the complex word(s) in a text, hearing the word(s) being used, and using the word(s) appropriately in a sentence when speaking or writing the word(s). “Word winners” will be those with the most tally marks each week.

Important “conversations” about and analysis of texts are specified in each lesson, as recommended by Lily Wong Fillmore.

Throughout the Unit, text dependent questions are posed following read-alouds along the lines of:

Topic/Main Idea: What did we just read about? Which part of the story/text tells you that?

Key Ideas/Details: What are the important ideas in the book? Identify the words and sentences from the book.

Key Vocabulary: What words are important for talking about _____?

Connections: Does the book we just read remind you of anything else?

Guiding Questions and Enduring Understandings

- What language do students need in order to demonstrate comprehension and engage in the topic of seeds found in foods?
- *Listening, speaking, reading, and writing about seeds found in food require specific academic language.*

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Performance Task
Students will participate in a food festival comprised of foods with seeds in them. They will bring in foods with seeds from the native countries of their families, who will be invited to attend the festival with invitations written by the students. The students will be required to identify and label the seeds in their foods and list key facts about them. They will participate in digital storytelling by making posters, writing and illustrating facts from their favorite lesson in the Unit, which will be recorded and shown during the food festival.
CCSS ELA Assessed in this unit
Reading Literature
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Reading Informational
RI.1.1 Ask and answer questions about key details in a text.
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6 Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RI.1.8 Identify the key points an author makes in informational text and identify the textual evidence to support these points.
RI.1.9 Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Writing
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language
L.1.1.b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and

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possessive nouns.
L.1.1.c Use singular and plural nouns with matching verbs in basic sentences.
L.1.1.e Use verbs to convey a sense of past, present, and future.
L.1.1.f Use frequently occurring adjectives.
L.1.2.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.
L.1.4.a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5.c Make connections between words and real-life and their use.
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
Speaking and Listening
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6 Produce complete sentences when appropriate to task and situation.
Reading Foundational
RF.1.4.a Read grade-level text with purpose and understanding.
RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
WIDA Standards
Standard 1: Social and Instructional Language
Standard 2: The Language of Language Arts
Standard 3: The Language of Science
Standard 4: The Language of Mathematics
Standard 5: The Language of Social Studies
Interdisciplinary Connections
Next Generation Science Standards (NGSS) Life Science
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

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1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

NJCCCS for Social Studies

6.1.4.B.5. Geography, People and Environment: The physical environment can both accommodate and be endangered by human activities. Describe how human interaction impacts the environment in New Jersey and the United States.

CCSS Math

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total of data points, how many in each category and how many more or less are in one category than in another.

Rationale for choice of Texts

The texts were selected for several reasons: related to the theme, “From Seed to Table;” authentic and rich, informational and fictional texts which stimulate students to engage in speaking and listening activities; and provide an opportunity to develop language and build conceptual knowledge about seeds. Since they will all be used as read-alouds the students will be exposed to varied syntax and word work at or sometimes above grade level to build robust language capacity. As a read-aloud, the teacher will be able to scaffold the concepts and vocabulary where needed.

Central Texts	Lexile Level
“Johnny Appleseed” by Steven Kellogg	920
“From Seed to Plant” by Gail Gibbons	660
“Seeds” by Ken Robbins	N/A
“Seeds! Seeds! Seeds!” by Nancy Elizabeth Wallace;	470
“Seeds” by Vijaya Khisty Bodach	N/A
“A Seed is Sleepy” by Diana Hutts Aston”	750
“The Tiny Seed” by Eric Carle	400
“Flip, Float, Fly: Seeds on the Move” by JoAnn Early Macken	650
“How a Seed Grows” by Helene J. Jordan	400
“The Enormous Turnip” by Aleksei Tolstoy	N/A
“Johnny Appleseed” by Patricia Demuth	170

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Lessons	Title	Overview	Assessment
Lesson 1	Apples, Apples Everywhere	In this introductory lesson to the Unit, students will gain knowledge of the Tall Tale about Johnny Appleseed and connect what they know about apples.	Write three facts about Johnny Appleseed
Lesson 2	What is a seed?	Students will dissect a seed and identify its parts; students will learn what a seed needs in order to grow.	Seed journal observations; labeling seed parts
Lesson 3	Where Seeds Are Found and What Their Attributes Are	Students will learn that seeds are found in plants, trees, fruits, and vegetables, and will sort, compare and contrast fruit and vegetable seeds by size and color.	Seed book; Complete graphic organizers; complete seed catalogue
Lesson 4	How Seeds Travel	Students will learn how seeds travel.	Write how seeds travel in a flap book
Lesson 5	How Does Your Garden Grow?	Students will complete the recording of the growth of their seeds based on different conditions.	Seed journal observations; explain the growth of a seed in an informational text; complete a bar graph
Lesson 6	Seeds in Literature	Students will listen to folktales and legends having a seed theme.	Role play character parts, include dialogue; complete chart of folktale events; differentiate fact from fiction
Lesson 7	We're Having a Food Fest!	Students will prepare the necessary items for the unit's culminating activity.	Written invitations and digital storytelling scored with the WIDA Writing and Speaking Rubric
<p>Curriculum Development Resources</p> <p>Common Core Standards www.corestandards.org</p> <p>WIDA Proficiency Standards and Can Do Descriptors, www.wida.us</p> <p>NJCCCS Standards www.13.state.nj.us/standards www.13.state.nj.us/NJCCCS/Technologytoolbox</p> <p>Understanding Language www.ell.stanford.edu</p> <p>EngageNY www.engageny.org</p> <p>NJ Department of Education Model Curriculum Framework http://www.state.nj.us/education/modelcurriculum/ela/</p>			

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Lesson Plan #1

Lesson Overview: In the first lesson in this unit, students will learn about the American legend Johnny Appleseed.	
Lesson Title: Apples, Apples Everywhere!	Timeframe: 1 day (40 minutes per class period)
Guiding question: What did Johnny Appleseed accomplish?	
Lesson Components	
Central texts: “Johnny Appleseed” by Steven Kellogg	
Interdisciplinary Connections: Science, Social Studies	
Integration of Technology: Online or handheld photos of apple orchards	
Equipment needed: A variety of apples; computer with Internet access and display functionality	
WIDA Performance Indicators	
Listening & Speaking/Reading Comprehension: After listening to the read –alouds with pictures and illustrations, answer questions about the text using a word wall and a partner. WIDA ELD 2; CCSS RL.1.3, SL.1.2	
ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.	ELP 3-4: Use simple sentences with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (orchard, bloom, blossoms)
Reading Fluency: Chorally read sections of text. WIDA ELD 2; CCSS RF.1.4.a	
Writing: Write three facts about how Johnny Appleseed impacted the environment using a word wall. WIDA ELD 5; CCSS W.1.2, W.1.8; NJCCCS in SS 6.1.4.B.5	
ELP 1-2: Use L1, drawings and single words. May use a sentence frame. Johnny Appleseed planted _____.	ELP 3-4: Use simple sentences with some content-related vocabulary with a sentence starter where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.

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Goals/objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent Questions (TDQs)
<p>Key Vocabulary for all students: cellar, apple cider, bloom/blossoms, gentle, generous, seeds L.1.6 Additional vocabulary for ELP 1-2: apple, nature Additional vocabulary for ELP 3-4: “the country was young”, stars winked, orchard, wilderness</p> <p>Key language forms and conventions: present and past tense verbs; statements; interrogatives; adjectives L.1.1.e,f L.1.2.b</p>	
<p>Listening/ Speaking SWBAT view photos and share knowledge of where apples grow. SL.1.1 SWBAT listen to the text and respond to the TDQ. SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Preview story in L1, if possible • Native language support orally whenever necessary • Drawings and/or pictures vs. words • Word wall <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall <p>Preparing the Learner Activate Prior Knowledge/Build Background: Teacher will display several different varieties of apples and display online photos of apple orchards. Teacher will ask if students know where apples grow. She will tell the students that she will read a story that explains how the apples were planted. The teacher will then read the central text which tells about the life of Johnny Appleseed. Discuss what is true.</p>	<p>Listen to the story and decide if all the events in the story could be true.</p>
<p>Reading SWBAT chorally read key vocabulary and key parts of the texts. RF.1.4.a</p> <p>Listening, Speaking Pair ELP 1 students with same language peers if possible. SWBAT listen to a read aloud and answer TDQs posed at key points in the text. SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Preview story in L1, if possible 	

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<ul style="list-style-type: none"> • Native language support orally whenever necessary • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk <p>Interacting with Text</p> <p>While reading aloud, stop and point to illustrations of blossoms, apple cider, and cellar. Check for comprehension during various points of the story. At the end of the story, students will “turn and talk” to share something interesting they learned about Johnny Appleseed.</p>	<p>What is the story about? Who is the book about?</p> <p>Why do you think the author wrote a story about Johnny Appleseed?</p> <p>What details from the story tell you the author’s purpose?</p>
<p>Writing Group with mixed ELP levels SWBAT complete a printable giving three facts about Johnny Appleseed. W.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk • Sentence frames • Drawings and/or pictures vs. words • Word wall <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Think-Pair-Share or Turn and Talk • Word wall <p>Extending Understanding</p> <p>Teacher will refer back to the apples on display and to her introductory statement about Johnny Appleseed. Elicit the response that they are grateful to Johnny Appleseed because of the <i>seeds</i> he scattered across our land. Teacher will then cut open an apple to show the seeds within. Students will work with a partner and write three facts they learned after listening to and discussing the read aloud in a cut-out shape of Johnny Appleseed.</p>	<p>Why should we be grateful to Johnny Appleseed?</p>
<p>Formative Assessment: Completion of a Johnny Appleseed cut-out containing three facts.</p>	
<p>ELP 1-2: Use L1, drawings and single words. May use a sentence frame. Johnny Appleseed planted _____.</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary with a sentence starter where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #2

Lesson Overview: Students will dissect a seed, identify its parts, and learn what a seed needs in order to grow.

Lesson Title: What is a seed?

Timeframe: 3 – 5 days (40 minutes each day)

Guiding question: What is the life cycle of a seed?

Lesson Components

Central texts: “Seeds” by Ken Robbins; “From Seed to Plant” by Gail Gibbons; “Seeds” by Vijaya Khisty Bodach

Interdisciplinary Connections: Science

Integration of Technology: Document camera; Interactive Writing:

http://earlyed.newamerica.net/blogposts/2012/study_shows_gains_in_writing_by_sharing_the_pen_in_first_grade-64794

Equipment needed: Magnifying glasses, lima beans, paper plates, writing journals

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to several illustrated books about seeds, answer questions about the text using a word wall and a partner; share observations of an actual seed, and contribute to the completion of a KWL chart. **WIDA ELD 2; CCSS RI.1.1, RI.1.4, RI.1.7, RI.1.8, SL.1.2; NGSS 1-LS3-1**

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

ELP 3-4: Use simple sentences with emerging complexity, some grammatical errors and substantial content-related vocabulary (moist, moisture, sprout, germination, pollination).

Reading Fluency: Chorally read key vocabulary and sections of text. **WIDA ELD 2; CCSS RF.1.4a**

Writing: Write the text to a wordless picture book about the observed growth of a giant seed. **WIDA ELD 4; CCSS W.1.5; NGSS 1-LS3-1**

ELP 1-2: Write the text to a wordless picture book by using L1, drawings and single words. Write interactively with the teacher.

ELP 3-4: Write the text to a wordless picture book by using simple sentences with some content-related vocabulary; *or* write sentences using emerging complexity and content-related vocabulary.

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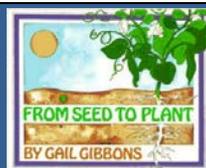
Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and Text dependent questions
<p>Key Vocabulary for all students: contain, pod, root, soil, warmth, protect. L.1.6 Additional vocabulary for ELP 1-2: grow, water Additional vocabulary for ELP 3-4: germination, moist, moisture, pollination, seed coat, sprout</p> <p>Key language forms and conventions: present and past tense verbs; plurals; statements; interrogatives; end marks. L.1.1.b, L.1.1.c, L.1.1.e, L.1.2.b</p>	
<p>Listening/ Speaking SWBAT share observations about a watermelon and its seed and participate in completing the first part of a KWL. SL.1.1 SWBAT participate in “conversations” about the text. RI.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Preview story in L1, if possible. • Native language support orally whenever necessary. • Word/picture wall • Think Pair Share or Turn and Talk • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think Pair Share or Turn and Talk • KWL chart <p>Preparing the Learner: Activate Prior Knowledge/Build Background: The teacher will hold a watermelon (whose seeds are most likely familiar) and will ask students if they know what this fruit is called and how did it begin (answer: a seed!). Teacher and students will begin a KWL chart, sharing what they might already know about seeds, and what they would like to learn about seeds.</p>	<p>Share observations about the watermelon and contribute to the first part of the KWL chart.</p>
<p>Reading <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a SWBAT comprehend sentence excerpts from grade level text. RI.1.4, RI.1.7, RI.1.8</p>	

<p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk • KWL Chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • KWL Chart <p>Interacting with Text</p> <p>Over the course of the days allocated for this lesson, the teacher will read aloud the key texts which are highly visual with simple, large text. She will pause at various key points in each text to point out the key vocabulary words and ask comprehension questions to check for understanding. Students will Think-Pair-Share to respond to the comprehension questions. The KWL chart will be added to as new facts are learned. The chart will be displayed throughout the unit.</p> <p><i>Important passages for “instructional conversation” and analysis (from “From Seed to Plant” by Gail Gibbons):</i></p> <p><i>The beginning of a plant is curled up inside each seed. Food is stored inside the seed, too. The seed has a seed coat on the outside to protect it.</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p> <p>This “conversation” will optimize adherence to the Unit’s Common Core Reading standards as well as its Language standards, especially RI.1.10 and L.1.6. It is based on the work of L.W. as depicted in this vimeo link: http://vimeo.com/47315992 This process will be repeated in several lessons.</p>	<p>Why is a seed important to a plant?</p> <p>What details can be added to our KWL chart?</p> <p>Which word means the outside of a seed and what it does? <i>The _____ is the outside of a seed.</i> <i>It _____ the seed.</i></p>
<p>Writing Group with mixed ELP levels</p> <p>SWBAT draw a seed and label its parts. W.1.2</p> <p>SWBAT record seed and seed growth observations in a journal using drawings or words. W.1.8</p> <p>SWBAT interactively write the text to a wordless picture book. W.1.5</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support 	

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<ul style="list-style-type: none"> • Drawings and/or diagrams or pictures vs. words • Word/picture wall • Interactive writing <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Use of word Word Wall • Write complete simple sentences with emerging complexity <p>Extending Understanding</p> <p>Students will examine the outside of their lima bean seeds and split them open to examine the inside, using magnifying glasses. The teacher will display one under a document camera.</p> <p>Students will plant seeds under different conditions and monitor their growth over time. They will record their observations in a journal and observe the end result in Lesson 4.</p> <p>Teacher and students will interactively write the text to the wordless picture book “The Giant Seed”, incorporating the key vocabulary acquired wherever possible.</p>	<p>Think about the books you have listened to about seeds. What are some words the authors used to describe the seeds?</p>
<p>Formative Assessment: The writing of the text to a wordless picture book.</p>	
<p>ELP 1-2: Use L1, drawings and single words. Write interactively with the teacher.</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary; <i>or</i> write sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #3

Lesson Overview: Students will learn that seeds can be found in plants, trees, fruits, and vegetables by viewing and responding to various read alouds. The focus will primarily be on fruits and vegetables; the read-alouds about plants and trees are more for visual rather than factual purposes. The students will describe the seeds by completing a pattern book. The students will work with actual fruits and vegetables throughout the course of this lesson. Students will sort seeds by the attributes of shape and color. They will orally and in written form describe the sorted seeds and will compare and contrast the seeds using a Venn Diagram. Finally, they will write about the differences in the seeds.

Lesson Title: Where Seeds Are Found and What Their Attributes Are **Timeframe:** 5-7 days (40 minutes each day)

Guiding question: What are the attributes of seeds?

Lesson Components

Central texts: “A Seed is Sleepy” by Diana Hutts Aston”; “From Seed to Plant” by Gail Gibbons; “Seeds” by Ken Robbins; “Seeds! Seeds! Seeds!” by Nancy Elizabeth Wallace; “Seeds” by Vijaya Khisty Bodach

Interdisciplinary Connections: Science, Mathematics, Social Studies

Integration of Technology: Document camera

Equipment needed: Magnifying glasses; seeds from different fruits and vegetables including nuts in their shells; dry corn; beans; unshelled sunflower seeds

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the various, illustrated, read –alouds about seeds, answer questions about the texts using a word wall and a partner; make predictions based on actual fruits and vegetables; and contribute to the completion of a KWL chart.

WIDA ELD 2 and 3; CCSS RL.1.5, RI.1.2, RI.1.3, RI.1.4, RI.1.5 RI.1.6, SL.1.1, SL.1.2; NGSS 1-LS1-3

ELP 1-2: Use L1, pictures, gestures, a partner with single words and patterned responses.	ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (moist, moisture, sprout, germination, pollination).
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Reading Fluency: Chorally read key vocabulary and sections of texts. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: Completion of seed book and a seed catalogue. **WIDA ELD 2, 3, and 4; CCSS ELA - W.1.2; Math - 1.MD.C.4; NGSS 1-LS1-3**

ELP 1-2: Complete the seed book by using L1, drawings and single words. May use a sentence starter or sentence frame. (This is a _____ seed (name of fruit or vegetable). It is _____ (color/size adjective). It feels _____ (texture adjective).	ELP 3-4: Complete the seed book by using simple sentences with some content-related vocabulary with a sentence starter or sentence frame where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.
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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary for ALL ELP levels: thirsty, minerals, sprout, kernels, buds, describe, compare, contrast L.1.6</p> <p>Additional Vocabulary for ELP 1-2: fruit and vegetable names, alike, different, sort</p> <p>Additional Vocabulary for ELP 3-4: Inventive, clever, trait, sprinkle, trunk, adventurous, scatter, secretive</p> <p>Key language forms and conventions: sensory adjectives; present and past tense verbs; present progressive verbs; plural nouns; comparisons, adjectives L.1.1.c,e,f L.1.2.b</p>	
<p>Listening/Speaking SWBAT listen to read-alouds and answer questions posed at key points in the text. Participate in the completion of the KWL chart. RI.1.2, RI.1.3, SL.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner Activate Prior Knowledge/Build Background: The teacher will display various fruits and vegetables and will pass them around for the students to closely view and feel. The students will be asked to predict where the fruits and vegetables come from in order to elicit the response that they grew from seeds. The teacher will point out that flowers and trees also grow from seeds.</p> <p>The teacher will introduce the concept of sorting by using everyday objects found in the classroom (large and small math cubes of different colors, etc.). A chart will be completed with the results of this shared sorting activity. The students will provide the information that the teacher will write on the chart. Once this has been accomplished, the teacher will introduce and model how to complete a Venn Diagram and its components. (This can be accomplished in many ways including comparing the students themselves.)</p>	<p>Based on read-alouds, predict where fruits and vegetables come from.</p> <p>Which words are used to compare the objects?</p>

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<p>Reading SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a SWBAT tell how the pictures provided information RI.1.6</p> <p>Interacting with Text Over the course of the days allocated for this lesson, the teacher will read aloud the key texts which are highly visual with simple, large text. She will pause at various key points in several of the texts to point out the photos and key vocabulary words and ask comprehension questions to check for understanding. Information will be added to the KWL chart after comprehension questions are answered by the students using “turn and talk”.</p>	<p>What did you learn from the photos in the book? What did you learn from the key words?</p>
<p>Speaking and Reading <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in “conversations” about grade level text. RI.1.3, RI.1.4, RI.1.10, SL.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Word wall • Think-Pair-Share or Turn and Talk • Dramatize the text <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall <p>Important passage/ excerpt for “conversation” and analysis from “Seeds” by Ken Robbins: <i>When you eat a sandwich, consider this: The bread is not much more than the seeds of a grass called wheat, ground up into flour and mixed with some water and a little bit of yeast.</i> Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas stated above in the excerpt in their own words and write their sentences on sentence strips.</p>	<p>What does <i>ground</i> mean in this sentence? What is another way to say: <i>consider this</i>? What is <i>wheat</i>? How do you make bread?</p>
<p>Speaking and Reading <i>Pair mixed ELP levels</i> SWBAT participate in “conversations” about grade level text. RI.1.10, SL.1.1 SWBAT compare features of a fiction vs. non-fiction text RL.1.5, RI.1.9</p> <p>Differentiation for ELP Level 1 & 2</p>	

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<ul style="list-style-type: none"> • Native language support orally whenever necessary • Drawings and/or diagrams vs. words • Word wall • Think-Pair-Share or Turn and Talk • Dramatize the text <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • KWL chart <p><u>“Seeds, Seeds, Seeds”</u> <i>Different and the same, different and the same, Count them, sort them, glue them by their name.</i></p> <p><u>“A Seed is Sleepy”</u> <i>A seed is sleepy. It lies there, tucked inside its flower, On its cone, or beneath the soil. Snug. Still.</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p>	<p>Who is the most important character in “Seeds, Seeds, Seeds”? Think about Buddy’s seeds in “Seeds, Seeds, Seeds”. How are your seeds like Buddy’s seeds? How are they different? What do you think will happen at the end of the story?</p> <p>What can you do with your seeds that Buddy did with his seeds?</p> <p>What words does the author use to describe seeds in “A Seed is Sleepy”? Can these words be used to describe people? If yes, explain how a seed is like a person.</p> <p>Both “Seeds, Seeds, Seeds” (F) and “A Seed is Sleepy” (NF) give information about seeds. How are the two books alike? How are they different?</p>
<p>Writing SWBAT complete a pattern book. W.1.8, L.1.1.f</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Sentence frames: This is a _____ seed (name of fruit or vegetable). It is _____ (color/size adjective). It feels _____ (texture adjective). • Word/picture wall • Think-Pair-Share or Turn and Talk 	

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<ul style="list-style-type: none"> • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers • Sentence starters: This is <p>Different fruits and vegetables will be distributed to the students so that they can see and touch the seeds within them (the teacher will first cut open the fruits and vegetables). They will then complete a pattern book naming the seed and describing how it looks and feels, after which they will draw the seed and the fruit or vegetable.</p>	<p>In “A Seed is Sleepy”, the author shows many different kinds of seeds. What are some of the words she uses to describe them? What other words could she have used to describe them?</p>
<p>Writing</p> <p>SWBAT record observations of sorted seeds in journals. W.1.2</p> <p>SWBAT compare and contrast different seeds in writing. W.1.8, L.1.1.f</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Sentence frames: A pumpkin seed is _____-er than a corn seed. • Think-Pair-Share or Turn and Talk • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers • Sentence starters: This is <p>The students will again view the vivid illustrations/photographs from the read-alouds already read. Some will have brought in actual seeds (previously requested by the teacher) from fruits or vegetables, along with those that the teacher has furnished. These will be viewed with a document camera so that they will be enlarged. The teacher will first model how to sort the seeds. Students will then work in pairs to sort the seeds given to them by the attributes of size and color. They will work together to</p>	<p>In “Seeds”, we read about and saw photos of both peas and pumpkin seeds. How are these seeds alike? How are they different?</p>

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<p>accomplish this task which will be done with the aid of a “sorting mat” graphic organizer. They will then draw the seeds in their sorted groups and label them in their journals. The following day the students will use the information from their sorting graphic organizer to work in pairs to complete a Venn Diagram comparing and contrasting their seeds. They will record their findings in their journals.</p>	
<p>Speaking Group with mixed ELP levels SWBAT orally identify and share the traditional foods from their background which have seeds in them. SL.1.4</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally and in writing whenever necessary • Drawings and/or diagrams vs. words • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Writing SWBAT create a personalized seed catalogue based on their background knowledge. W.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers <p>Extending Understanding The teacher will display an actual seed catalog as realia for the students prior to their writing a modified version of their own. One lesson will be devoted to discussing the seeds the students find in the foods they eat with their families. They will orally share. The students will look through magazines and cut out and label photos</p>	<p>What is the purpose of a seed catalog?</p> <p>How would you use a seed catalog if you were a gardener?</p>

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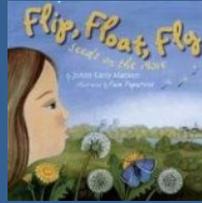
of different foods they eat in their homes. This is the precursor to the culminating activity which includes the cultural and traditional aspects of foods and the seeds found within them.

Formative Assessment: Completion of seed book and a seed catalogue describing the attributes of their actual seeds (glued in the catalogue).

ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (This is a _____ seed (name of fruit or vegetable). It is _____ (color/size adjective). It feels _____ (texture adjective).

ELP 3-4: Use simple sentences with some content-related vocabulary with a sentence starter or sentence frame where necessary; *or* write three sentences using emerging complexity and content-related vocabulary

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Lesson Plan #4

Lesson Overview: Students will learn how seeds move from place to place by listening to read-alouds and viewing a video. The knowledge previously gained is important schema in order to understand what happens after a seed reaches its destination.

Lesson Title: How Seeds Travel

Timeframe: 3-5 days (40 minutes each day)

Guiding question: How do seeds move from place to place?

Lesson Components

Central Texts: “The Tiny Seed” by Eric Carle; “Flip, Float, Fly: Seeds on the Move” by JoAnn Early Macken”; “Seeds” by Vijaya Khisty Bodach

Interdisciplinary Connections: Science

Integration of Technology: YouTube video: <http://youtu.be/oYzXToyEzBU>

Equipment needed: Computer with Internet access and display functionality

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the read –aloud with pictures and illustrations, answer questions about how seeds travel using a word wall and a partner; and contribute to the completion of a KWL chart. **WIDA ELD 2 and 3; CCSS RI.1.2, SL.1.2; NGSS 1-LS1-2**

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

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (drift, tumble, glide).

Reading Fluency: Chorally read key vocabulary and sections of texts. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: The students will individually respond to a prompt, and complete a flap book with drawings and words explaining the three main ways in which seeds travel. **WIDA ELD 2 and 3; CCSS W.1.2, W.1.8; NGSS 1-LS1-2**

ELP 1-2: Complete a flap book using L1, drawings and single words. May use a sentence starter or sentence frame. (Seeds travel by _____.)

ELP 3-4: Complete a flap book using simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; *or* write three sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and Text dependent questions
<p>Key Vocabulary: dandelion, flip, float, carry, lift, sail L.1.6</p> <p>Additional Vocabulary for ELP 1-2: wind, blow</p> <p>Additional Vocabulary for ELP 3-4: drift, tumble, glide</p>	
<p>Key language forms and conventions: adjectives; present and present progressive verb forms; past tense verb forms; onomatopoeia; L.1.1.e</p>	
<p>Speaking SWBAT participate in the completion of the KWL chart. SL.1.1, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • drawings and/or diagrams vs. words • word wall • Think-Pair-Share or Turn and Talk • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner Activate Prior Knowledge/Building Background: Review facts learned previously about what seeds need to grow, referring to the KWL chart in progress. Students will view the YouTube video. http://youtu.be/oYzXToyEzBU</p>	<p>In the YouTube video, what word about seeds is used as a synonym for waking up? (germinate).</p> <p>What word is used as a synonym for food? (nutrition)</p> <p>What is the most interesting fact about seeds that you learned from the video? Explain.</p>
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to read - alouds and answer questions posed at key points in the text. RL.1.5, SL.1.1</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p>	<p>In “The Tiny Seed” the seeds travel to different places. What are some of</p>

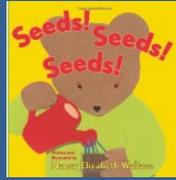
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<ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Reading SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a</p> <p>Interacting with Text: Teacher will read aloud the book “The Tiny Seed” by Eric Carle. As the book is being read, the teacher will stop at key parts to elicit discussions about the different things that can happen to seeds along the way.</p>	<p>those places? What happened to the seeds along the way? In the story, what happens to the seeds as they grow into plants? What does the tiny seed become? Is this a change from the beginning of the story? Explain. Did the ending surprise you? If so, how?</p>
<p>Speaking Pair ELP 1 students with same language peers if possible. SWBAT participate in “instructional conversations” about seeds. RI.1.2, SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Important passage for “conversation” and analysis from “The Tiny Seed” by Eric Carle: <i>Now it is Winter. After their long trip the seeds settle down. They look just as if they are going to sleep in the earth. Snow falls and covers them like a soft white blanket. A hungry mouse that also lives in the ground eats a seed for his lunch. But the tiny seed lies very still and the mouse does not see it.</i></p> <p>Important passage for “conversation” and analysis (from “Flip, Float, Fly: Seeds on the Move” by JoAnn Early Macken): <i>Where water flows, it can carry seeds. Even a raindrop can wash tiny seeds away. Splash! Swish! Splatter! Scatter!</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p>	<p>Why is the seed sleeping in the earth? What else is in the ground with the seed? Is the mouse doing a good or a bad thing by eating the seed? Why or why not? Which words describe the sound of water? How does water help a seed move?</p> <p>Why do you think the author chose the verbs “flip, float, fly” as part of the title of the book?</p>

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<p>Writing SWBAT compile a chart of the different ways seeds travel. W.1.2 SWBAT record observations of outdoor experiment in journals. W.1.8</p> <p>Students will listen to “Flip, Float, Fly” and interactively compile an anchor chart of the different ways seeds travel. The students will go outside on a windy day and explore for “helicopter seeds” which are maple tree seeds. They will throw the seeds into the air and see how the wind moves them. They will also find dandelions and blow on them to see how the wind moves those seeds. They will record their observations with drawings and words in their Science journals.</p>	<p>As the students observe the seeds: Why do you think these seeds are called “helicopter seeds”? Have we seen these seeds in any of our books? (Yes: “A Seed is Sleepy”.)</p>
<p>Formative Assessment Write a flap book showing the different ways seeds travel. The students will individually complete a flap book with drawings and words explaining the three main ways in which seeds travel (one flap “Wind”; one flap “Animals” one flap “Water”; and the last flap “People”).</p>	
<p>ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (Seeds travel by _____.)</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; <i>or</i> write three sentences using emerging complexity and content-related vocabulary.</p>

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Lesson Plan #5

Lesson Overview: Students will observe their bean seeds on a weekly basis and record their observations in their science journals. The seeds were planted under different conditions so that the students can determine the ideal environment for plant growth. They will graph the end growth and write an informational text in the form of a “how-to” book explaining how to grow a plant.

Lesson Title: How Does Your Garden Grow?

Timeframe: 5 days interspersed over the course of the unit (40 minutes each day)

Guiding question: Under what conditions do seeds grow best?

Lesson Components

Central texts: “Seeds, Seeds, Seeds” by Nancy Elizabeth Wallace; “How a Seed Grows” by Helene J. Jordan

Interdisciplinary Connections: Science, Math

Integration of Technology: N/A

Equipment needed: graph paper

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the read –aloud with pictures and illustrations, answer questions about the text using a word wall and a partner, make predictions, and contribute to the completion of a KWL chart. **WIDA ELD 2 and 4; CCSS RI.1.2, SL.1.1; NGSS 1-LS1-2**

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

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (moist, moisture, sprout, germination, pollination).

Reading (Fluency): Chorally read key vocabulary and sections of texts. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: Completion of a “how-to” book. **WIDA ELD 2 and 3; CCSS W.1.7; NGSS 1-LS1-1**

Record seed observations in a journal and graph seed growth. **WIDA ELD 2, 3 and 4; CCSS W.1.2; Math - 1.MD.C.4**

ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (First, _____, Next, _____, Then, _____, Last, _____.)

ELP 3-4: Use simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; *or* write several sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: bar graph; vertical; horizontal; scale L.1.6, L.1.4.a</p> <p>Additional Vocabulary for ELP 1-2: title</p> <p>Additional Vocabulary for ELP 3-4: Predict, environment</p> <p>Key language forms and conventions: temporal words; present and past tense verbs; comparatives (-er, -est words) L.1.1.e, L.1.1.f, L.1.5c</p>	
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in the completion of the KWL chart. SL.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner: Activate Prior Knowledge/Building Background: Students will be asked to recall the different conditions under which they planted their seeds in Lesson 1: some students planted their seeds under the ideal conditions of having soil, water, sun (and air); some were planted in soil and given water, but were put in a closet without sunlight; others were planted in soil and put in the sun, but were not watered.</p>	<p>Recall all the books we have read together about seeds. Can you predict which seeds grew and which did not? Explain.</p>
<p>Reading Chorally read the key vocabulary and key parts of the texts. RF.1.4a</p> <p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to read alouds about how seeds grow and answer questions posed at key points in the text. SL.1.1, RI.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk 	

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<ul style="list-style-type: none"> • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Triad conversation • KWL chart <p>Interacting with Text</p> <p>Teacher will read aloud “How a Seed Grows” focusing on the portion of the book that explains the best conditions under which to grow seeds. This information will be added to the KWL chart through responses by the students.</p>	<p>What do you think would happen if a seed did not get water? Sun?</p> <p>What tells you that in “How a Seed Grows”?</p>
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT participate in “conversations” about the text. SL.1.1, RI.1.2</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk • KWL chart <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk • KWL chart <p><i>Important passage for “conversation from “How a Seed Grows” by Helene J. Jordan:</i> <i>A seed needs many things to grow. It needs soil and water and sun.If a seed has all these things, it will grow into a plant. It will grow into the same kind of plant that it came from – an apple tree, or a daisy, or carrots, or corn. It will grow into clover or it will grow into a bean plant like the ones you planted.</i></p> <p>Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips.</p>	<p>What kind of seed do bean plants grow from? How do you know?</p>
<p>Writing</p> <p>SWBAT record and explain seed growth observations in a journal. W.1.2 SWBAT make a bar graph of seed growth. W.1.2</p>	

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<p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Think-Pair-Share or Turn and Talk • Graphic organizers (bar graph template) • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizers (bar graph template) <p>After students make and record their final observations in their science journals, they will graph the growth of the plants in the form of a bar graph, each having a plant that grew under a different condition.</p>	<p>What effect did the sunlight have on our plants? The water? The soil? Based on what you have learned so far, what predictions can you make about plant growth?</p>
<p>Listening <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to fellow group members and classmates as they share their plant observations. SL.1.1</p> <p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT orally share observations of the growth of their seeds and their bar graphs. SL.1.1, SL.1.6 (In groups of three, they will explain whether their plant was the tallest or shortest, or shorter than the others, and will explain why. They will share their graphs and observations as a group, each taking turns reading about their particular plant.)</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Note cards as a reference • Word/picture wall <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Note cards as a reference <p>Writing <i>Group with mixed ELP levels</i> SWBAT write an informational “how to” piece. W.1.7</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary 	

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- Drawings and/or diagrams vs. words
- Sentence frames with temporal words (First, next, then, last, _____)
- Word wall
- Think-Pair-Share or Turn and Talk
- Temporal Words chart

Differentiation for ELP Level 3 & 4

- Word wall
- Think-Pair-Share or Turn and Talk
- Temporal Words chart

Extending Understanding

Each student will write an informational piece in the form of a how-to book, explaining in writing the steps of plant growth: (for example: *First*, plant the seed in soil; *next*, water the plant when it is dry; *then*, place the plant in the sun; *last*, watch your plant grow!).

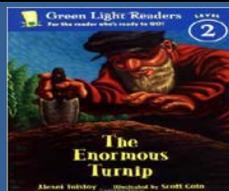
Think back to how the seeds grow in “How a Seed Grows” and to how Buddy planted his seeds in “Seeds, Seeds, Seeds”. Explain in what order seeds need to be planted.

Formative Assessment: Completion of a “How-to” book.

ELP 1-2: Use L1, drawings and single words. May use a sentence starter or sentence frame. (First, _____, Next, _____, Then, _____, Last, _____.)

ELP 3-4: Use simple sentences with some content-related vocabulary using a sentence starter or sentence frame where necessary; *or* write four sentences using emerging complexity and content-related vocabulary.

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Lesson Plan #6

Lesson Overview: Seeds can be found in literature the most famous reference being to Johnny Appleseed. Students will more deeply delve into what they learned about this legendary figure in Lesson 1, and will also listen to a folktale entitled “The Enormous/Giant Turnip”.

Lesson Title: Seeds in Literature

Timeframe: 5 – 7 days (40 minutes each day)

Guiding question: What role have seeds played in folklore?

Lesson Components

Central texts: “The Enormous Turnip” by Aleksei Tolstoy; “Johnny Appleseed” by Patricia Demuth; “Johnny Appleseed” by Steven Kellogg

Interdisciplinary Connections: Science; Language Arts Literacy; Social Studies; Math

Integration of Technology: YouTube video adaptation of “The Enormous Turnip”: <http://youtu.be/ysPxSHHE8Lg>; PowerPoint presentation about Johnny Appleseed : <https://sites.google.com/site/mrsdrjones/TheStoryofJohnnyAppleseed.ppt?attredirects=0>; BrainPop video about Johnny Appleseed

Equipment needed: Computer with Internet access and display functionality

WIDA Performance Indicators

Listening & Speaking/Reading Comprehension: After listening to the read –aloud with pictures and illustrations, answer questions about the text using a word wall and a partner. **WIDA ELD 2; CCSS RL.1.5, SL.1.1, SL.1.2, SL.1.4**

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

ELP 3-4: Use simple sentences with some errors but with emerging complexity, few grammatical errors and some to substantial content-related vocabulary (orchard, wilderness, folk hero).

Reading Fluency: Chorally read key vocabulary and reader’s theater roles. **WIDA ELD 2; CCSS RF.1.4.a**

Writing: The students will complete a sequence chart of the play’s events. **WIDA ELD 2; CCSS W.1.7**

ELP 1-2: Use L1, drawings and single words.

ELP 3-4: Use simple sentences with some content-related vocabulary; *or* write sentences using emerging complexity and content-related vocabulary.

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Goals/Objectives Differentiation by ELP levels Instructional Focus/Strategies	Activate and build background and text dependent questions
<p>Key Vocabulary: enormous; turnip; granddaughter, grew, fiction, fact, legend, folktale L.1.6, L.1.4.a</p> <p>Additional Vocabulary for ELP 1-2: planted</p> <p>Additional Vocabulary for ELP 3-4: orchard, wilderness, folk hero</p> <p>Key language forms and conventions: temporal words; present and past tense verbs, dialogue L.1.1.e, L.1.6</p>	
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to and view a video and complete a chart about folktales. SL1.1</p> <p>Preparing the Learner Activate Prior Knowledge/Build Background: Introduce students to the genre of folktales and legends by completing a chart describing the genre’s characteristics.</p>	<p>What was the setting of the story? Who were the characters? What was interesting about the turnip? Do you think this could have happened in real life? Explain.</p>
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i> SWBAT listen to a read-aloud of the play and answer questions posed at key points in the text. SL.1.2, RL.1.5</p> <p>Differentiate for ELP Level 1 & 2 :</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Select roles with limited language <p>Differentiate for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Teacher support, when necessary • Word wall <p>Speaking/Reading <i>Group with mixed ELP levels; assign easier roles in reader’s theater to lower proficiency levels</i> SWBAT chorally read the key vocabulary and key parts of the texts. RF.1.4.a SWBAT read the reader’s theater character parts. SL.1.4, RF.1.4.b, RF.1.4.c</p> <p>Writing</p>	<p>Is this fiction or non-fiction? How do you know? Who is the most important character? Explain. How could you change the ending of the folktale?</p>

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<p>SWBAT complete a sequence chart showing connections between the events in the folktale. W.1.5</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Graphic Organizer • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners • Graphic organizer <p>Interacting with Text</p> <p>Teacher will display a real turnip and read aloud “The Enormous Turnip”, focusing on the events within the story. Begin a sequence chart of the tale’s events, which starts with the planting of a seed, and follow by having students role play the various characters in the tale in order to reinforce how the events in the story are connected. Students will complete a chart of events in pairs. Students will perform a reader’s theater version of the tale.</p>	<p>What happened at the beginning of the play? In the middle? At the end? Was there a problem in the play? If so, how was it solved?</p>
<p>Listening/Speaking <i>Pair ELP 1 students with same language peers if possible.</i></p> <p>SWBAT listen to a read-aloud and answer questions posed at key points in the text. SL.1.1, RI.1.5</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • Word/picture wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Re-introduce the legend/folktale of Johnny Appleseed that was first introduced in Lesson 1 with a new read-aloud about him, after which the students will turn and talk to find those elements within the tale that are fiction or fact and together the class will make a chart differentiating fiction from fact.</p>	<p>What did we learn about Johnny Appleseed earlier? Did you believe everything we learned? What information do you think was true? What was make-believe?</p>
<p>Speaking <i>Pair ELP 1 students with same language peers if possible.</i></p> <p>SWBAT participate in “conversations” about the text. SL.1.1, RI.1.2, RL.1.5</p>	

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Differentiation for ELP Level 1 & 2

- Native language support orally whenever necessary
- Word/picture wall
- Think-Pair-Share or Turn and Talk
- Fact/fiction chart

Differentiation for ELP Level 3 & 4

- Word wall
- Think-Pair-Share or Turn and Talk
- Fact/fiction chart

Important passage for “conversation”(from “The Enormous Turnip” by Aleksei Tolstoy):

Once upon a time an old man planted a little turnip and said, “Grow, grow little turnip, grow sweet! Grow, grow, little turnip, grow strong!” And the turnip grew up sweet and strong and big and enormous.

Important passage for “conversation”(from “Johnny Appleseed” by Patricia Demuth):

More and more people came out West. Johnny planted more and more trees. In the spring, the trees bloomed with white flowers. In the fall, there were apples – red, round, ripe apples. People made apple pies. And apple butter for their bread. And apple cider to drink...

Deconstruct and chunk the sentence parts. Discuss, dramatize (when possible) and bring in realia to learn the vocabulary words. Have students state the ideas in their own words and write their sentences on sentence strips. As a follow-up, students will view the PowerPoint about Johnny Appleseed and add to the fact/fiction chart already begun.

Finally, the students will watch the BrainPop video about Johnny Appleseed and play the interactive online game that follows the video.

What is the author’s purpose in having the old man talk to the turnip?

Name something that Johnny Appleseed did to help the settlers.

According to the legend, what important event happened in the Fall?

Formative Assessment: Participation in reader’s theater

Group with mixed ELP levels; assign easier roles in reader’s theater to lower proficiency levels, more difficult roles to higher proficiency levels.

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Lesson Plan #7

Lesson Overview: In the final lesson in this unit, students will prepare for the unit’s culminating activity which will be a food festival to which parents will be invited.

Lesson Title: We’re Having a Food Fest!

Timeframe: 5 – 7 days **(40 minutes each day)**

Guiding question: How does tradition play a role in the foods we eat?

Lesson Components

Central texts: N/A

Interdisciplinary Connections: Science, Social Studies, Language Arts Literacy

Integration of Technology: Digital storytelling

Equipment needed: Software/technology required to film and record students as well as computer with display functionality

WIDA Performance Indicators

Listening & Speaking: Oral presentations of posters. **WIDA ELD 1 and 2; CCSS SL.1.4, SL.1.5**

ELP 1-2: Use L1, single words, and patterned responses.

ELP 3-4: Use simple sentences with emerging complexity, some grammatical errors, and specific and/or content-related vocabulary from previous lessons.

Reading: Browse through texts used throughout the unit and reread information on prior KWL charts. **WIDA ELD 2; CCSS RL. 1.5, RI.1.1; NGSS 1-LS1-2**

Writing: Write facts for posters. **WIDA ELD 2; CCSS W.1.2, W.1.5, W.1.6, W.1.8**

ELP 1-2: Use L1, drawings and single words.

I learned about _____. It was interesting because _____.
 _____ is a food with seeds from my country _____. It tastes
 _____. We eat it _____.

ELP 3-4: Use simple sentences with some content-related vocabulary;
or write sentences using emerging complexity and content-related
 vocabulary

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<p>Key Vocabulary: culture, festival L.1.6 Additional Vocabulary for ELP 1-2: tradition Additional Vocabulary for ELP 3-4: celebrate</p> <p>Key language forms and conventions: present tense verbs; adjectives L.1.1e, L.1.1f</p>	
<p>Listening/Speaking SWBAT participate in the compilation of a list of traditional foods from their native countries. SL.1.1 Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Native language support orally whenever necessary • word wall • Think-Pair-Share or Turn and Talk <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • word wall • Think-Pair-Share or Turn and Talk <p>Preparing the Learner Activate Prior Knowledge/Build Background: Teacher and students will discuss the meaning of culture and will compile a list of traditional foods with seeds in them from the native countries of the students.</p>	<p>What special occasions do you celebrate with your family?</p>
<p>Reading SWBAT review texts used throughout the Unit. RI.1.7, RI.1.10</p> <p>SWBAT read their posters for digital storytelling. SL.1.2, RF.1.4.c Interacting with Text Students will browse the texts used in the previous lessons in order to reinforce prior learning.</p>	
<p>Speaking <i>Group with mixed ELP levels</i> SWBAT orally present information on student-made posters. SL.1.4, SL.1.6</p>	

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<p>Writing SWBAT compile list of traditional seed foods. W.1.2 SWBAT make a poster about favorite lesson. W.1.8 SWBAT prepare invitations and write information cards. W.1.2, W.1.6</p> <p>Differentiation for ELP Level 1 & 2</p> <ul style="list-style-type: none"> • Writing in L1 whenever necessary • Drawings and/or diagrams vs. words • Sentence frames: My food is from _____. The ___seed is inside my food. It tastes _____. • Graphic Organizer (online invitation template) • Partners <p>Differentiation for ELP Level 3 & 4</p> <ul style="list-style-type: none"> • Word wall • Partners <p>Extending Understanding Each student will be asked to choose his or her favorite lesson from the unit. They will prepare a poster with words and illustrations showing what they learned from that favorite lesson. They will show and orally share their posters, which will be filmed for the parents to view when they attend the food festival. Each student will prepare an invitation to their families inviting them to the festival and asking them to bring in one of the traditional foods that have seeds in it from their home countries. Students will be required to write cards for their food which will explain what the food is, what country it comes from, what seed is inside, and how the food tastes.</p>	<p>Share three facts you recall learning from all of our reading together. Which fact do you think others will find the most interesting? Explain.</p>
<p>Formative Assessment: Students' ability to recall seed facts to prepare their posters and present them orally; their ability to write an invitation using technology; their ability to complete the information cards for their traditional foods.</p>	
<p>ELP 1-2: Use L1, drawings and single words. I learned about _____. It was interesting because _____. _____ is a food with seeds from my country _____. It tastes _____. We eat it _____.</p>	<p>ELP 3-4: Use simple sentences with some content-related vocabulary; <i>or</i> write sentences using emerging complexity and content-related vocabulary</p>

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GRADE ONE UNIT AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Describe the process of how seeds become food. How do seeds move? Vocabulary: Folktale, fact, fiction, flip, float, kernels, buds, compare, contrast,	Know and use various text features Identify main idea and key details Identify author's purpose and choice of words	Ask and answer questions Identify and use comparative adjectives. Describe the connection between two events in the story	Use realia Word wall Dramatize vocabulary Visuals, videos Support in L1 Read aloud/think aloud	Demonstrate understanding of text organization and features of print Identify similarities and differences between two texts on the same topic Chorally read key vocabulary and key parts of text	Write, draw, dictate short answers to questions Record and explain seed growth observations Create a poster about favorite book. Write three facts	Answer questions about key concepts and important details of texts read aloud Participate in instructional conversations Present posters orally	Present and past tense verbs Comparative adjective with suffixes –er and -est	Using visuals to comprehend text Using cognates, when possible Working with a partner Using a rubric (icons)