

CURRICULUM

E.S.L.

GRADE 1

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
ESL
First Grade

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL - First Grade

PACING GUIDE

Unit	Title	Pacing
1	My Home	10 weeks
2	My Community	10 weeks
3	My World	10 weeks
4	What Can I do?	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: My Home

Target Course/Grade Level: First Grade

Unit Summary: Students will learn about their home. People and family in a home and how to speak, write, read and listen about things pertaining to the home.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA .1 .Narrate .Interpretive
- ELD-LA .1 .Narrate .Expressive
- ELD-LA .1 .Inform .Interpretive
- ELD-LA .1 .Inform .Expressive

Standard 3: Language for Mathematics

- ELD-MA.1.Inform.Interpretive
- ELD-MA.1.Inform.Expressive

Standard 4: Language for Science

- ELD-SC.1.Inform.Interpretive
- ELD-SC.1.Inform.Expressive
- ELD-SC.1.Explain.Interpretive
- ELD-SC.1.Explain.Expressive

Standard 5: Language for Social Studies

- ELD-SS.1.Inform.Interpretive
- ELD-SS.1.Inform.Expressive
- ELD-SS.1.Argue.Interpretive
- ELD-SS.1.Argue.Expressive

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections and Standards: (NJSLA)

Reading

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Reading Informational Text

- 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.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Foundational Skills

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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 self-reflection, and add details to strengthen writing and ideas 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.

Social Studies:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Understandings:

Students will understand that...

- Families are important
- Families have many members
- Families live in different homes
- Homes are made in specific ways

Unit Essential Questions:

- What is a family?
- Where do people live?
- How are homes made?
- How do artifacts help us tell family stories?

Knowledge and Skills:

Students will know...

- Families are important
- Families have many members
- Families live in different homes
- Homes are made in specific ways

Students will be able to...

- Speak, write, listen, and read about families and homes
- Use present tense verbs to speak, and write about the family members
- Use Plural and Singular nouns
- Use adjectives to describe family members and to speak about family and homes
- Use adverbs to speak about family and homes
- Create new stories
- Develop a sense of a story structure
- Interpret narratives aloud with predictable structures and language patterns
- Interpret and construct brief descriptions on concrete entities (example: people, places, animals, objects)
- Express feelings and a reason related to situations or events

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- [ELL Assessments](#)
- Listening
 - Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story
- Speaking
 - Present a project or work to the class, or present a family tree to the class and a cultural representation of their family
 - Students will share with the teacher, on flipgrid, or in small groups about a reading activity or class activity.
 -
- Reading
 - Levels 1-2
 - Students can summarize information gathered from leveled readers using simple sentences, and will practice saying them using puppets.
 - Levels 3-4
 - Students will read on-level text and answer questions about the text
- Writing:
 - Levels 1-2
 - Write 1-2 sentences about a special time with family or about family members
 - Levels 3-4
 - Produce one paragraph narrative about a special time/moment with family or a family tradition using sequential language

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Levels 1-2

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Vocabulary Power Packs](#)
- [ELL Comic Conversations](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- Compare and contrast family structures (number, gender, relationship to self) with a partner
- Compile a list of words/phrases that describe you and your family
- Role play a way that you help out in your family
- Research the family history of a favorite family song

- Students bring in photographs of family, friends, or places, focusing either on their current home or on their homeland. Discuss the pictures, comparing and contrasting what they see.
- Create a photo album that includes captions and labels
- Draw a map of home
- [Meaningful Conversations: Families](#)
- [GetEpic Family Book Collection](#)
- [School and Family Vocabulary Google Slides](#)
- Teacher Taboo
 - Students can use the list of “taboo words” to describe the target vocabulary word
- Creating simple sentences from models about wants, needs, and likes
- Life Murals
 - Students create illustrations depicting significant events, people, and places in their lives and write about them

Levels 3-4

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- Teacher Taboo
 - Students can create the list of “taboo words” that describe the target vocabulary word
 - Students have to describe the target vocabulary word not using the list of “taboo words”
- Participating Interactive Journal with peers
- Draw a map of home with labeled illustrations of items in home
- Project journaling
 - Learners keep journal with a specific task in mind (example: students take notes of plants growing)

RESOURCES

Teacher Resources:

- Raz-kids
- Slide presentations (links in activity section above)
- Flipgrid and Documents (links in activity section above)
- www.starfall.com

Equipment Needed:

- Computer
- Pencils

- card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: Community

Target Course/Grade Level: First

Unit Summary: Students will learn the importance of how a community works and what it takes to be part of a community. Students will explore different community helpers and the tools they use to aid other members of the community.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

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- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
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- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
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- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

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1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Understandings:

Students will understand that...

- There are many parts in a community.
- There are different people that are a part of a community.
- There are many different jobs in a community.
- There are government employees in a community.
- There are laws that a community should follow for the security of the people.

Unit Essential Questions:

- How can you be a good citizen?
- How do rules help a community?
- Who lives and works in my neighborhood?
- Who are some leaders and helpers in your community?
- How can you solve problems in your community?

Knowledge and Skills:

Students will know...

- People in a community do different jobs.
- Locations and places in the school and community.
- Different types of jobs people do need tools or equipment to aid them in their jobs

Students will be able to...

- Explain why people in a community do different jobs
- Explain why people in a community do different jobs.
- Locate and describe places in the school and community.
- Use prepositional phrases to specify location and time.
- Describe story events through verbs to describe character feelings, actions, and behaviors
- Describe story events through connectors to establish sequence (after, then, and)
- Describe different kinds of jobs that people do and the tools or equipment used in these jobs
- Students will retell and summarize stories they have read.
- With prompting and support, identify the main topic and retell key details of a text
- Describe attributes and characteristics with facts, definitions, and relevant details through...
 - Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (red and yellow feathers)

- Prepositional phrases to describe place or location (on the ground, in Antarctica)
- Compound sentences to add details (Birds like fruit and seeds. The river is long and deep.)
- Doing verbs to describe actions (eats, lives)
- Visuals (labeled drawings) to support information
- Interpret graphs, charts, and diagrams.
- Use language to construct language arts narratives that orient audience to story and describe story events
- Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
- Describing in detail the function of roles of people in the community on Flipgrid.com
- [ELL Assessments](#)

Speaking-

- Students will share with the teacher, on flipgrid, or in small groups about a reading activity or class activity.
- Record a video describing in detail the function of roles of people in the community
- Recode a video to distinguish between rights and responsibilities of individuals in relation to the community.

Reading

- Levels 1-2
 - Students can summarize information gathered from leveled readers using simple sentences, and will practice saying them using puppets.
- Levels 3-4
 - Students will read on-level text and answer questions about the text

Writing

Levels 1-2

- Write 1-4 sentences describing community helpers or other areas of a community

Levels 3 & 4

- Write a paragraph of how you helped someone in your community

Listening

- Teacher will read aloud a story and students will answer comprehension questions or retell the story.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Level 1 & 2

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Vocabulary Power Packs](#)
- [ELL Comic Conversations](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- Clustering and then sharing with a peer response group
- Teacher Taboo
 - Students can use the list of “taboo words” to describe the target vocabulary word
- Life Murals
 - Students create illustrations depicting significant events, people, and places in their lives and write about them

Levels 3-4

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- Participating Interactive Journal with peers
- Teacher Taboo
 - Students can create the list of “taboo words” that describe the target vocabulary word
 - Students have to describe the target vocabulary word not using the list of “taboo words”

RESOURCES

Teacher Resources:

- Raz-kids
- Slide presentations
- Getepic.com (links in activity section above)

Equipment Needed:

- Computer

- Pencils
- card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted
- Magnet letters
- Playdoh
- Wiki-Sticks
- Letter puzzles
- Letter tiles
- Teacher chosen material
- Alphabet stamps
- Rhyming word picture match game

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: My World

Target Course/Grade Level: First

Unit Summary: Students will learn about the world around them and how there are many different places and cultures in the world.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA .1 .Narrate .Interpretive
- ELD-LA .1 .Narrate .Expressive
- ELD-LA .1 .Inform .Interpretive
- ELD-LA .1 .Inform .Expressive

Standard 3: Language for Mathematics

- ELD-MA.1.Inform.Interpretive
- ELD-MA.1.Inform.Expressive

Standard 4: Language for Science

- ELD-SC.1.Inform.Interpretive
- ELD-SC.1.Inform.Expressive
- ELD-SC.1.Explain.Interpretive
- ELD-SC.1.Explain.Expressive

Standard 5: Language for Social Studies

- ELD-SS.1.Inform.Interpretive
- ELD-SS.1.Inform.Expressive
- ELD-SS.1.Argue.Interpretive
- ELD-SS.1.Argue.Expressive

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections and Standards: (NJSLA)**Reading**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Reading Informational Text

- 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.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Foundational Skills

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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 self-reflection, and add details to strengthen writing and ideas 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.

Social Studies:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Understandings:

Students will understand that...

- Students are in a world with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences

Unit Essential Questions:

- What is culture?
- What are the functions of a culture?
- How are cultures similar and different?

Knowledge and Skills:

Students will know...

- Students are in a World with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences
- Use past, present, and future verbs
- How to use different areas of each past, present, and future verb tenses
- Use adjectives in writing and speaking
- Use simple and expanded sentences

Students will be able to...

- Speak, read, write, and listen about the world and cultures
- Demonstrate they are in a World with many different countries
- Evaluate how different countries have different cultures
- Judge how cultures have similarities and differences
- Demonstrate how to use different areas of each past, present, and future verb tenses
- Use adjectives and adverbs in writing and speaking
- Use simple and expanded sentences (complex and compound)
- Write a summary from fiction and nonfiction texts
- compare and contrast different cultures
- Producing opinion piece by stating an opinion and providing a connected reason

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- [Phonics](#)
- Justice Everywhere Poster
 - Students will create a poster to promote justice, fairness, and courage where they depict famous Americans or other children who demonstrate these character traits
- [ELL Assessments](#)
 - Speaking-
 - Students will share with the teacher, on flipgrid, or in small groups about a reading activity or class activity.
 - Reading-
 - Levels 1-2
 - Students can summarize information gathered from leveled readers using simple sentences, and will practice saying them using puppets.
 - Levels 3-4
 - Students will read on-level text and answer questions about the text
 - Writing-
 - Levels 1-2
 - Write 1-4 sentences comparing and contrasting
 - Levels 3-4
 - Write an opinion piece by writing an opinion with a connected reason
 - Listening
 - Teacher will read aloud a story and students will answer comprehension questions or retell the story.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Level 1 & 2

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Vocabulary Power Packs](#)
- [ELL Comic Conversations](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- [Reader’s Theater Scripts](#)
- Clustering and then sharing with a peer response group

- Journal writing

Levels 3-4

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- [Reader's Theater Scripts](#)
- Journal writing
- Buddy Journaling
 - Participating Interactive Journal with peers

RESOURCES

Teacher Resources:

- Raz-kids
- Slide presentations
- Getepic.com (links in activity section above)

Equipment Needed:

- Computer
- Pencils
- card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted
- Magnet letters
- Playdoh
- Shaving cream
- Wiki-Sticks
- Letter puzzles
- Letter tiles
- Teacher chosen material
- Letter matching games for upper/lowercase letters
- Alphabet stamps
- Rhyming word picture match game

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: What Can I do?

Target Course/Grade Level: First

Unit Summary: Students will be able to solve problems in the world whether little or big and figure out how they can make an impact in their home, neighborhood, town, state, country, and world.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

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Standard 4: Language for Science

- ELD-SC.1.Inform.Interpretive
- ELD-SC.1.Inform.Expressive
- ELD-SC.1.Explain.Interpretive
- ELD-SC.1.Explain.Expressive

Standard 5: Language for Social Studies

- ELD-SS.1.Inform.Interpretive
- ELD-SS.1.Inform.Expressive
- ELD-SS.1.Argue.Interpretive
- ELD-SS.1.Argue.Expressive

Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
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- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
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- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Reading Informational Text

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- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
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- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
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- 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.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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 self-reflection, and add details to strengthen writing and ideas 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.

Social Studies:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Science:

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Understandings:

Students will understand that...

- There are many ways to help the earth, community, country, family, and home.
- They can create solutions to problems by working together or working independently.
- Problems and solutions vary depending on where you live in the world.

Unit Essential Questions:

- How can I help the earth?
- How can I help my community?
- What ways can I help my family and my home?
- What is the best solution to solve a problem?

Knowledge and Skills:

Students will know...

- How to work with their peers to find a solution
- Brainstorming and trial and error are part of problem solving
- How to find resources to solve problems i.e. - people, places, and things that can help
- Gathering data lead to stronger solutions when problem solving

Students will be able to...

- Speak, read, listen, and write about how to solve problems in the world
- Judge what is the best way to solve a problem
- Evaluate different solutions to a problem
- Create a solution to a problem
- Demonstrate how to use different areas of each past, present, and future verb tenses
- Use adjectives and adverbs in writing and speaking
- Use simple and expanded sentences (complex and compound)
- Write a summary from fiction and nonfiction texts
- Write an argument to describe and explain a solution to a problem
- Speak about an issue and explain a solution to the issue

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
- [ELL Assessments](#)
 - Speaking-
 - Students will present a problem and a solution to a classmate or speak on flipgrid, seesaw or other device.
 - Reading-
 - Students will read on-level text and answer questions about the text
 - Writing-
 - Levels 1 & 2
 - Write 1-4 sentences describing a problem and a solution
 - Write a pattern poem
 - Levels 3 & 4
 - Write a paragraph describing a problem and solution
 - Write a pattern book
 - Listening-
 - Teacher will read aloud a story and students will answer comprehension questions or retell the story.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Level 1 & 2

- [ELL Leveled Reader Packs](#)
- [ELL Content Picture Packs](#)
- [ELL Vocabulary Power Packs](#)
- [ELL Comic Conversations](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- Clustering and then sharing with a peer response group
- Literature response groups
- Teacher Taboo
 - Students can use the list of “taboo words” to describe the target vocabulary word

Levels 3-4

- [ELL Leveled Reader Packs](#)

- [ELL Content Picture Packs](#)
- [ELL Grammar Packs](#)
- [ELL Grammar Posters](#)
- Participating Interactive Journal with peers
- [Get Epic “Helping” Book Collection](#)
- [Get Epic “Citizenship” Book Collection](#)
- Literature response groups
- Teacher Taboo
 - Students can create the list of “taboo words” that describe the target vocabulary word
 - Students have to describe the target vocabulary word not using the list of “taboo words”

<i>RESOURCES</i>

Teacher Resources:

- Raz-kids
- Slide presentations (links in activity section above)
- Flipgrid and Documents (links in activity section above)
- www.starfall.com

Equipment Needed:

- Computer
- Pencils
- Card stock
- Dry-Erase boards
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted
- Magnet letters
- Playdoh
- Wiki-Sticks
- Letter puzzles
- Letter tiles
- Teacher chosen material