

INTENSIVE ENGLISH LITERACY

(Elementary 6-10-year-old)

ESSENTIAL UNIT 3 (E03)

(My Family and Me)

(July 2014)

Unit Statement: *What do families do together?* In this unit the student will recognize and use family related vocabulary and describe family members. He/she will read, talk, listen and write about family activities, food preferences and feelings. Please use Reach A Volume 1 'My Family and Me' unit 2.

The phonics unit is currently engaged, and teachers should refer to it for continued practice of routines, strategies, and skills.

Unit Emphasis:

Communicative Focus: *ask for help, ask and answer questions, express feelings, introduce family members, and engage in discussions*

Vocabulary Focus: *family members, feelings, foods, action words, main ideas, details*

Grammar Focus: *simple sentences and questions, adjectives, personal pronouns*

Reading Strategies/Skills: *beginning letter/sound relationships, reading texts with pictures and language patterns, reading levels Fountas & Pinnell A-C.*

Writing Focus: *simple sentences about family, write an invitation*

Essential Outcomes: (must be assessed for mastery)

Listening/Speaking:

1. The Student Will introduce and discuss family members (e.g. *Who is in your family? _____ is in my family.* *).
2. TSW ask and answer questions about families (*What does your family like to do? _____ likes to _____.* *).
3. TSW discuss one's likes, dislikes, and feelings (*I like/don't like _____.**).
(*For more examples and suggestions, see "Sentence Frames" in this document.)

Vocabulary:

4. TSW recognize selected vocabulary including family members, feelings, foods, action words, and describing words related to family activities. *See Key Terms and Concepts in this document for word lists.

Grammar:

5. TSW form simple sentences using basic sentence frames with adjectives (describing words) (*My family is big/small.*)
6. TSW form simple sentences and questions using language frames with the verb "to be" (*Who is this? This is my _____.*)
7. TSW identify and use selected personal pronouns (*my, his, hers*).

Reading:

8. **TSW** use beginning letter/sound relationships pictures to read a text.
9. **TSW** identify main idea and details in a text.
10. **TSW** read and demonstrate comprehension of books at guided reading levels A-C.
(see Fountas and Pinnell Benchmark Assessments)

Writing:

11. **TSW** show acquisition of unit vocabulary and writing skills by writing captions, words and sentences, and simple personal responses within a daily journal.
(See Teacher’s Guide pages PD 47 - 49 for writing routines: power writing, modeled writing, interactive writing, independent writing).
12. **TSW** apply the 5 steps of the writing process to write An Invitation. See Teacher’s Guide T153, T157, T161, T165, T169.

Introduced Outcomes: (taught, not assessed)

1. The Student **Will** explore family holidays and traditions.
2. **TSW** recognize high frequency words from the Pre Primer Dolch list (see Appendix)

Practiced/Ongoing Outcomes:

1. The Student **Will** continue mastering the alphabet.
2. **TSW** apply basic vocabulary and grammar patterns introduced in E02.
3. **TSW** follow classroom routines and procedures.

Key Terms and Concepts:

Students should be exposed to the following *academic language* (teachers should use them, but students will not be expected to master the use of them). Students will learn, practice, and be able to use the *unit specific vocabulary*.

Academic Language	Unit Specific Vocabulary		
main idea	mother	fish	play
details	father	pizza	sing
adjective	grandma	rice	angry
beginning sound	grandpa	soup	happy
ending sound	mother	salad	sad
syllable	sister	cook	bored
	brother	dance	excited
	baby	eat	surprised
	feelings	like	dislike
	<i>*include culturally appropriate foods</i>		

	<p style="text-align: center;">Sentence Frames *Also see Reach Teacher’s Edition pages R4-R35.</p>
<p>introduce and discuss family members</p>	<ul style="list-style-type: none"> ● Who is this? ● This is _____. ● I see a _____. ● A _____ is in a family. ● Who is in your family? ● _____ is in my family. ● What did you read about families? ● I read that families _____. ● My _____ with me. ● Tell me about your family. How many brothers and sisters do you have? ● I have (number) _____. ● What does your (father) like to do? ● My _____ likes to _____.
<p>discuss one’s likes, dislikes, feelings, foods</p>	<ul style="list-style-type: none"> ● Which family activity do you like best in this story? ● Which family activity do you like best? ● Why? ● I like/don’t like _____. ● What does your family like to do? ● _____ likes to _____. ● What does your family like to eat? ● My family likes to eat _____. ● Name a food that you like to eat. ● I like to eat _____. ● What do you like to do with your family. ● What does your family like to cook and eat? ● We cook _____. We eat _____. ● How do family members have fun together? ● Families _____ together. ● Tell what family members look like. ● _____ is _____. ● What do you do with your family? ● I _____ with my _____. ● How do you feel when you do things with your family? ● I feel _____. ● What did you read about family feelings? ● I read that families feel ____ and _____. ● What do you know about families? ● Now I know _____.

Suggested Professional Materials for Teachers: (provided by school)

Reach, National Geographic, level A

- Teacher’s Edition, vol.1, Unit 2
- Read Together Books
- Sing With Me Language Song Book
- Read With Me Big Books
- Talk Together Books: Label Books, Wordless Books
- Practice Book, Level A, Unit 2
- Practice Masters, Level A Unit 2
- Assessment Handbook, Level A, Unit 2
- Vocabulary Builder and Manipulatives
- Teamwork Activity Flip Charts, Level A, Unit 2
- Alphachant Phonics Kit

Suggested Read Alouds:

ABC books
Books about food
Books about families
Mothers by Lola M. Schaefer
Sisters by Lola M. Schaefer
Does a Kangaroo Have a Mother, Too? by Eric Carle
Coco Can’t Wait! by Taro Gomi
Just Like Daddy by Frank Asch
My Baby Sister, Annie by Angela Shelf Medearis

Suggested Guided Readings:

A to Z leveled books (B and C levels)
Other leveled books (see the Correlation Chart in the Appendix)

Suggested Student Materials: (provided by school)

Picture Dictionaries

Additional Resources: (may not be provided by school)

Ballard & Tighe Carousel of IDEAS (*a teacher’s guide, lesson plans, and activities that correlates with the IPT speaking and listening assessment which encourage vocabulary development and interaction*): Unit 1: Chapter 1 ”People”; Unit 2: Chapter 1 “People”; Unit 2: Chapter 5 “Fruits and Vegetables”; Unit 3: Chapter 5 “Food”

Go English 2! Language Forms and Functions Checklist. These charts (a sample can be found at <http://www.ballard-tighe.com/resources/productResources/eld.asp>) are a tool for guiding explicit instruction in the functions of language as well as a sequence of grammar structures for each language proficiency level (beginning to advanced levels).

Evan-Moor Everyday Literacy Listening and Speaking Teacher’s Edition and Student Books (*develops oral and receptive language with 15-20 minute daily activities*).

Technology Links:

Destiny Webpath Express (found in school library)

Use this search engine to find age-appropriate websites that align with your unit.

Raz-kids.com

An online, on-level reading program that students can access anywhere to work on fluency, listening, accuracy, and build vocabulary (teachers are able to monitor progress as well)

<http://www.starfall.com>

An online resource that helps to teach reading with phonics

muzzyonline.com --Family and food

Muzzy is a comprehensive, interactive language program with videos, activities, flashcards and more.

<http://www.brainpopesl.com>

lessons, videos, pictures, activities for a variety of ESL topics

<http://www.eslgamesplus.com>

A resource for anything ESL (from games to printables, ipad and apps)

esl-kids.com

ESL flashcards, worksheets, classroom games and children's song lyrics

mes-games.com

ESL games and online flashcards

eslgamesworld.com

ESL games for all levels

<http://www.eslpartyland.com>

ESL games, lessons, quizzes and more

<http://differentiationdaily.com>

A resource with creative ways to reach students of all ability levels in all subjects

<http://www.rong-chang.com/kids.htm>

Hundreds of short stories for beginner ESL students.

<http://www.really-learn-english.com/english-short-stories-for-complete-beginners.html>

English short stories for complete beginners.

Suggested Activities and Strategies:

Anchor Charts: Create and reference anchor charts when modeling procedures, modeling thinking strategies, and teaching concepts. Students will reference these charts when its their turn to work independently.

Content Word Walls: Create and reference words walls when working on a unit of vocabulary. It is important to add visuals to your word wall and keep the definitions student-friendly. It is also important to add to and change your word wall often.

Interactive Word Walls: Create words walls and do daily (5 to 10 minute) interactive activities with the students. Interaction includes cheers and chants for the new words of the week, activities that expand the students' understanding of how words work and the use of the word wall during writing as a primary resource for spelling.

****See appendix for a more detailed explanation***

Sentence strips: Create and reference sentence strips (using the sentence frames taught in class) and expect students to respond using those sentence frames.

Pictures, visuals, and realia (real items)--both teachers and students can bring in items from home Models of family projects (for students to use as a guide)

Read alouds--family, food, and feelings related

Repeated and choral readings

Speaking activities: Turn and talk, think-pair-share, etc.

Suggested Assessment Tools and Strategies:

1. Attached Rubric or teacher generated rubric that assesses ALL essential outcomes (TSWs). *An effective rubric is presented and discussed with the student at the beginning of the unit, referred back to throughout the unit, and used to assess at the end. Students will collaborate with peers and the teacher to assess their own work with final judgment by the teacher.*
2. Create a family picture book using key words as captions.
3. Create a family tree poster.
4. Have students bring in some food from their families/culture to share and briefly talk about it.
5. Make books using introduced vocabulary, sentence patterns and grammar concepts
6. Have students pantomime using facial expressions, gestures, and movements to express feelings (e.g.: angry, bored, excited, happy, sad, surprised, etc.).
7. Using a book about family, have students answer questions using this sentence frame: Who is this? This is (family member).
8. After a read aloud and modeling the use of idea webs, have students complete an idea web about the main idea and details in the story.
9. Teacher created speaking, listening, vocabulary, and grammar checklist and/or chart
10. National Geographic's *Reach* unit assessments
11. Fountas and Pinnell Benchmark Assessment/DRA
12. QSI Reading and Writing Behaviors Checklists (*See *QSI Literacy User's Guide*)

RUBRIC FOUND ON FOLLOWING PAGE.....

Intensive English Literacy Introductory Elementary Rubric (E03)

Name: _____ Date: _____ Grade: _____

- To receive a 'B', the student must show 'B' level mastery on ALL Essential Outcomes (TSW's).
- To receive an 'A', the student must show 'A' level mastery in 7 out of 10 available 'A' level TSW's and 'B' level mastery on all of the remaining TSW's

TSW	SUMMARY	'A' LEVEL	'B' LEVEL	'P'-Comments
1	TSW introduce his/her family members using a photo or drawing.	The student introduces his/her family without prompting.	The student introduces his/her family with prompting.	
2	TSW ask and answer questions about families.	The student asks and answers questions about families independently.	The student asks and answers questions about families with prompting.	
3	TSW discuss one's likes, dislikes, and feelings.		The student participates in discussions expressing feelings.	
4	TSW recognize selected vocabulary including family members, feelings, foods and action words related to family activities.	The student will recognize and apply basic vocabulary including family members, feelings, foods, and action words.	The student will recognize selected vocabulary.	
5	TSW form simple sentences using basic sentence frames with adjectives (describing words).	The student applies basic grammar patterns to form simple sentences using adjectives without prompting.	The student applies basic grammar patterns to form simple sentences using adjectives with prompting.	
6	TSW form simple sentences and questions using language frames with the verb "To Be".	The student applies basic grammar patterns to form simple sentences using the verb "To Be" independently.	The student applies basic grammar patters to form simple sentences with the verb "To Be" with prompting.	
7	TSW identify and use selected personal pronouns.	The student uses and recognizes personal pronouns orally and in written texts.	The student uses personal pronouns with prompting.	
8	TSW demonstrate understanding of the terms <i>beginning</i> and <i>ending sounds</i> .	The student demonstrates understanding of the terms <i>beginning</i> and <i>ending sounds</i> .	The student demonstrates understanding of the terms <i>beginning</i> and <i>ending sounds</i> within a familiar context.	
9	TSW identify main idea and details in a text.	The student identifies the main idea clearly and accurately and includes most of the relevant supporting details.	The student attempts to identify the main idea with prompting and includes some supporting details.	
10	TSW read and demonstrate comprehension of books at guided reading levels A-C. (see Fountas and Pinnell Benchmark Assessments)		The student reads and demonstrates comprehension of books at levels A-C.	
11	TSW show acquisition of unit vocabulary and writing skills by writing, captions, words and simple sentences, and simple personal response in a <u>daily</u> journal.	The student uses most unit vocabulary in his/her journal. She/he consistently writes words and simple sentences.	The student uses some unit vocabulary in his/her journal. She/he writes single words or sometimes writes simple sentences.	
12	TSW apply the 5 steps of the writing process to write an invitation.	The student consistently writes simple sentences in his/her invitation. Some grammar errors may be present.	The student writes words and sometimes writes simple sentences in his/her invitation. Many grammar errors may be present.	