



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: Food & Daily Activities

Resource: Spotlight on English, Santillana

Duration: 4 - 6 weeks

Enduring Understanding

- Students will learn about foods and how to discuss daily activities as they develop skills and strategies across English modalities.

Essential Questions:

- How do students describe and discuss food?
- How do students describe daily habits and routines?
- How do students describe and compare size?
- How do students describe locations?
- How do students express wants and preferences?
- How do students describe quantity?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> • I can identify objects and where they belong. • I can name and describe usage of household items. • I can describe habits and routines. 	<ul style="list-style-type: none"> • Reading • Writing • Listening • Understand and 	<p>Formative:</p> <ul style="list-style-type: none"> • Observation of student responses during whole-group, small-group, 	<ul style="list-style-type: none"> • Spotlight on English Santillana • Raz Kids for ELLs • ESL Brain Pop

<ul style="list-style-type: none"> ● I can ask and answer questions. ● I can describe quantity. ● I can categorize objects by properties. ● I can distinguish healthy/non-healthy foods. ● I can express likes and wants. ● I can rhyme. ● I can count 1-10. ● I can recognize beginning sounds. ● I can recognize medial sounds. ● I can recognize sight words. 	<p>follow directions.</p> <ul style="list-style-type: none"> ● Speaking ● Ask and answer questions ● Counting ● Classifying ● Predicting 	<p>partnership and individual conferences.</p> <ul style="list-style-type: none"> ● Student Performance Checklist (borrowed from unit skills & vocabulary) <p>Summative:</p> <ul style="list-style-type: none"> ● Spotlight on English unit 4 assessment ● Exit questions <p>Benchmarks:</p> <ul style="list-style-type: none"> ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs) <p>Alternative:</p> <ul style="list-style-type: none"> ● Sorting foods into “My Plate” 	<ul style="list-style-type: none"> ● Magazines ● Newspapers ● Audio CDs ● Teacher created materials ● Multimedia resources
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WIDA and New Jersey Student Learning Standards for English Language Arts

WIDA Standards

English Language Proficiency Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language

English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

NJSLS English Language Arts Standards

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

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

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

	Beginner	Intermediate	Advanced
<p>ESL Modifications and Teaching Strategies</p> <p>Note: As part of data driven modifications, Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p>	<ul style="list-style-type: none"> ● Use pictures / visuals of food ● Cue students before asking a question during class discussions ● Small group activities ● Frontloading food vocabulary ● Graphic organizers ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Simplified assignments ● Picture dictionaries ● hands -on activities ● Use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips ● Word walls with pictures ● hands-on activities ● Use realia, maps, photos, and manipulatives ● Point to Various foods: Fruits & Vegetables 	<ul style="list-style-type: none"> ● Check for comprehension of directions ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Modify content to focus on key concepts ● Have students paraphrase key ideas ● Use word walls ● Provide outlines of class notes ● Cue students before asking a question during class discussions ● Frontloading vocabulary ● Graphic organizers ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages ● Bilingual dictionaries ● hands -on activities ● Demonstrations ● Use realia, maps, photos, and manipulatives of food ● Write simple sentences using “I like...” 	<ul style="list-style-type: none"> ● Ask open ended questions ● Allow extended time for reading and writing activities about food ● Check for comprehension of directions ● Modify content to focus on key concepts ● Have students paraphrase key ideas ● Provide outlines of class notes ● Frontloading vocabulary ● Graphic organizers ● Accept modified written work ● Simplified assignments ● Bilingual dictionaries ● hands-on activities ● Demonstrations ● Use realia, maps, photos, and manipulatives ● Compare & contrast “I like / I don’t like”

Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

<p align="center">Modifications to Support Gifted and Talented Students</p>	<p align="center">Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Amplify learning by providing more challenging texts about the school community topic (available online and in the class library).</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the fiction stories through drawings, oral response, etc.</p> <p>This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Differentiation through content, process, product, environment</p>

SOURCES

- New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/ela/g05.pdf>
- Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
- WIDA (2012) <https://www.wida.us/standards/eld.aspx>
- Spotlight on English (2016) <http://santillanausa.com/spotlightonenglish/>