

Unit Title: ELL/Newcomer Basic Writing

Grade Level: 9-12 (*ELL level 1*)

Subject Area: ESL

Duration/Length/Number of class periods: 5 class periods

Description:

In this unit, class will focus on use of sequential language (e.g. first, next, then, after that, finally) and the regular and irregular verbs of the past tense. Likewise, students will demonstrate understanding of text features and the organization of sentences and basic paragraphs.

Established Goals (Minnesota Academic Standards):

- 1.3.0.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of sentences and basic paragraphs (e.g., first word capitalization, ending punctuation, indent etc.)
- 2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries) to locate key facts or information in a text efficiently.
- 2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question.
- 2.8.4.4 Recount or describe an experience with sequenced and appropriate facts and relevant details.

What Enduring Understandings are desired?

Literacy skills are vital in our private and public lives. Being able to read and write well allows one to participate in and contribute to the larger community one lives in.

What Essential Questions will be considered?

- How do we understand the organization and basic features of print?
- How do we recognize the distinguishing features of sentences and basic paragraphs?
- How do we recount an experience with sequenced and appropriate facts and details?
- How do we gather information from provided sources to answer a question?
- How do we use technology to help us communicate clearly and smartly?

Students will know / be able to:

- Match, label, and translate vocabulary found in the video/text.
- Identify text features

Identify Regular and Irregular Past Tense verbs.
 Describe the characters and recount actions in the video/text.
 Describe the setting where events take place.
 Sequence and timeline actions/events that take place in the video.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology	Teacher Technology	ISTE Standards
<p>Unit introduction: students complete a pre-reading activity (Google forms). Students fill out a Google form identifying nonfiction text features of the reading they scanned (title, pictures, captions, maps, keywords, glossary, number of paragraphs etc.)</p> <p>Students fill out a KWL of Simple Past Tense “regular and irregular verbs.” (Google forms)</p> <p>Students watch a YouTube video (Mr. Bean - Late for the Dentist). Students receive a packet for the unit.</p>	x		x		x	x	2b
<p>Gallery Walk: students walk around the classroom and collect vocabulary words (posted on classroom walls) matching pictures and copying words and definitions from the reading in their in the packet.</p> <p>Teacher presents Google slides of the gallery walk vocabulary. Using interactive board, students will come to the board individually and drag words to correct definition or vice versa.</p>	x			x	x	x	2b
<p>Teacher presents page #1 of the packet, “Describe the Characters” and explains the task using Google slides. Collaboratively teacher and students work on the left side of “Describe the Characters.” In pairs, students fill out the right side of page #1.</p> <p>Together, students and the teacher work on the left side of “Describe the Setting” Google slide (Google slides). In pairs, students fill out the right side of page #2</p>	x			x		x	2b

using their packets.							
<p>Teacher presents “What Did Mr. Bean Do?” page #3a and explains the task. Collaboratively, teacher and students fill out the first textbox of this page (Google slides/smart board). In pairs, students fill out the remaining textboxes of page #3a. Pairs may also seek assistance from peers or teacher.</p> <p>For more practice in sequencing, students individually or in pairs fill in the blanks on pages #3b and #3c using complete sentences with correct end punctuations.</p>	x			x		x	
<p>For summative assessment, students will write three paragraphs using information from the packet they completed. Following the format of the packet, first paragraph describes the main character in the movie, second paragraph describes the setting, and third paragraph sequences the events in the movie (using sequence words first, next, then, finally). Then, students type and format their paragraphs using Microsoft Word and submit the paper for grading.</p> <p>For differentiation, slightly higher students will write two extra paragraphs: one about their favorite parts of the movie and the other about what they learned in this unit.</p>	x				x		1b

<p>Materials, tools and resources</p> <p>Unit packet, Google slides, Google forms, interactive board, handouts, and bilingual dictionaries, computers with Microsoft Word.</p>
<p>Unit Plan Author (name, school and optional email address or hyperlink to teacher’s web page)</p> <p>Abdiasis Hirsi Wellstone International High School Abdiasis.hirsi@mpls.k12.mn.us</p>
<p>Additional credit given to</p>