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## Unit Design Template

Influenced by Snyder & Staehr Fenner (2021) Culturally Responsive Unit Planning Template (p. 301-302)

Unit Topic (grade & language level): <ul style="list-style-type: none"> <li>• Grade 4-5</li> <li>• Level 1/2 in writing</li> <li>• Level 1 in reading</li> <li>• Animals</li> <li>• Photos in reading and writing</li> </ul>				
Assets my MLs bring to the class and how I will make connections to their home languages and cultures, backgrounds and/or prior learning: <ol style="list-style-type: none"> <li>1. Cultural background of animals             <ol style="list-style-type: none"> <li>a. Give vocabulary in English and home language</li> <li>b. Provide images</li> <li>c. Ask for examples from their culture</li> </ol> </li> <li>2. Comprehension &amp; Language Skills             <ol style="list-style-type: none"> <li>a. Translation of instruction provided if needed</li> <li>b. Explain and answer the question in the home language, and then translate</li> <li>c. Use cognates and sound out similar-sounding words</li> </ol> </li> </ol>				
<b>Lesson #1</b> <b>Close-Read Photos</b>	<b>Lesson #2</b> <b>Animal Names</b>	<b>Lesson #3</b> <b>National Geographic</b>	<b>Lesson #4</b> <b>Metamorphosis</b>	<b>Lesson #5</b> <b>Animal Game Review</b>
Content Standards: LA.4.F.4 LA.4.W.4.b  NE ELP Standards: 4-5.3.L3	Content Standards: LA.4.F.3.b LA.3.W.5.d  NE ELP Standards: 4-5.1.L2	Content Standards: LA.4.W.3 LA.4.W.5  NE ELP Standards: 4-5.3.L2	Content Standards: LA.3.RI.7 LA.4.W.1.a.  NE ELP Standards: 4-5.5.L2	Content Standards: LA.5.RI.4 LA.4.W.2.a LA.4.F.4.b  NE ELP Standards: 4-5.4.L2
Content Objective:	Content Objective:	Content Objective:	Content Objective:	Content Objective:

<p>SWBAT complete the graphic organizer about examining an image, using sentence frames, and their background knowledge about elephants with 80% accuracy.</p> <p>Language Objective: SWBAT analyze the photos in the elephant's book and describe what they see, asking a minimum of 2 questions.</p>	<p>SWBAT write one of their own sentence, with the help of sentence frames, and explain why they used the adjective for the animal.</p> <p>Language Objective: SWBAT to echo read the book "Into the A, B, Sea" or follow along. Once they, they can state an animal they liked or found interesting. Student can identify an animal that starts with the same letter of their name with the help of an anchor chart with visuals.</p>	<p>SWBAT use the given animal pictures, put them in the right order, and create a story with them. They will be able to write at least 2/3 complete sentences for the story, remembering punctuation.</p> <p>Language Objective: SWBAT use the vocabulary and given prompts to create complete sentences for their story. -Where are they? -What problems do they have? -What's going on? - What's in the background?</p>	<p>SWBAT compare different animal photos and identify the differences with 90% accuracy.</p> <p>Language Objective: SWBAT write their observations by sounding out new words, asking for help, or using a translation tool to help with spelling. They will complete the Venn diagram, with three items in each spot.</p>	<p>SWBAT review and explain what captions are, how to write one, describe a photo, and compare &amp; contrast animal images in a slideshow with 85% accuracy.</p> <p>Language Objective: SWBAT recognize captions and draw an animal to compare &amp; contrast using complete sentences.</p>
<p>Materials:</p> <ul style="list-style-type: none"> <li>- "Elephant Moms" book &amp; African animals images</li> <li>- Examining an Image graphic organizer</li> <li>- Page of sentence frames</li> <li>- Vocabulary list</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- "Into the A, B, Sea" book</li> <li>- sentence frames</li> <li>- photos with name and animals</li> <li>- same Letter &amp; Animal anchor chart</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- Animal photos</li> <li>- 5Ws Anchor chart</li> <li>- White board</li> <li>- Journal</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- Venn diagram</li> <li>- Metamorphosis Animal photos</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- Word bank wall</li> <li>- Slideshow - Nearpod</li> <li>- T-Chart graphic organizer</li> <li>- Past work</li> </ul>
<p><b>Summary of student-centered activities and EL Strategies you will use:</b></p> <ol style="list-style-type: none"> <li>1. I will start by</li> </ol>	<p><b>Summary of student-centered activities and EL Strategies you will use:</b></p> <ol style="list-style-type: none"> <li>1. Start by describing</li> </ol>	<p><b>Summary of student-centered activities and EL Strategies you will use:</b></p> <ol style="list-style-type: none"> <li>1. I will show the</li> </ol>	<p><b>Summary of student-centered activities and EL Strategies you will use:</b></p> <ol style="list-style-type: none"> <li>1. Start with a spot the</li> </ol>	<p><b>Summary of student-centered activities and EL Strategies you will use:</b></p> <ol style="list-style-type: none"> <li>1. Introduce students</li> </ol>

<p>showing different images of animals to the students and ask what they all have in common.</p> <ol style="list-style-type: none"> <li>2. Choosing one photo, I will ask them to describe what they notice about the object or activity, using provided <b>sentence frames such as “I see...” or “I notice...”</b>.</li> <li>3. I will <b>write down their responses</b> in the given graphic organizer first.</li> <li>4. I will then explain what they just did of examining a photo, and <b>model</b> a different photo with the graphic organizer.</li> <li>5. They will then examine a different photo and write their observations on the “objects” and “activities” columns of the graphic</li> </ol>	<p>what we’ll be doing today and to pay attention to my upper cases letters starting with the alphabet and the similar animal names.</p> <ol style="list-style-type: none"> <li>2. Have them echo read the entire book. Or read aloud to them if lower level.</li> <li>3. After point out all the letters and their similarity with the animals. I will give examples of names and animals that start with the same letter, image also provided.               <ol style="list-style-type: none"> <li>a. Luis = Lion</li> <li>b. Same letter “L” will be highlighted</li> </ol> </li> <li>4. The student will then choose an animal that starts with their letter name after identifying it. <b>An anchor chart of same letters and</b></li> </ol>	<p>student some memes and some photos that show a story. Explaining how they coralline</p> <ol style="list-style-type: none"> <li>2. I will give another example and create my own story with their help. We will do <b>think alouds</b> and describe what we see on each photo.</li> <li>3. Now it’s their turn, with a different photo(s), they are going to create a list of words that they see in the pictures. <b>I will write down</b> the words on the white board as they say it.               <ul style="list-style-type: none"> <li>- Have <b>cognates</b> present and able to <b>translate</b> their words if needed.</li> <li>- 5Ws anchor chart for questions they can ask about the photo</li> <li>- Have question prompts and sentence frames on</li> </ul> </li> </ol>	<p>difference activity for them to work on, circling the differences in 2 photos.</p> <ol style="list-style-type: none"> <li>2. We will review the answers and worksheet once they are done, and explain how the strategy they were doing was comparing photos</li> <li>3. Next I will show different images and how to fill out a venn diagram comparing my two other photos, explaining what is similar and different.</li> <li>4. My focus will be on metamorphosis and comparing the before and after of the animals.</li> <li>5. <b>I will write out the words the student says out loud on the whiteboard</b></li> <li>6. They will then fill out the Venn</li> </ol>	<p>to <b>T-Chart organizer</b> and how to use it.</p> <ol style="list-style-type: none"> <li>2. They will follow along on their ipad in NearPod and play the small review games over the unit. It will cover cloze captions, writing describing words on a photo, spot the difference, and drag and drop for compare &amp; contrast.</li> <li>3. In the end, they will fill out a T-chart of something they previously learned on one side and something they enjoyed on the other. <b>Depending on time, they can also answer verbally.</b> <ul style="list-style-type: none"> <li>- <b>Sentence frames will be written in the beginning of their T-charts</b></li> <li>- There will be a <b>word bank</b> on the board from past</li> </ul> </li> </ol>
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organizer.

6. They will answer 2, 3, & 5 of the graphic organizer, after **I read it to them**, explain, and have them share their thoughts before writing it down. **Sentence frames and elephant vocabulary** will be provided.

animals will be provided with images.



5. After choosing their animal, we will move on to writing a sentence comparing your name and the animals. I will **model the sentence frame and what it looks like having the name first, adding an adjective and your chosen animal at the end.**

the board as well.

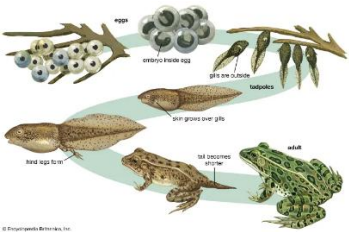
4. Now, using the **list of words as an idea and question prompts**, they can create their story. **They can tell their story in their home language as an aid and translate it afterward to write.**

5. The teacher will double-check their creativity and punctuation on the story, making sure it is in complete sentences.



diagram using the words I wrote. I will complete with at least 3 words on each side.

7. Then we will go over similarities to put in the middle



activities and common words, plus **their past material** from the unit, as a reference

	<p>(Name) is as (adjective) as a (animal).</p> <p>Gigi is as tall as a giraffe.</p> <p>6. Student will then use the sentence frame to write their sentence in their journal. There will be an animal adjective anchor chart to help or list ways of describing their animal.</p> <p>7. They will read sentence out loud.</p>			
<p>Formative Assessments:</p> <p>Completion of the graphic organizer and use of complete sentences.</p> <p>Think and share throughout</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>- Able to sound out letters when reading</li> <li>- States at least an adjective and describes the photos.</li> <li>- Can complete the sentence with full completion.</li> </ul>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>- Able to describe and give words for what is in the photo</li> <li>- Uses creativity and imagination</li> <li>- In complete sentences and proper punctuation</li> </ul>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>- Able to tell and describe differences</li> <li>- Able to describe similarities</li> <li>- Complete the Venn diagram fully</li> </ul>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>- Able to use word wall and prior knowledge to fill in cloze captions</li> <li>- Can use descriptive words to create a story and explain what they see in the photo</li> <li>- Can drag and drop correct words to compare and contrast the image</li> </ul>