



**Academic English
Mastery Program**

Mainstream English Language Development (MELD)
California Treasures - Kindergarten
Unit 1: Families – My Family and Me
Week 1: Main Selection: Whose Baby Am I

Day 1	<p><u>Oral Language:</u> Have students think about their families. Students will Think-Pair-Share with their partner people in their family. (DP)</p> <p>Have students use the following sentence frames for responses. I have _____ people in my family. I live with my _____.</p> <p>Students share answers with the whole group. (Use DP)</p>
	<p><u>Vocabulary:</u> Use the Visual Vocabulary Cards to teach the words movement and together (ALD) Students can discuss things they do with their families (Use DP) Use a Circle Map to chart things students do with their families (AGO)</p>
	<p><u>Listening Comprehension:</u> Read Aloud the practice reader “We Can” to students. Have students discuss things the animal families do together using Think-Pair-Share. (DP) Use the Raise a Righteous Hand protocol to have various students share their response to what animal families do together. (PP)</p>
	<p><u>Writer’s Workshop:</u> Putting Ideas on Paper with Pictures and Words Teacher will display several books and tell students that writers wrote all of the books. They will also tell students that this year, they too will become writers. Teacher will then model brainstorming “Places I go to with my family” Teacher will then model writing about a place they go to with their family by drawing a picture of the place and labeling it. Students will Think-Pair-Share places they go to with their families. (DP) Teacher will then chart student topic ideas using a Circle Map. (AGO) Students will then be given an opportunity to draw and write words about their topic.</p>

AEMP Access Strategies: Making Cultural Connections (**MCC**), Contrastive Analysis (**CA**), Communal Cooperative Learning Environments (**CCLE**), Instructional Conversations (**IC**), Academic Language Development (**ALD**), Advanced Graphic Organizers (**AGO**)

***Discussion Protocols (DP) Participation Protocols (PP)

Created by: Lorraine Torres



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Day 2	<p><u>Oral Language:</u> Have students think about their families. Students will Think-Pair-Share with their partner people in their family. (DP)</p> <p>Have students use the following sentence frames for responses. My family and I like to _____. Sometimes we go to the _____.</p> <p>Students share answers with the whole group. (Use DP)</p>
	<p><u>Vocabulary:</u> Review the Visual Vocabulary Cards to teach the words movement and together (ALD) Students can discuss things they do with their families (Use DP)</p>
	<p><u>Listening Comprehension:</u> Use the leveled language acquisition prompts on the first two Retelling Cards to model retelling. Use the remaining cards to guide student's retelling. Have students retell the story to each other using Think-Pair-Share. (DP) Display one of the retelling cards and use the Pick-A-Stick protocol to have various students retell the story on one of the cards. (PP)</p>
	<p><u>Writer's Workshop:</u> Writers Know that "When We Are Done, We Have Just Begun" Teacher will use her writing from the day before to explain and model revising. Teacher will model looking back at a piece of writing by rereading it and thinking about what else could be added. Students will then Think-Pair-Share what they will add to their writing. (DP) Students will return to their desks to revise their writing.</p>

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Day 3	<p><u>Oral Language:</u> Activate prior knowledge about seasons using a Graphic Organizer. (AGO) Explain that a season is a certain time of year.</p> <p>Have students think about seasons. Students will Think-Pair-Share with their partner about their favorite season and what they wear during their favorite season. (DP)</p> <p>Have students use the following sentence frames for responses. _____ is my favorite season. My family and I like to _____ in the _____.</p> <p>Students share answers with the whole group. (Use DP)</p>
	<p><u>Vocabulary:</u> Use the Visual Vocabulary Card to teach the word winter. Students can discuss things they do with their families during the winter. (Use DP) Teacher can use a Circle Map to chart things that students do during the winter. (AGO)</p>
	<p><u>Listening Comprehension:</u> Use Wonders to read aloud “A Favorite Season” pg. 14-15 Use the Whip Around protocol to have students say what they see in the illustrations using the sentence frame: I see _____. (PP)</p>
	<p><u>Writer’s Workshop:</u> Carrying on Independently as Writers Teacher will discuss with students that when they finish writing and revising they can get a new piece of paper and start writing on a new topic. Teacher will model writing about a new topic. Teacher will instruct students that they need to write independently and if they finish they can start a new piece. This will allow teacher time to conference with students.</p>



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Day 4	<p><u>Oral Language:</u> Activate prior knowledge about seasons using a Graphic Organizer. (AGO) Explain that a season is a certain time of year.</p> <p>Have students think about seasons. Students will Think-Pair-Share with their partner about what spring is like. (DP)</p> <p>Have students use the following sentence frames for responses. I like to _____ and _____ in the spring. The weather can be _____ in the spring.</p> <p>Students share answers with the whole group. (Use DP)</p>
	<p><u>Vocabulary:</u> Use the Visual Vocabulary Card to teach the word spring. Students can discuss things they do with their families during the spring. (Use DP) Teacher can use a Circle Map to chart things that students do during the spring. (AGO)</p>
	<p><u>Listening Comprehension:</u> Use Wonders to read aloud "A Favorite Season" pg. 16-17 Use the Whip Around protocol to have students say what they see in the illustrations using the sentence frame: I see _____. (PP)</p>
	<p><u>Writer's Workshop:</u> Writers Call to Mind What They Want to Say, Then Put That Onto the Page Teacher will model visualizing the topic they want to write about. As an example the teacher will use the playground and will verbally name things she sees on the playground. The teacher will then draw the playground and label it. Students will share ideas on what can be added to the teacher's writing. Students will then return to their desks to first visualize what they want to write and then to write about a topic they choose.</p>

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Day 5	<p><u>Oral Language:</u> Activate prior knowledge about seasons using a Graphic Organizer. (AGO) Explain that a season is a certain time of year.</p> <p>Have students think about seasons. Students will Think-Pair-Share with their partner about how the weather is in summer and in the fall. (DP)</p> <p>Have students use the following sentence frames for responses.</p> <p>I like to _____ and _____ in the summer. I like to _____ and _____ in the fall.</p> <p>Students share answers with the whole group. (Use DP)</p>
	<p><u>Vocabulary:</u> Use the Visual Vocabulary Card to teach the words summer and fall. Students can discuss things they do with their families during the summer and the fall. (Use DP) Teacher can use a Circle Map to chart things that students do during the summer and fall. (AGO)</p>
	<p><u>Listening Comprehension:</u> Use Wonders to read aloud “A Favorite Season” pg. 18-20 Use the Whip Around protocol to have students say what they see in the illustrations using the sentence frame: I see _____. (PP)</p>
	<p><u>Writer’s Workshop:</u> Stretching Out Words to Write Them Teacher will model how to sound out words in a drawing in order to label items in a drawing. Students will go back to their drawings to sound out the words of pictures in their drawings to add those words to their drawings.</p>



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Unit 1: Families – My Family and Me
Week 2: Main Selection: The Picnic at Apple Park

Day 1	<p>Oral Language: Have students think about the people in their family and the activities they do with their families. Students will Think-Pair-Share with their partner activities they do with their family. (DP)</p> <p>Have students use the following sentence frames for responses. The people in my family like to _____ and _____. Students share answers with the whole group. (Use DP)</p>
	<p>Vocabulary: Use the Visual Vocabulary Cards routine to teach the words activity and cooperate (ALD) With the whole group teacher will use a Classroom Circle Map for the vocabulary word cooperate. (AGO) Students will Raise A Righteous Hand to give their examples of cooperate. Students will then practice using the word cooperate with the following sentence frame: I cooperate when I _____.</p>
	<p>Listening Comprehension: Focus on Story Structure and Making Predictions Read the practice reader "Family Dinner" aloud. Teacher will prompt students to make predictions and to discuss what is happening in the beginning, middle and end of the story</p>
	<p>Writer's Workshop: Writing Even Hard-To-Write Ideas Teacher will read a story such as The Little Engine That Could to students. Teacher will tell students that the story can teach us what we can do when we have that oh-no feeling cause we don't know how to spell a hard word or how to draw a hard picture. Students will Think-Pair-Share a game they play with their family. (DP) Students will then be given an opportunity to draw and write words about a game they play with their family.</p>

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Week 2: Main Selection: The Picnic at Apple Park

Day 2	<p><u>Oral Language:</u> Have students think about how they help their families at home. Students will Think-Pair-Share with their partner ways they help their family at home. (DP)</p> <p>Have students use the following sentence frames for responses. I help my family by _____.</p> <p>Students share answers with the whole group. (Use DP)</p>
	<p><u>Vocabulary:</u> Review the Visual Vocabulary Cards to teach the words cooperate and activity (ALD) With the whole group teacher will use a Classroom Circle Map for the vocabulary word activity. (AGO) Students will Raise A Righteous Hand to give their examples of activity. (PP) Students will then practice using the word activity with the following sentence frame: _____ is a fun activity.</p>
	<p><u>Listening Comprehension:</u> Focus on Story Structure and Making Predictions Reread the practice reader “Family Dinner” aloud. Teacher will prompt students to retell what is happening in the beginning, middle and end of the story.</p>
	<p><u>Writer’s Workshop:</u> Students will extend the story “Family Dinner” by drawing pictures to show their families eating. Students will then write a sentence to go with the picture. Students may use the following sentence frame: We eat _____ for dinner. (MCC)</p>

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	<p><u>Vocabulary:</u> Use the Visual Vocabulary Cards routine to teach the following words: exciting and exhausted Teacher will model making entries into the Classroom Personal Thesaurus to help students generate synonyms for the following words: exciting and exhausted (ALD) (The definition of activity is things people do. The student word for exhausted is tired)</p>
	<p><u>Listening Comprehension:</u> Use Wonders to read aloud "Family Fun" pgs. 21-24 Use Interactive questioning to have students respond to things they see on each page of the story (PP) OR Read aloud Green Eggs and Ham by Dr. Seuss (CCSS Exemplar Story) Use interactive questioning: What do you eat for breakfast with your family?, Where do you eat breakfast? When do you eat breakfast? and Which family members do you eat breakfast with? (MCC)</p>
	<p><u>Writer's Workshop:</u> Teacher will use a Circle Map to have students brainstorm things they eat for breakfast (AGO) Students will use the following sentence frame to respond: I eat _____ for breakfast. Teacher will use Pick-a-Stick to have students share with the whole group. (PP)</p>

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	<p><u>Vocabulary:</u> Use the Visual Vocabulary Card to review the words exciting and exhausted (ALD) Students can discuss exciting things they do with their families. (Use DP) Have students act out and role play the vocabulary words.</p>
	<p><u>Listening Comprehension:</u> Use Wonders to read aloud "Family Fun" pgs. 25-27 Use Interactive questioning to have students respond to things they see on each page of the story (PP) OR Reread aloud Green Eggs and Ham by Dr. Seuss (CCSS Exemplar Story) Use interactive questioning to have students answer questions: (i.e. What have you ate that was different and did you like it?)</p>
	<p><u>Writer's Workshop:</u> Have students create and label a picture list of things they eat for breakfast with their family (MCC) Have students share their lists with a partner. Teacher will use Pick-a-Stick to have students share with the whole group. (PP)</p>

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Day 5	<p><u>Oral Language:</u> Have students think about What makes their family special? Students will Think-Pair-Share with their partner What makes their family special? (DP)</p> <p>Have students use the following sentence frames for responses. My family is special because _____.</p> <p>Teacher will use Pick-a-Stick to have students share with the whole group. (PP)</p>
	<p><u>Vocabulary:</u> Review all the vocabulary words using the Visual Vocabulary Cards (ALD) Use classroom personal dictionary to illustrate words and list synonyms for the vocabulary words: exhausted, cooperate, activity, and exciting,</p>
	<p><u>Listening Comprehension:</u> Use Wonders to read aloud "Family Fun" pg. 28 Use Interactive questioning to have students respond to the poem (PP)</p> <p>OR Use Green Eggs and Ham by Dr. Seuss (CCSS Exemplar Story) Have students retell the story to their partner using Think-Pair-Share (DP)</p>
	<p><u>Writer's Workshop:</u> Have students write sentences about breakfast with their families (Teacher can provide sentence frames, word cards and/or picture cards) (MCC) Have students create an illustration to go with their sentences. Encourage students to label their illustrations.</p>

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