

Integrated ELA/ENL Unit Planner

Use this outline to begin planning for developing students' vocabulary and background knowledge, and eventually for Close Reading and Writing.

Length of unit (weeks):	3-4 weeks
Central text(s):	I am Malala by Malala Yousafzei Young Readers Edition ** Many of the Chapters are available as an audiobook on YouTube – this will be very helpful for scaffolding ELs in independent reading.
Content Objective for Weeks 1 and 2	Students will demonstrate understanding of the basic storyline of Malala: who the main character is, the setting, the genre, and what the main events are.
Language Objectives for Weeks 1 and 2	Students will be able to <u>summarize</u> the basic storyline using vocabulary related to the Major Concepts (below). Students will be able to <u>discuss</u> Essential Questions around the Major Concepts: What is a peace activist? What is a violent extremist? How did the Taliban impact Malala's and her family's and community's basic human rights? Should girls have a right to an education? Summary and discussion should center on answering Wh-Questions: Who/What? Is what/Did what? Where? When? How? Why?

<p>Literacy Objectives for Weeks 1 and 2</p>	<p>Students will be able to match vocabulary words to definitions;</p> <p>Students will be able to paraphrase vocabulary definitions in their own words;</p> <p>Students will be able to pronounce vocabulary words and take them apart by their sounds or word parts (prefixes, roots, suffixes).</p>
<p>Content Objectives for Weeks 3 and 4</p>	<p>Students will be able to identify in the main idea and details of key passages in the text; describe the setting; analyze character motivation; interpret words and phrases.</p>
<p>Language Objectives for Weeks 3 and 4</p>	<p>Students will be able to craft grammatical sentences using the subordinating conjunctions before, after, when, because, although. Students will use vocabulary from their glossaries to craft sentences.</p> <p>Example: Although the Taliban don't want girls to go to school, Malala's father believed in a <u>girl's right to education</u>.</p>
<p>Literacy Objectives for Weeks 3 and 4</p>	<p>Students will be able to decode vocabulary learned orally in the text and spell words through dictation or sentence writing.</p> <p>Students will be introduced to 3-5 new target words per Close Read.</p> <p>Students will be able to demonstrate understanding and analysis of the text by annotating the text around Focus Questions (e.g.,</p>

	<p>underline phrases or sentences that describe the setting of the story).</p> <p>Students will be able to demonstrate understanding and analysis of the text by crafting short response sentences, a paragraph outline, and completing a paragraph around a Focus Question, using their annotated notes.</p>
<p>MAJOR CONCEPTS students need to understand in order to access this text and # of lessons devoted to building background knowledge and conceptual vocabulary</p>	<p>Pakistan – Country in Central Asia</p> <p>To practice a religion – Islam, Muslims</p> <p>Malala – peace activist</p> <p>Girls' right to education</p> <p>The Taliban</p> <p>Violent extremists</p> <p>To survive an attack</p> <p>2-3 lessons</p>
<p>What PRE-READING ACTIVITIES are you going to use over the course of your schema-building lessons?</p> <p>Options:</p> <p>See Think Wonder</p> <p>Concept sort w/pictures</p> <p>Student-created picture glossary (should be used as a reference throughout the unit)</p> <p>Student-created word wall</p> <p>Short videos w/graphic organizer work</p> <p>Concept map w/pictures</p>	<p>See Think Wonder (Watch me do this in a teacher workshop live.</p> <p>Concept Sort: (Watch me do this in a teacher workshop live.</p> <p>For remote learning, talk students through a See Think Wonder in a live meeting or have them talk in pairs live (If you can use ZOOM this fall, you can create breakout rooms). Otherwise, walk students through the activities on a pre-recorded narrated video and have them submit responses using FlipGrid or with the Rev Recordings app which they can then upload to their Google Drive in Classroom. For the Concept Sort, they can sort pictures on a google worksheet, or individually at home, submitting written answers)</p>

Map work (students post or pin things to a map, e.g., students locate the southern U.S. on the map by pinning pictures of where they think the bayou is. Focus question: WHY are bayous located in the south, and not New York?)

Word identification scramble: Students work in groups to match vocabulary words to a picture (each group has about 10 words with pictures) – can be timed or not.

Role play: Students work together to come up with a short skit or scene depicting an event or important aspect of the content.

Frozen tableau: Students are given an event or aspect of the content to depict; they come to the classroom and “freeze” into a scene. The class has to discuss what the scene represents and why.

Field trips

Kinesthetic/Tactile objects

Student-created pictionary (should be used as a reference throughout the unit – [see example here](#)) Students will create and continually add on to a reference document for vocabulary with each Close Read from the book.

Short Videos

<https://youtu.be/CXvs1vwiD0M>

<https://youtu.be/6by9NEhT9GM>

Interactive Maps:

<https://www.nationalgeographic.org/education/classroom-resources/mapping/>

Students will study Pakistan on the map, identify neighboring countries, specifically Afghanistan, and its location in relation to the U.S.