

## Newcomer Lesson

\*This lesson is made for newcomers and therefore the level and intensity of the lesson is for students that meet the newcomer criteria.

**Grade:** Elementary ( K, 1, 2,3, 4, 5)

**Topic:** My Family and Community

**Goal(s):** The student will begin to repeat, read, and identify vocabulary related to community with a focus on family.

**Standards:**

**Standard 5 – Language of Social Studies**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

K1: Describe familiar people, places, things and events, with clarifying details about a student's home, school, community.

1.1: Explain with supporting details the culture of a specific place, including a student's community and state.

1.5: present the student's family culture through the use of drawing, writing, and multimedia.

2.5: Create audio recordings, adding drawings, or other visual displays, to explain the ways in which we are all a part of the same community, sharing principles, goals, and traditions despite varied ancestry.

3.14: Interpret different texts and primary sources to describe the major components of culture, including language, clothing, food, art, beliefs, customs, and music.

**Introduction of Lesson:** Students will review the meaning of community and family. Students will play a game so they can see, practice, and pronounce targeted language. They will listen to a story read aloud to make connections. Students will practice vocabulary by playing a game and or , by creating an illustration of their own family with a community setting.

**Text:** *Abuela* by Arthur Dorros ( **Teacher will read aloud**)

**Vocabulary:**

Family/ mother/father/brother/sister/ grandmother/ grandfather/aunt/uncle

Community/ house/

**Accommodations:** Sentence stems, visuals, illustrations with labeling, cues, step by step instructions, I say you say

**Task(s) for Students to Complete:** Students will listen and view a description of family vocabulary and repeat the pronunciation of the words. They will play a game to practice using and identifying those words.

As a challenge the student will be asked to draw/ or find a picture of their family doing something in the community. They will label the picture using the terms learned.

Extension: There is a game where students can match and dictate terms for practice and mastery.

**Additional Links for More Information:**

<https://www.learningchocolate.com/content/family-tree-1>

**Video**

<https://www.youtube.com/watch?v=FHaObkHEkHQ&t=2s>

**Video Read Aloud**

<https://www.youtube.com/watch?v=Cr-QCx2WY6k>



# Community

PARK

FIRE STATION

HOSPITAL

POLICE STATION

STORE

My Home → house

SCHOOL

AIRPORT

Family  
family

Community =  
WORK and live together

# Family

- mother
- father
- brother
- sister
- grandmother
- grand father
- aunt
- uncle



-aunt  
-uncle

This is my \_\_\_\_\_.

1. get picture

2. point say  
This is my  
\_\_\_\_\_.



3. do it again ↻