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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Bigger Reading Muscles **/** Print Strategies | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, students will further develop their print strategies. Readers will use a variety of print strategies and patterns in books to help them read. There is an increased focus on sight words, letter sound knowledge, and monitoring for sense, allowing the students to become stronger readers. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Print strategies * Notice patterns * Monitoring for sense * Sight words * Letter-sound knowledge * Preview books * Reading with stamina * Independent reading * Partner reading   **Understandings:**   * Readers will read with increasing stamina. * Readers will notice and follow patterns in books. * Readers will read with sight / tricky words. * Readers will apply letter-sound knowledge. * Readers will read both independently and with reading partners. * Readers will use a variety of print strategies to monitor for sense. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * RI.K.10. Actively engage in group reading activities with purpose and understanding. * RF.K.1. Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page.   2. Recognize that spoken words are represented in written language by specific sequences of letters.   3. Understand that words are separated by spaces in print.   4. Recognize and name all upper- and lowercase letters of the alphabet. * RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words.   2. Count, pronounce, blend, and segment syllables in spoken words.   3. Blend and segment onsets and rimes of single-syllable spoken words.   4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)   5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. * RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.   2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.   3. Read high-frequency and sight words with automaticity.   4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). * RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.   A. Read emergent-readers with purpose and understanding.  B. Read grade level text for purpose and understanding.   * [L.K.1](http://www.corestandards.org/ELA-Literacy/L/K/1/) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  * [L.K.1.a](http://www.corestandards.org/ELA-Literacy/L/K/1/a/)- Print many upper- and lowercase letters.  * [L.K.1.b](http://www.corestandards.org/ELA-Literacy/L/K/1/b/)- Use frequently occurring nouns and verbs.  * [L.K.1.c](http://www.corestandards.org/ELA-Literacy/L/K/1/c/)- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). * L[.K.1.d](http://www.corestandards.org/ELA-Literacy/L/K/1/d/)-Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  * [L.K.1.e](http://www.corestandards.org/ELA-Literacy/L/K/1/e/)-Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  * [L.K.2](http://www.corestandards.org/ELA-Literacy/L/K/2/)-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  * [L.K.2.a](http://www.corestandards.org/ELA-Literacy/L/K/2/a/)- Capitalize the first word in a sentence and the pronoun I.  * [L.K.2.b](http://www.corestandards.org/ELA-Literacy/L/K/2/b/)-Recognize and name end punctuation.  * [L.K.2.c](http://www.corestandards.org/ELA-Literacy/L/K/2/c/)-Write a letter or letters for most consonant and short-vowel sounds (phonemes).  * [L.K.2.d](http://www.corestandards.org/ELA-Literacy/L/K/2/d/)-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  * [L.K.4.b](http://www.corestandards.org/ELA-Literacy/L/K/4/b/)-Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.  * [L.K.1.f](http://www.corestandards.org/ELA-Literacy/L/K/1/f/)-Produce and expand complete sentences in shared language activities | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.   *Social Studies:*   * 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. * 6.1.2.Geo.HE.1-Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.   ***Career Readiness Practices***   * Act as a responsible and contributing citizen and employee * Consider the environmental, social and economic impacts of decisions * Demonstrate creativity and innovation * Model integrity, ethical leadership, and effective management * Plan education and career paths aligned to personal goals   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. * 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.  **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. * 9.4.2.IML.3-Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. | | |
| **Essential Questions** | | | | |
| * How do you use patterns to help read a book? * How to use letter-sound knowledge to read the words on a page? * How do you use inflection in your reading? * How can you read with a partner? * How can pictures help us to read? * How can sight words help us to become super readers? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * read with increasing stamina. * notice and follow patterns in books. * notice punctuation and read with expression. * practice sight / tricky words. * apply letter-sound knowledge. * read both independently and with reading partners. * monitor for sense as they read. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers continue to read just right books during reading workshop independently and with reading partners.**   - Continue the routines for book shopping once a week as well as independent and partner reading.   * **Readers tackle more challenging books.**   - Conduct a class inquiry on how they have grown as readers, as well as how the books get bigger and harder, too. (Bigger Books, Bigger Reading Muscles, pg. 2)   * **Readers make reading stacks to read and reread through all their books.**   + Demonstrate how to make piles on a reading mat.   + Model how to reread once the stack is complete. (Bigger Books, Bigger Reading Muscles, pg. 5) * **Reading partners read books from easiest to hardest.**   - Model how reading partners use a reading mat while partner reading. (Bigger Books, Bigger Reading Muscles, pg. 7)   * **Readers use patterns to help them read almost every page.**   + Model how identifying the pattern in a book can help us read longer books (Bigger Books, Bigger Reading Muscles, pg. 9) * **Readers think about all of the reading strategies they have already learned.**    + Review all of the previous print strategies taught, and continue to add new ones. (Bigger Books, Bigger Reading Muscles, pg. 13) * **Readers “guess what’s next” using their pattern power.**   + Demonstrate how to play the game by finding the pattern and guessing what is next. (Bigger Books, Bigger Reading Muscles pg. 14). * **Readers’ use shared writing to compose a class pattern book.**   + Write an example of a page of a pattern book, allow students to follow the pattern to create their own pages. (Bigger Books, Bigger Reading Muscles, pg. 15). \*Add book to classroom library\* * **Readers figure out the changing words in the pattern.**   + Model taking action to solve the word that changes in the pattern. (Bigger Books, Bigger Reading Muscles, pg. 16) * **Readers add pattern pages to create a new page for a familiar book.**   + Guide students in creating pages to add to a familiar pattern book. (Bigger Books, Bigger Reading Muscles, pg. 21) * **Readers use all their super powers to read pattern breaks in books.**   + Review Super Powers anchor chart, point out that patterns will sometimes break at the end of a book and model how to use all the super powers to read the change. (Bigger Books, Bigger Reading Muscles, pg. 22) * **Readers check their reading.**   + Model monitoring reading for meaning and structure, and when something doesn’t make sense, fix it up. (Bigger Books, Bigger Reading Muscles pg. 29) * **Readers monitor themselves during reading.**   + Demonstrate how readers ask the questions: Does it make sense? Does it sound right? Does it look right? * **Readers use the pattern and the ending to understand their books.**   + Demonstrate that noticing the pattern and reading the ending is not just about reading the words, but about understanding what the book is about**.** (Bigger Books, Bigger Reading Muscles, pg. 35) * **Readers use their letter-sound knowledge to read the words on the page.**   + Model using alphabet books to explore letter / sound correspondence. (Bigger Books, Bigger Reading Muscles, pg. 42) * **Readers read ABC books together in many ways.**   + Demonstrate how to play “Same and Different” with ABC books; example: one book has an apple for A and another had an alligator. (Bigger Books, Bigger Reading Muscles pg. 47) * **Readers can notice consonant clusters to help solve unknown words.**   + Demonstrate how to look past the initial sound to the next 2 or 3 consonant sounds to help read a word. (Bigger Books, Bigger Reading Muscles, pg. 56) * **Readers play “Pop it” to get themselves ready to read the words on a page.**   + Demonstrate sitting with a partner and “popping” the initial sounds for the pictures to help in reading the words on the page. (Bigger Books, Bigger Reading Muscles, pg. 61) * **Readers get their mouths ready for blends and digraphs.**   + Introduce the blends and digraphs chart, reviewing all the sounds. (Bigger Books, Bigger Reading Muscles, pg. 62) * **Readers look at the end of words as they read.**   + Model reading to the end of the word. (Bigger Books, Bigger Reading Muscles, pg. 64) * **Readers preview a page and locate known words before reading.**    + Demonstrate scanning pages of the book to locate known words to help them read the book. (Bigger Books, Bigger Reading Muscles, pg. 72) * **Readers can read sight words with inflected endings (-s, -ed, -ing).**   + Demonstrate recognizing a known word with an inflected ending, and then reading the new word. * **Readers celebrate.**   + Celebrate all the reading strategies learned. (Bigger Books, Bigger Reading Muscles, pg. 121)   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL) :**   * Provide ELL with picture cards and letter cards. * Teach students how to look at the pictures and tell a story. * Provide students with sight words cards (amount depends on ability).   ***Special Education:***   * Review previously learned skills prior to introducing new skills. * Differentiate the lesson by process, product, or content, depending on the students’ needs. * Conduct smaller groups for concentrated instruction on targeted skills. * Create a sheet of each text feature learned and place it in their just-right book bag   ***At-risk:***   * Pre-teach skills to students in small groups to introduce new reading skills before the whole class lessons. * Provide an alphabet chart to help students with letters and sounds. * Create class charts with pictures and reminders of what to do during reading workshop. * Provide comparison cards to show photographs versus illustrations.   ***Gifted and Talented (G & T):***   * Provide students the opportunity to acquire higher-level reading skills in a small group. * Provide above-grade-level phonics instruction if ready. * Choose a higher-level independent reading book to read to self or with a partner. * Have student share their book with a reading buddy and retell what they read or discuss what they have learned. | | | | |
| **Materials** | | | | |
| **Materials:**   * Bigger Books, Bigger Reading Muscles * Leveled library * Book bags / boxes * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia   **Suggested** **Mentor Texts:**   * Pizza by Phyllis Roots * Pete the Cat and His Four Groovy Buttons by Eric Litwin * ABC Animals * The Beetle Alphabet Book by Jerry Pallotta * The Polar Bears’ Home by Lara Bergen (Climate change) | | | | |
| **Assessments** | | | | |
| Formative   * Skills checklists * Rubrics * Teacher observations * Teacher created tests * District created assessments   Summative   * IRLAs (as needed) * Teacher’s College Concepts of print assessment * Teacher’s College Letter /sound identification assessment * Teacher’s College High-frequency Word Assessment * Teacher’s College Independent Reading Level Assessment (as needed) | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia | **Special Education**   * Word walls * Anchor charts with pictures * Provide Fundations letter chart * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading | | **At Risk**   * Teachers tutoring * Peer tutoring * Provide Fundations letter chart * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |