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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 2Labels | | | | |
| **Grade Level:** Kindergarten | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  This unit will provide students with an opportunity to write about things that are important to them. Student will become brave spellers by learning to label their pictures using alphabet charts, word walls, and name walls. During writing workshop, students will create label books. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Sketching a detailed picture * Labeling pictures * Stretching and hearing sounds * Adding details to their labels   **Grammar Skills:**   * Write uppercase and lowercase letters * Hear and write sounds * Using the alphabet chart   **Understandings:**   * Writers will sketch detailed pictures. * Writers will label their sketches. * Writers will create label books. * Writers will add details to their labels. * Writers will learn strategies to spell words. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what * they are writing about and supply some information about the topic. * W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. * W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen * writing as needed. * W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. * L.K.1.A Print many upper- and lowercase letters. * L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). * L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationship * SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. * SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * SL.K.1.B Continue a conversation through multiple exchanges. * SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. * SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. * SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | | *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.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.   *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 Awareness:**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **Interaction of Technology and Humans**   * 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.2: Create a document using a word processing application.   **Life Literacies: Critical thinking and Problem Solving:**   * 9.4.2.CT.3: Use a variety of types of thinking to solve problems   **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.CI.1: Demonstrate openness to new ideas and perspectives | | |
| **Essential Questions** | | | | |
| * How do writers create a label book? * How do writers match labels to sketches? * How do writers learn strategies to spell words? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * learn how to create detailed sketches * learn how to label their sketches * learn how match labels to sketches * learn how to create a label book * learn strategies to stretch and hear sounds * use the alphabet chart and word wall to spell words | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers sketch and write on each page.**    + Demonstrate how writers first sketch then write. (Show and Tell Writing, pg. 2) * **Writers plan what they will draw and write.**    + Demonstrate how writers plan what will go in their pictures before sketching it. (Show and Tell Writing, pg. 7) * **Writers label their drawings.**    + Model saying the words slowly, listening for sounds, and then recording sounds to label your drawings. (Show and Tell Writing, pg. 10) * **Writers add more to their page.**    + Model how writers don’t just start a new writing piece; they look in their writing folders and determine which pieces they can add more to. (Show and Tell Writing, pg. 12) * **Writers say words slowly, over and over again to write all the sounds they hear**.   + Model saying difficult words repeatedly to hear as many sounds as possible and write them. (Show and Tell Writing, pg. 15) * **Writers become brave spellers.**    + Demonstrate how writers use all tools in the room (name wall, alphabet charts, word wall, labels in the room) to help them spell words. (Show and Tell Writing, pg. 18) * **Writers help their partners write more.**   + Demonstrate how writing partners work together by reading, talking, and adding more drawing and writing. (Show and Tell Writing, pg. 24) * **Writers write a show and tell book about important places.**    + Demonstrate how to plan a book by thinking of the parts of topic. (Show and Tell Writing, pg. 31)      * **Writers will learn there is drawing time and writing time.**    + Demonstrate how students shift from drawing time to writing time. (Show and Tell Writing, pg. 37) * **Writers choose a piece to publish.**   + Model how to select their favorite work by looking through their writing folders. * **Writers revise their favorite books.**    + Demonstrate how writers revise by adding details to pictures. * **Writers edit their work.**   - Model how to make sure the labels match their pictures.   * **Writers celebrate their writing**   + Engage the class in a gallery walk to admire each other’s work.   **Strategies for Differentiated Instruction:**  **English Language Learners (ELL)**   * Add pictures to class charts to help students label their drawings. * Pre-teach any new vocabulary on adding labels to writing. * Conduct small groups to help students sketch their ideas.   **Special Education:**   * Provide an alphabet chart in writing folders to help students with letters and sounds. * Create class charts with reminders of what to do during writing workshop. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about the details in the picture before labeling. * Add pictures to class charts to help students label their drawings. * Provide students with a pre-made drawing or their own and create boxes where they can label the picture.   **At-risk:**   * Pre-teach how to listen for sounds in a word to students in small groups to introduce new writing skills before the whole class lessons. * Provide an alphabet chart in writing folders to help students with letters and sounds. * Create class charts with reminders of what to do during writing workshop. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about the details in the picture before labeling.   **Gifted and Talented (G & T):**   * Provide students with more sophisticated paper choices with a smaller sketch box and additional lines to write. * Teach students how to not just label, but to also write with more sentences and details. * Encourage students to publish more than one book on a topic. | | | | |
| **Materials** | | | | |
| **Materials:**   * Show and Tell Writing * Chart paper * Various writing implements (pens, markers, pencils, crayons) * Writing Folders * Word Wall * Alphabet chart * Anchor chart post- its * Flexible seating options * Various writing papers   **Suggested** **Mentor Texts:**   * ***Creak! Said the Bed***by Phyllis Root * ***Freight Train***by Donald Crews * ***My First Soccer Game***by Alyssa Satin Capucilli * I am Anne Frank, Steve Meltzer (Holocaust) * Do Like Kyla by Angela Johnson (Amistad) * Our Class is a Family, Shannon Olsen (Diversity and inclusion) * Soup Day, Melissa Iwai Pacific Islanders * The Colors of Us, Karen Katz Diversity and inclusion) | | | | |
| **Assessments** | | | | |
| Formative   * Writing folder with student work * Skills checklists * District created inter-disciplinary assessments * Open ended writing tasks (pictures/dictation, labeling, sentence formation) * Fundations letter formation   Summative   * Writing rubrics * Teacher observations | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Create 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)   + Pre-teach vocabulary   + Paper choicer | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need,) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Paper choice | | **At Risk**   * Teachers tutoring * Peer tutoring * 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) * Paper choice | **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 * Peer review |
| **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 | | | | |