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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 3 List Books | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  In this unit, students will learn the how to write a pattern book using capitalization, spacing between words, and end punctuation. Students will focus on forming words to write a complete sentence.  Next, they will learn how to carry out a pattern across multiple pages, using high frequency words. Students will work independently and with partners to build their writing strategy skills. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Write pattern books * Write using proper spacing between words * Write with capital letters in the beginning of sentences * Write using end punctuation   **Grammar Skills:**   * Capitalize the first letter of a sentence * Use periods at the end of sentences * Use spaces between words * Use the word wall to help write sight words   **Understandings:**   * Writers will be able to write a complete sentence. * Writers will learn how to carry a pattern across multiple pages. * Writers will write their own pattern book. * Writers will learn strategies to spell words. * Writers will work with a partner to revise their pattern book. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices: ELA*   * 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.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). * RL.K.5. Recognize common types of texts (e.g., storybooks, poems). * RL.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.   A. Follow words from left to right, top to bottom, and page by page.  B. Recognize that spoken words are represented in written language by specific sequences of letters.  C. Understand that words are separated by spaces in print.  D. Recognize and name all upper- and lowercase letters of the alphabet.   * RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   D. 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/.)  E. 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.   A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.  C. Read high-frequency and sight words with automaticity.   * SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).  B. Continue a conversation through multiple exchanges.   * SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. * SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. * 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.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted   ***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**   * 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.2: Create a document using a word processing application.  **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** | | | | |
| * What is a pattern book? * How do writers write a pattern book? * What strategies do writers use to spell words | | | | |
| **Unit Results** | | | | |
| ***Students will …***   * learn to begin a sentence with a capital letter. * learn how to use spaces in between words. * learn how to end a sentence with a punctuation. * learn how to create a pattern book. * Learn how to write high frequency words using the word wall. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers write books kids want to read.**   + Demonstrate how writers think of topics that are important to them. (Show and Tell Writing, pg. 68) * **Writers think about pattern books.**   + Immerse students in pattern books and conduct a class inquiry about what they notice. * **Writers talk and write with patterns and snap words (high frequency words).**    + Model how high frequency words help writers write sentences in a pattern book. (Show and Tell Writing, pg. 73) * **Writers use oral rehearsal to plan pattern books across pages.**    + Demonstrate how to write a pattern, touching each page and practicing it orally. (Show and Tell Writing, pg. 77) * **Writers study how sentences look.**    + Model how writers look to see how a sentence begins and ends, starting with a capital letter and ending with a period. (Show and Tell Writing, pg. 80) * **Writers learn how to leave spaces between words in a sentence.**    + Demonstrate how to leave spaces between words. (Show and Tell Writing, pg. 86) * **Writers think about how their books will end.**    + Model how writers carefully think about the last page, making sure they have an ending. (Show and Tell Writing, pg. 97) * **Writers choose their favorite pattern book to publish.**    + Demonstrate how to choose their favorite pattern book by looking through their writing folder. * **Writers revise their favorite pattern book by rereading it.**    + Demonstrate how writers reread it to make sure their sentences look like a book. (Show and Tell Writing, pg. 102) * **Writers edit their pattern book by checking for capital letters and periods.**    + Demonstrate how to edit for capital letters and periods. * **Writers celebrate their writing.**    + Fancy up their books and create a bookstore with all their books. (Show and Tell Writing, pg. 107)   **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * Add pictures to anchor charts for pattern books. * Pre-teach new vocabulary needed for pattern books. * Conduct small groups to help students come up with a pattern.   **Special Education:**   * Read a pattern book to the students and have them identify the pattern. * Create a shared writing pattern book so students can create the pattern. * Review sight words.   **At-risk:**   * Pre-teach by reading pattern books to students in small groups. * Create class charts with reminders on the parts of pattern books. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about patterns before they write, helping them to decide what to draw in their sketch box to represent their ideas.   **Gifted and Talented (G & T):**   * Provide students with more paper choices with a smaller sketch box and additional lines to write. * Teach students how to write a pattern book with multiple sentences on a page. * Encourage students to publish more than one writing piece. | | | | |
| **Materials** | | | | |
| **Materials:**   * Show and Tell Writing by Lucy Calkins * Chart paper * Various lined writing paper * Various writing implements (pens, markers, pencils, crayons) * Writing folders * Erasers * Word Wall * Anchor charts * Flexible seating options * Smart Board activities * Pattern Books   **Suggested** **Mentor Texts:**   * Levels A and B pattern books * Our Class is a Family, Shannon Olsen (Diversity and inclusion) * The Colors of Us, Karen Katz Diversity and inclusion) * Soup Day, Melissa Iwai Pacific Islanders | | | | |
| **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 statements from bullets)**   * + 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 choice | **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 |
| **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 | | | | |