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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** How To Books | | | | |
| **Grade Level:**Kindergarten | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  In this unit, students will be introduced to how-to books. The students will write their own how-to books about things they know how to do. During writing workshop, students will be taught to how to write step by step directions and strategies to spell words. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Write how-to books * Strengthen writing with a partner * Writing with stamina * Write to teach others * Plan writing with sketch * Sequential writing with steps * Reread to make sure writing makes sense   **Grammar Skills:**   * Capitalize the first letter of a sentence * Use periods at the end of sentences * Listen for and write beginning, middle and end sounds * Use the word wall to help write high frequency words   **Understandings:**   * Writers will identify the characteristics of how-to books. * Writers will write their own how-to books. * Writers will write to teach readers how to do something. * Writers will act out things they can do. * Writers will add diagrams to their writing. | | | | |
| **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.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). * L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   + Print many upper- and lowercase letters.   + Use frequently occurring nouns and verbs.   + Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).   + Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).   + Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).   + Produce and expand complete sentences in shared language activities. * L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   + Capitalize the first word in a sentence and the pronoun I.   + Recognize and name end punctuation.   + Write a letter or letters for most consonant and short-vowel sounds (phonemes).   + Spell simple words phonetically, drawing on knowledge of sound-letter relationships. * 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. | | *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 a role in understanding and evaluating our history   *Educational Technology Operations and Concepts:*   * 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).   *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   *Theme:*   * Critical thinking and problem solving * Global awareness * Communication and collaboration   *Social Emotional Awareness*   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Engineering Design**   * 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.   **Life Literacies and Key Skills: Creativity and Innovation**   * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives | | |
| **Essential Questions** | | | | |
| * What is a how to book? * How do you write a how to book? * How can writers teach others? * How can you act out things you can do? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Read various how to books * Learn how to write a how to book * Learn how to teach others * Stretch and hear sounds to write words * Act out things they can do | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers study the kind of writing they will make.**   + Immerse students in how to books, discovering what they teach. (How-To Books, pg. 4) * **Writers learn about how to books.**   + Conduct a class inquiry to see how they are organized with steps and directions in pictures and words. * **Writers learn the steps of how to writing.**   + Create a class chart about how to books. (How-To Books, pg. 10) * **Writers think about things they know how to do.**    + Model how to create a list of topics of things we know how to do. * **Writers touch and tell steps across pages.**    + Demonstrate how writers pick a topic, touch and tell across pages, sketching first. (How-To Books, pg. 11) * **Writers reread to make sure their writing makes sense.**    + Demonstrate how to reread, noticing whether the directions make sense. (How-To Books, pg. 19) * **Writers listen to their partner reading their how-to steps and imagine doing the steps.**   + Demonstrate how writers read to their partners to see if the steps are clear. (How-To Books, pg. 27) * **Writers label their diagrams to teach even more information.**   + Model how writer label their teaching pictures (diagrams). (How-To Books, pg. 36) * **Writers use ordinal numbers to write steps.**   + Teach ordinal numbers. * **Writers spell words the best they can.**   + Demonstrate how writers stretch and hear sounds to spell words independently. (How-To Books, pg. 45) * **Writers use the word wall to help them spell words.**   + Model how writers use the word wall to help them spell trick words / sight words. * **Writers use sequence words to make directions clearer.**    + Demonstrate how to write with sequence words. * **Writers act out the steps of a how-to book.**   + Demonstrate how to act out the steps to ensure the how-to books make sense. * **Writers pick their favorite writing piece to publish.**    + Model how writers reread all of their writing in their writing folders and choose their favorites to publish. * **Writers revise by rereading to make sure it makes sense.**    + Demonstrate how writers touch each word to reread to see if it makes sense. * **Writers edit by checking for capital letters at the beginning of a sentence.**    + Model how to check for uppercase letters at the beginning of a sentence. * **Writers edit by checking for end punctuation.**    + Demonstrate how to edit by checking for punctuation at the end of each sentence. * **Writers edit by checking word wall words.**    + Model how to check word wall words - word by word, page by page. (How-To Books, pg. 139) * **Writers color their pictures and celebrate writing how-to books.**   + Model how to color the pictures and celebrate with a celebration walk. (How-To Books, pg. 146)   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Display pictures of the steps to complete a task. (example bake a cake, unpack in the morning) * Act out how to complete a task. * Conduct small groups to help students put their how to steps in order.   **Special education:**   * Pre-teach skills to students in small groups to introduce sequencing classroom routines. * Create class charts with visuals of various classroom routines in sequence. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students act out completing a classroom routine before writing it. Help them draw the pictures in order in their sketch boxes. * Use a highlighter to find capital letters at the beginning of each sentence to self-check their work.   **At Risk:**   * Pre-teach skills to students in small groups to introduce sequencing classroom routines. * Create class charts with visuals of various classroom routines in sequence. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students act out completing a classroom routine before writing it. Help them draw the pictures in order in their sketch boxes. * Use a highlighter to find capital letters at the beginning of each sentence to self-check their work.   **Gifted and Talented (G & T):**   * Provide students with various paper choices with a smaller sketch box and additional lines to write. * Teach students to add introductions and conclusions to their how to writing. * Encourage students to write about a task that requires more than three steps. | | | | |
| **Materials** | | | | |
| **Materials:**   * How-to books * Chart paper * Markers * Anchor chart * Flexible seating options * Writing Folders * Various writing paper * Crayons * Pencils * Markers * Erasers   **Suggested** **Mentor Texts:**   * Cake Mix boxes | | | | |
| **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 * Conferring notes * Conferences   Summative   * Writing rubrics * Teacher observations * District created inter-disciplinary assessments | | | | |
| **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   + 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 * 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 * Extended writing 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 | | | | |