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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.
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| **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
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| **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?
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| **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
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| **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.
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| **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
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| **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
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| **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
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| **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  |