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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 6 Small Moments (Narrative) |
| **Grade Level:**Kindergarten |
| **Duration:**Trimester 3  |
| **Description:**In this unit, we will see how much writers have grown by not only revisiting personal narratives, but by finding and using techniques of our favorite authors in writing pieces.  Students will write small moment personal narratives, writing with a focus and across pages with a beginning, middle, and end.  |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Writing small moments (true stories) about our lives
* Writing with a focus
* Writing with a beginning, middle, and end

**Grammar Skills:*** Capital letters at the beginning of a sentence
* End punctuation
* Strategies to stretch and hear sounds
* Spacing
* Writing high frequency words by using the word wall

**Understandings:** * Writers will write true stories about their lives.
* Writers will write with a beginning, middle, and end.
* Writers will use strategies to spell words.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** 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.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
* 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 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.K.1.B Use frequently occurring nouns and verbs.
* L.K.1.F Produce and expand complete sentences in shared language activities.
* L.K.2.A Capitalize the first word in a sentence and the pronoun I.
* L.K.2.B Recognize and name end punctuation.
* 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 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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
* 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.

*Science** K-2-ETS1-1-Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool

*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 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.

**Computer Science: Interaction of Technology and Humans*** 8.2.2.ITH.3: Identify how technology impacts or improves life.

**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** |
| * How do writers write small moment stories?
* How do writers write with a beginning, middle, and end across pages?
* How do writers begin a story?
* How do writers decide which details to include in a story?
* How do writers end stories?
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| **Student Learning Objectives** |
| ***Students will …*** * Create stories that have a beginning, middle, and end.
* Write true stories about their lives.
* Add details to their narratives.
* Use strategies to spell words.
* Use mentor text to improve writing.
* Use checklists to edit their writing.
* Create a published narrative.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers write true stories that readers really want to read.**
	+ Model how to write a true story (think of something that happened and tell it with pictures and words). (Writing for Readers, pg. 13)
* **Writers write sentences that tell a story.**
	+ Demonstrate how writers sketch, think of a sentence in their mind, and write it word by word. (Writing for Readers, pg. 30)
* **Writers think about what they already know about writing stories.**
	+ Model using a checklist to remind them of what makes a good story. (Writing for Readers, pg. 52)
* **Writers use a vowel chart to help them with the middle of words.**

 - Demonstrate how to use a vowel chart to hear the middle sounds of words. **(**Writing for Readers, pg.59)* **Writers write readable stories using word walls.**

 - Model how writers do not stretch out high frequency words; they use the word wall to help them spell. (Writing for Readers, pg.69)* **Writers write stories with true words.**

 - Demonstrate using details to make stories more interesting. **(**Writing for Readers, pg.79)* **Writers make sure their narrative has a beginning, middle, and end.**

 **-** Model how writers write the beginning, middle, and end of a story. **(**Writing for Readers, pg.83)* **Writers use writing partners to improve their work.**
	+ Model working with a partner to check each other’s work to make sure it is readable. **(**Writing for Readers, pg.87)
* **Writers make their writing readable.**
	+ Demonstrate how writers reread their writing. **(**Writing for Readers, pg.98)
* **Writers add details to make their story better.**

 **-** Demonstrate how to add more to the pictures and words. **(**Writing for Readers, pg.)106* **Writers use tools and techniques to insert materials into their drafts.**

- Model how to insert changes in their rough drafts. **(**Writing for Readers, pg.114)* **Writers create amazing story beginnings.**
	+ Demonstrate how to make an interesting beginning of a narrative. **(**Writing for Readers, pg.120)
* **Writers learn to use transitional words.**
	+ Encourage students to use transition words as they move from one part of a story to the next. **(**Writing for Readers, pg.127)
* **Writers work with partners to answer reader’s questions.**
	+ Model how children can be writing teachers for one another. **(**Writing for Readers, pg.129)
* **Writers learn to end a narrative properly.**
	+ Demonstrate how students can end their stories.
* **Writers select and revise a piece to publish.**
	+ Select a favorite narrative to publish. **(**Writing for Readers, pg.136)
* **Writers revise by writing a powerful title.**
	+ Model how to create catchy titles for their work. **(**Writing for Readers, pg.141)
* **Writers celebrate a finished narrative!**
	+ Publish and share finished narratives. **(**Writing for Readers, pg.149)

***Strategies for Differentiated Instruction:*****English Language Learners (ELL)*** Use picture dictionaries to increase writing.
* Model skills using visuals.
* Conduct small groups to help students edit their work.

**Special Education:*** Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons.
* Provide a personal dictionary in writing folders to help students with difficult words.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students practice beginning, middle, and end on their hand to tell a story.
* Have students work with peers when editing their work.

**At-risk:*** Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons.
* Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students work with peers when editing their work.

**Gifted and Talented (G & T):*** Provide students with more sophisticated paper choices and additional lines to write.
* Encourage students to add more descriptive details to their work.
* Encourage students to publish more than one narrative.
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| **Materials** |
| **Materials:** * Writing for Readers by Lucy Calkins
* Mentor texts
* Picture dictionaries
* Various writing paper (sketch boxes with varying numbers of lines)
* Various writing implements (pens, markers, pencils, crayons)
* Writing folders
* Erasers
* Word Wall
* Chart paper
* Anchor chart Post- its
* Flexible seating options
* Smart Board activities

**Suggested** **Mentor Texts:** * Don’t Let the Pigeon Drive the Bus by Mo Willems
* A Chair for my Mother by Vera B. Williams
* Owl Moon by Jane Yolen
* Koala Lou by Mem Fox
* The Lonely Polar Bear, Khoa Le (Climate change)
* Night of the Veggie Monster by George McClements
* One Love by Cedella Marley (Diversity and inclusion)
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| **Assessments** |
| Formative* Writing folder with student work
* Skills checklists
* Writing rubrics
* District created inter-disciplinary assessments
* Open ended writing tasks (sentence formation)
* Fundations letter formation
* Conferring notes
* Conferences

Summative* Writing rubrics
* Teacher observations
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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
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ 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
* Extended writing time
* Paper choice
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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
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