

---

# MULLICA TOWNSHIP ELEMENTARY SCHOOL



## ENGLISH LANGUAGE ARTS KINDERGARTEN

---

Board approval: 11/28/2018

Unit 1: Nice to Meet You! Timeframe: 5-6 weeks	Unit 2: Show and Tell Timeframe: 5-6 weeks	Unit 3: Outside My Door Timeframe: 5-6 weeks	Unit 4: Scientific Discoveries Timeframe: 5-6 weeks	Unit 5: Growing Up Timeframe: 5-6 weeks
<u>Standards:</u>  RL.K.1. RL.K.6. RL.K.10 RI.K.1. RI.K.5 RI.K.6. RI.K.10 W.K.3 SL.K.1 SL.K.6 L.K.1.	<u>Standards:</u>  RL.K.2 RL.K.7 R.I. K.9 RI.K.10 W.K.1 W.K.2 SL.K.1. SL.K.4 RF.K.4 L.K.1. L.K.2. L.K.5. L.K.6. RF.K.1. RF.K.2. RF.K.3.	<u>Standards:</u>  RL.K.4. RL.K.3. RL.K.7. RI.K.2. RI.K.3. RI.K.7. W.K.3 SL.K.2 SL.K.3 L.K.1. L.K.2 L.K.4	<u>Standards:</u>  RL.K.5 RL.K.9 W.K.1 W.K.5 SL.K.5 L.K.1 L.K.5 RF.K.2 RF.K.3	<u>Standards:</u>  RL.K.9 RL.K.8 W.K.2 W.K.6 W.K.7 W.K.8 SL.K.2 L.K.1 L.K.5 RF.K.2
<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>  SOC. 6.1.4.a. SOC 6.1.4.a.cs1 SOC.6.1.4.d.cs3 SOC.6.3.4.CS3	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>  Geometry K.G K-2-ETS1-1. 6.1.P.A.3	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>  K-ESS2-1. K-ESS2-2. K-ESS3-2. 2.1.2.A.1	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>  LS1.C: (K-LS1-1) (K- ESS2-2)	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>  LS1.C ESS2.E (K- ESS2-2)

<p>HPE.2.1.2.e.1 HPE.2.4.2.a.1 HPE.2.4.2.a.2 HPE.2.4.2.a.3</p>			<p>(K-ESS3-1) (K-ESS3- 3)</p>	
<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and innovation CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and innovation</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason RP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason RP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason RP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies</p>

<p>CRP9. Model integrity, ethical leadership, and effective management</p>		<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management  CRP10. Plan education and career paths aligned to personal goals  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management</p>
--	--	--	---	---

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Nice to Meet You- Journeys Grade K - Unit 1; Houghton Mifflin Harcourt, 2012

**Grade Level:**

Kindergarten

**Unit Summary:**

Kindergarten students are introduced to key concepts related to print awareness, comprehension, phonics, sight words, and grammar as they explore the idea that people are different.

## Learning Targets

**Standard(s) Number and Description**

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story RL.K.10. Actively engage in group reading activities with purpose and understanding.

RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.10. Actively engage in group reading activities with purpose and understanding. Standards for Writing

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

**Standards for Speaking and Listening**

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 discussion(e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Standards for Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print many upper - and lowercase letters.

B. Use frequently occurring nouns and verbs.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

### **Interdisciplinary Standard(s) Number and Description S**

OC. 6.1.4.a. Explain how rules and laws created by community, state and national governments protect the rights of people to help resolve conflicts and promote the common good.

SOC 6.1.4.a.cs1 Rules and laws are developed to protect people's rights and the security and welfare of society.

SOC.6.1.4.d.cs3 Personal family and community history is a source of information for individuals about the people and places around them.

SOC.6.3.4.CS3 Are aware of their relationships to people, places and resources in the local community and beyond.

HPE.2.1.2.e.1 Identify basic social and emotional needs of all people.

HPE.2.4.2.a.1 Compare and contrast different kinds of families locally and globally.

HPE.2.4.2.a.2 Distinguish the roles and responsibilities of different family members.

HPE.2.4.2.a.3 Determine the factors that contribute to healthy relationships.

Meanings

### **21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9**

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

**Unit Essential Questions:**

- How can I find the most important ideas in a selection?
- What clues tell me how a character feels?
- How do parts of a story work together?
- How can photographs help me better understand a selection?
- Why is the order in which things happen in a story important?

**Unit Enduring Understandings:**

- We see all kinds of people each day.

**Unit Learning Targets:**

*Students will...*

- listen for how a story is read with expression
- answer questions about a story
- listen attentively
- listen for how to pause for punctuation in a selection
- listen for how a story is read at the proper speed
- learn some new oral vocabulary words
- recognize, identify, and produce rhyming words
- recite the alphabet
- preview the letter Kk, Ll, Mm, Nn, Oo, Qq, Rr, Ss, Tt, Vv, Ww, Xx, Yy, Zz
- identify words that begin with /m/
- learn that Mm stands for /m/
- match letter Mm to /m/

- identify words that begin with /s/
- learn that the letter Ss stands for /s/
- match letter Ss to /s/
- differentiate single sounds
- identify beginning sounds
- learn and use high-frequency words
- use nouns for people
- classify and categorize words related to family
- use nouns for places
- use nouns for animals and things
- use action verbs in present tense
- identify synonyms
- develop book handling skills
- recognize the main idea
- summarize a selection
- practice retelling a story
- make connections to a story
- become familiar with understanding characters and making predictions
- become familiar with monitoring reading for understanding
- identify story structure
- determine the sequence of events
- become familiar with text and graphic features (photographs)



- become familiar with analyzing a story to determine how it makes a reader feel
- share information and ideas
- track words in oral sentences
- read fluently by pausing for punctuation
- read with expression
- write letters
- dictate labels
- dictate or write a caption
- write a class story
- dictate sentences that include details
- generate ideas for a class story
- develop a draft of a class story
- revise, edit, and share a draft of a class story

### Evidence of Learning

#### Summative & Alternative Assessments

- Writers Workshop/conferencing
- Final Drafts
- Showcase Portfolio
- Reading assessment/running records
- District screens and benchmarks
- End of unit Chapter Tests
- Presentations/Reenactments/Dramatization
- Rubrics
  - Unit Project – People at Work Scrapbook

#### Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses

- Questioning
- Writer’s Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

**Lesson Plans**

**Lesson**

**Timeframe**

**Lesson 1**

“What Makes a Family?”; “Poems About Families”

- Target Skill – Main Ideas

One Week

<ul style="list-style-type: none"> <li>• Target Strategy – Summarize</li> <li>• Letters – Kk, Ll, Mm, Nn, Oo</li> <li>• Fluency – Expression</li> <li>• Grammar – Nouns for People</li> <li>• Writing – Labels; Ideas</li> <li>• Phonemic Awareness – Rhyming Words; Single Sounds</li> <li>• Words to Know – I</li> <li>• Vocabulary Strategies – Classify and Categorize Family Words</li> </ul>	
<p><b>Lesson 2</b></p> <p>“How Do Dinosaurs Go to School?”; “My School Bus”</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding Characters</li> <li>• Target Strategy – Infer/Predict</li> <li>• Letters – Pp, Qq, Rr, Ss, Tt</li> <li>• Fluency – Pause for Punctuation</li> <li>• Grammar – Nouns for Places</li> <li>• Writing – Labels; Ideas</li> <li>• Phonemic Awareness – Beginning Sounds</li> <li>• Words to Know – like</li> <li>• Vocabulary Strategies – Rhyme</li> </ul>	<p>One Week</p>
<p><b>Lesson 3</b></p> <p>“Please, Puppy, Please”; “Different Kinds of Dogs”</p>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Target Skill – Story Structure</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Letters – Uu, Vv, Ww, Xx, Yy, Zz</li> <li>• Fluency – Reading Rate</li> <li>• Grammar – Nouns for Animals and Things</li> <li>• Writing – Captions; Ideas</li> <li>• Phonemic Awareness – Beginning Sounds; Words in Oral Sentences</li> <li>• Words to Know – the</li> <li>• Vocabulary Strategies – Synonyms</li> </ul>	
<p><b>Lesson 4</b></p> <p>“Everybody Works”; “The Elves and the Shoemaker”; “The Lion and the Mouse”</p> <ul style="list-style-type: none"> <li>• Target Skill – Text and Graphic Features</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Phonics – Letter/Sound m</li> <li>• Fluency – Pause for Punctuation</li> <li>• Grammar – Action Verbs in Present Tense</li> <li>• Writing – Class Story; Ideas</li> <li>• Phonemic Awareness – Beginning Sounds; Words in Oral Sentences</li> <li>• Words to Know – and</li> <li>• Vocabulary Strategies – Environmental Print</li> </ul>	<p>One Week</p>

<p><b>Lesson 5</b></p> <p>“Kite Flying”; “Kite Festival Today”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Question</li> <li>• Phonics – Letter/Sound s</li> <li>• Fluency – Expression</li> <li>• Grammar – Action Verbs in Present Tense</li> <li>• Writing – Class Story; Ideas</li> <li>• Phonemic Awareness Beginning Sounds; Words in Oral Sentences</li> <li>• Words to Know – I, the, like, and</li> <li>• Vocabulary Strategies – Synonyms</li> </ul>	<p>One Week</p>
<p><b>Additional Resources</b></p>	
<p><b>Student Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Book</li> <li>• Practice Book</li> </ul> <p>Decodable Readers</p> <p>See What We Can Do; We Can Make It; We Go to School; I Like; Baby Bear’s Family; The Party; Mm; I Like Mm; Ss; I Like Ss</p> <ul style="list-style-type: none"> <li>• Leveled Readers Visiting Grandma and Grandpa; My Family Pictures; When I Was Little; My Family; My Backpack; Show and Tell; Helping Mr. Horse; Tell All About It; My Dog; My Cat; Lola, the Muddy Dog; My Pet Cat; The Fire Fighter; Selling Things; Jobs on</li> </ul>	<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys – Kindergarten – Unit 1 Teacher’s Edition</li> <li>• Journeys – Kindergarten – Unit 1 Big Book Selections</li> <li>• Interactive Instructional Flip Chart</li> <li>• Grab-and-Go Kit</li> <li>• Vocabulary in Context Cards</li> </ul>

the Farm; Let's Sell Things!; At the Fair; The Costume; My Play House; The Elephant Costume

- Vocabulary Readers Sisters and Brothers; At School; The Puppy; Our Jobs; Make a Kit

### **Modifications (ELL, Intervention, Enrichment)**

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*Intervention:*

- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

*IEP:*

- Provide summaries of chapters
- Use peer readers
- Use a marker to highlight important textbook sections
- Provide two sets of classroom curriculum materials, one for home and one for school
- Provide the student with a list of discussion questions before reading the material
- Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text
- Explore use of assistive technology
- Read test questions aloud
- Provide alternative books with similar concepts but at an easier reading level
- Give page numbers to help the student find answers
- Provide a vocabulary list

- Substitute alternatives for long writing assignments (clay models, posters, panoramas, collections, electronic presentation, or oral presentation)
- Provide alternatives to reading aloud in front of the class
- Provide alternatives to crossword puzzles or word finds

504:

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule
- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
  - a) lecture plus overhead/board demonstration support
  - b) small groups required to produce a written product
  - c) large groups required to demonstrate a process
  - d) computer-assisted instruction
  - e) peer tutors or cross-age tutors
  - f) demonstrations, simulations



## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Showing Tell - Journeys Grade K - Unit 2; Houghton Mifflin Harcourt, 2012

**Grade Level:**

Kindergarten

**Unit Summary:**

In Unit 2, kindergarten students continue to develop phonemic and comprehension skills while learning to use adjectives in their writing.

## Learning Targets

**Common Core Standards****Standards for Reading**

RL.K.2 With prompting and support, retell familiar stories, including key details (ex. who, what, where, why, when and how).

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., What moment in a story an illustration depicts.)

R.I. K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions or procedures.)

RI.K.10 Actively engage in group reading activities with purpose and understanding.

**Standards for Writing**

W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is . . . )

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.

### **Standards for Speaking and Listening**

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 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. S

### **Standards for Language**

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.

RF.K.4. Read emergent text with one-t

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. F. 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. A. Capitalize the first word in a sentence and the pronoun I. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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.

D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

C. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

o-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

### **Interdisciplinary Standard(s) Number and Description**

Geometry K.G

- A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
  3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- B. Analyze, compare, create, and compose shapes.
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
  5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
  6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

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

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

**21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLs 8 AND 9**

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation

**Unit Essential Questions:**

- How are the five senses the same and different?
- How can I learn about the characters in a story?

**Unit Enduring Understandings:**

- Books help us learn new things.

- How can details help me understand a selection?
- What can I learn from the pictures in a selection?
- How do the parts of a story work together?

**Unit Learning Targets:**

*Students will...*

- listen for how to pause for punctuation in a story
- listen for how a story is read at the proper speed
- answer questions about a story
- follow directions
- evaluate whether they like a book or not
- share information and details
- learn and use high frequency words
- learn new oral vocabulary words
- identify words that begin with short /a/
- learn that the letter Aa stands for /a/
- match letter Aa to /a/
- identify words that begin with /t/
- learn that the letter Tt stands for /t/
- match letter Tt to /t/
- identify words that begin with /k/
- learn that the letter Cc stands for /k/

- match letter Cc to /k/
- identify words that begin with /p/
- learn that the letter Pp stands for /p/
- match letter Pp to /p/
- recognize beginning sounds
- develop oral language skills
- read fluently by pausing for punctuation
- read fluently with expression
- read fluently by adjusting reading rate
- become familiar with comparing and contrasting
- practice monitoring for understanding
- practice retelling a story
- compare and contrast
- use context clues to understand a word's meaning
- identify rhyming words
- make connections to a reading selection
- identify sources of information
- understand characters
- look for details
- make pictures in their mind
- use illustrations and photos to get information
- ask questions as they read

- identify text and graphic features
- gather and record information
- name important parts of a story
- become familiar with summarizing
- use sensory words
- use action verbs and sensory words
- use color adjectives
- use adjectives to tell how many
- use adjectives to tell size and shape
- classify and categorize shapes
- write letters and words
- complete and dictate descriptive sentences
- complete and dictate captions
- write words, numerals, and number words
- dictate a description
- write a description using color and number words
- generate ideas for writing descriptions
- develop a draft of their descriptions
- revise and edit drafts of their descriptions
- publish and share their descriptions

### Evidence of Learning

**Summative & Alternative Assessments**

**Formative Assessments:**

- Writers Workshop/conferencing
- Final Drafts
- Showcase Portfolio
- Reading assessment/running records
- District screens and benchmarks
- End of unit Chapter Tests
- Presentations/Reenactments/Dramatization
  - • Unit Project – A Learning Wheel
- Rubrics

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

## Lesson Plans

Lesson	Timeframe
<p><b>Lesson 6</b> “My Five Senses”; “Poems About Senses”</p> <ul style="list-style-type: none"><li>• Target Skill – Compare and Contrast</li><li>• Target Strategy – Monitor/Clarify</li><li>• Phonics –Letter/Sound Short a</li><li>• Fluency –Pause for Punctuation</li><li>• Grammar – Sensory Words</li><li>• Writing – Descriptive Sentences; Word Choice</li><li>• Phonemic Awareness – Blend Onset and Rime</li><li>• Words to Know – see</li><li>• Vocabulary Strategies – Context Clues</li></ul>	One Week
<p><b>Lesson 7</b> “Mice Squeak, We Speak”; “The Fort Worth Zoo”</p> <ul style="list-style-type: none"><li>• Target Skill –Understanding Characters</li><li>• Target Strategy – Analyze/Evaluate</li><li>• Phonics –Letter/Sound Tt</li><li>• Fluency –Pause for Punctuation</li><li>• Grammar – Sensory Words</li><li>• Writing – Descriptive Sentences; Word Choice</li><li>• Phonemic Awareness –Blend Onset and Rime; Segment Onset and</li></ul>	One Week



<p>Rime</p> <ul style="list-style-type: none"> <li>• Words to Know – we</li> <li>• Vocabulary Strategies – Classify and Categorize Sensory Words</li> </ul>	
<p><b>Lesson 8</b></p> <p>“Move!”; “The Hare and the Tortoise”</p> <ul style="list-style-type: none"> <li>• Target Skill – Details</li> <li>• Target Strategy – Visualize</li> <li>• Phonics –Letter/Sound c /k/</li> <li>• Fluency – Expression</li> <li>• Grammar – Adjectives for Color</li> <li>• Writing – Captions; Word Choice</li> <li>• Phonemic Awareness – Blend Onset and Rime; Segment Onset and Rime</li> <li>• Words to Know – a</li> <li>• Vocabulary Strategies – Classify and Categorize Action Words</li> </ul>	<p>One Week</p>
<p><b>Lesson 9</b></p> <p>“What Do Wheels Do All Day?”; “Wheels Long Ago and Today”</p> <ul style="list-style-type: none"> <li>• Target Skill – Text and Graphic Features</li> <li>• Target Strategy – Question</li> <li>• Phonics – Letter/Sound P</li> <li>• Fluency – Reading Rate</li> </ul>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Grammar – Adjectives for Numbers</li> <li>• Writing – Description; Word Choice</li> <li>• Phonemic Awareness – Blend Phonemes</li> <li>• Words to Know – to</li> <li>• Vocabulary Strategies – Rhyme</li> </ul>	
<p><b>Lesson 10</b></p> <p>“Mouse Shapes”; “Signs and Shapes”</p> <ul style="list-style-type: none"> <li>• Target Skill –Story Structure</li> <li>• Target Strategy – Summarize</li> <li>• Phonics –Review Letter/Sounds m, s, short a, t, c/k/, p</li> <li>• Fluency –Expression</li> <li>• Grammar – Adjectives for Size and Shape</li> <li>• Writing – Description; Word Choice</li> <li>• Phonemic Awareness – Blend Phonemes</li> <li>• Words to Know – see, a, we, to</li> <li>• Vocabulary Strategies – Classify and Categorize Shape Words</li> </ul>	<p>One Week</p>
<p><b>Additional Resources</b></p>	
<p><b>Student Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Book</li> <li>• Practice Book</li> </ul> <p><i>Decodable Readers:</i>Aa; I See; Tt; We Like Toys; Cc; I Can See; Pp; I</p>	<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys – Kindergarten – Unit 2 Teacher’s Edition</li> <li>• Journeys – Kindergarten – Unit 2 Big Book Selections</li> </ul>

Like Animals; Mmm, Good!; The Playground

• *Leveled Readers* The Market; My Pet; My House; Choosing a Pet; A Walk in the Woods; At the Zoo; Winter Sleep; Visiting the Zoo; Let's Climb!; At the Aquarium; In the Rain Forest; The Aquarium; In the City; The Hay Ride; Going Fast; Going for a Hay Ride; It's a Party!; The Tree House; A Hat for Cat; Making a Tree House

• Vocabulary Readers Look at Me!; On the Farm; Visiting a Park; My Bike; Our Classroom

• Interactive Instructional Flip Chart

• Grab-and-Go Kit

• Vocabulary in Context Cards

### **Modifications (ELL, Intervention, Enrichment)**

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
  
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language

- modeled and shared writing activities
- providing a student buddy

*Intervention:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

*IEP:*

- Provide summaries of chapters
- Use peer readers
- Use a marker to highlight important textbook sections
- Provide two sets of classroom curriculum materials, one for home and one for school
- Provide the student with a list of discussion questions before reading the material
- Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text
- Explore use of assistive technology

- Read test questions aloud
- Provide alternative books with similar concepts but at an easier reading level
- Give page numbers to help the student find answers
- Provide a vocabulary list
- Substitute alternatives for long writing assignments (clay models, posters, panoramas, collections, electronic presentation, or oral presentation)
- Provide alternatives to reading aloud in front of the class
- Provide alternatives to crossword puzzles or word finds

504:

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule
- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
  - a) lecture plus overhead/board demonstration support
  - b) small groups required to produce a written product
  - c) large groups required to demonstrate a process
  - d) computer-assisted instruction

- e) peer tutors or cross-age tutors
- f) demonstrations, simulations

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Outside My Door - Journeys Grade K - Unit 3; Houghton Mifflin Harcourt, 2012

**Grade Level:**

Kindergarten

**Unit Summary:**

In Unit 3, Kindergarten students begin to examine sequence of events, cause and effect relationships, and the author's purpose to deepen their understanding of texts. They continue to use letter sounds to blend words.

## Learning Targets

**Common Core Standards****Standards for Reading**

RL.K.4. Ask and answer questions about unknown words in a text

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

RI.K.2. With prompting and support, identify the main topic and retell key details of a text

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place,

thing, or  
idea in the text an illustration depicts).

### **Standards for Writing**

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.

### **Standards for Speaking and Listening**

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.

### **Standards for Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

B. Use frequently occurring nouns and verbs.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds(phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

### **Technology Standard(s) Number and Description**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

### **Interdisciplinary Standard(s) Number and Description**

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

2.1.2.A.1 Explain what being “well” means and identify self care practices that support wellness.

#### 21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

RP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence

#### **Unit Essential Questions:**

- How are the months of the year the same and different?
- What clues help me figure out things the author does not tell me?
- Why do authors write informational text?

#### **Unit Enduring Understandings:**

- There is so much to see outside.



- What causes events in a story to happen?
- Why is it important to know what happens first, next, and last in a selection?

**Unit Learning Targets:**

*Students will...*

- listen for when to pause for punctuation
- listen for how a selection is read at the right speed
- answer questions about a story
- learn new oral vocabulary words
- learn and use high-frequency words
- identify figurative language
- classify and categorize sensory words
- classify and categorize number words
- identify similes
- identify words that begin with short /a/
- match letter Aa to short /a/
- blend and read words with short a
- read decodable text with short a words
- identify words that begin with /n/
- learn that the letter Nn stands for /n/
- match Nn to /n/
- blend and read words with /n/

- read decodable text with n words
- identify words that begin with /f/
- learn that the letter Ff stands for /f/
- match letter Ff to /f/
- blend and read words with f
- read decodable text with f words
- identify words that begin with /b/
- learn that the letter Bb stands for/b/
- match letter Bb to /b/
- blend and read words with b
- read decodable text with b
- compare and contrast things they read
- ask questions as they read
- make connections to a reading selection
- use clues from the story to figure out what is happening
- monitor for understanding
- figure out the author's purpose
- practice visualizing
- figure out why things happen in a story
- use clues to figure out what will happen in a story
- identify cause and effect
- think about the order in which things happen in a story

- analyze how they feel when they read a book
- determine sequence of events
- read fluently by pausing for punctuation
- read fluently with expression
- read fluently by adjusting reading rate
- identify the subject of a sentence
- identify the verb in a sentence
- identify the subject and verb in a sentence
- identify complete sentences
- name and use verbs in past tense
- use correct capitalization and punctuation for statements
- write words
- write names
- write capital letters
- dictate or write story sentences with details
- dictate story sentences with details
- dictate or write a story
- dictate statements
- generate ideas for writing
- develop a draft of their stories
- record and publish research
- revise, edit, and share drafts of their stories

- identify media forms and techniques
- share ideas
- identify sources for research

### Evidence of Learning

#### Summative & Alternative Assessments

- Writers Workshop/conferencing
- Final Drafts
- Showcase Portfolio
- Reading assessment/running records
- District screens and benchmarks
- End of unit Chapter Tests
- Presentations/Reenactments/Dramatization
  - Unit Project – A Nature Mobile
- Rubrics

#### Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments

- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

**Lesson Plans**

**Lesson**

**Timeframe**

**Lesson 11**

“Jump into January”; “Holidays All Year Long”

- Target Skill – Compare and Contrast
- Target Strategy – Question
- Phonics – Review short /a/; Blending Words
- Fluency – Pause for Punctuation
- Grammar – Sentence Parts: Subject
- Writing – Story Sentences; Word Choice
- Phonemic Awareness – Blend Phonemes; Final Sound
- Words to Know – come, me
- Vocabulary Strategies – Figurative Language

One Week

**Lesson 12**

One Week

<p>“Snow”; “How Water Changes”</p> <ul style="list-style-type: none"> <li>• Target Skill – Conclusions</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Phonics –Letter/Sound n; Blending Words</li> <li>• Fluency – Expression</li> <li>• Grammar – Sentence Parts: Verb</li> <li>• Writing – Story Sentences; Word Choice</li> <li>• Phonemic Awareness – Blend Phonemes; Final Sound</li> <li>• Words to Know – with, my</li> <li>• Vocabulary Strategies – Classify and Categorize Sensory Words</li> </ul>	
<p><b>Lesson 13</b></p> <p>“What Color is Nature?”; “Poems About Colors”</p> <ul style="list-style-type: none"> <li>• Target Skill – Author’s Purpose</li> <li>• Target Strategy – Visualize</li> <li>• Phonics – Letter/Sound f; Blending Words</li> <li>• Fluency – Reading Rate</li> <li>• Grammar – Complete Sentences (Capitalization and Punctuation)</li> <li>• Writing – Story Sentences; Ideas</li> <li>• Phonemic Awareness – Blend Phonemes; Final Sound</li> <li>• Words to Know – you, what</li> <li>• Vocabulary Strategies –Classify and Categorize Color Words</li> </ul>	<p>One Week</p>

<p><b>Lesson 14</b></p> <p>“Turtle Splash!”; “Where Animals Live”</p> <ul style="list-style-type: none"><li>• Target Skill – Cause and Effect</li><li>• Target Strategy – Infer/Predict</li><li>• Phonics – Letter/Sound B; Blending Words</li><li>• Fluency – Expression</li><li>• Grammar – Verbs in Past Tense</li><li>• Writing – Story; Organization</li><li>• Phonemic Awareness – Blend Phonemes; Middle Sound</li><li>• Words to Know – are, now</li><li>• Vocabulary Strategies – Classify and Categorize Number Words</li></ul>	<p>One Week</p>
<p><b>Lesson 15</b></p> <p>“What a Beautiful Sky!”; “What Will the Weather Be Like?”</p> <ul style="list-style-type: none"><li>• Target Skill – Sequence of Events</li><li>• Target Strategy – Analyze/Evaluate</li><li>• Phonics – Blending Review</li><li>• Fluency – Pause for Punctuation</li><li>• Grammar – Statements (Capitalization and Punctuation)</li><li>• Writing – Story; Organization</li><li>• Phonemic Awareness – Blend Phonemes; Middle Sounds</li><li>• Words to Know – come, you, me, what, with, are, my, now</li></ul>	<p>One Week</p>

- Vocabulary Strategies – Figurative Language Simile

### Additional Resources

#### Student Resources:

- Student Book
- Practice Book

#### Decodable Readers:

Come and See Me; Pam and Me; I Can Nap; Tap with Me; What Can You See?; Fat Cat; What Now?; At Bat; Pam Cat; Come with

• Leveled Readers October Days; Fun All Year; June Vacation; A Year of Fun; Winter Vacation; Bears Through the Year; No Snow!; Look at the Bears; The Pet Show; My Flower Garden; In the Desert; Lots of Flowers; At the Pond; Splash!; Look in the Woods; Four Frogs; Look Up!; Rainy Day; The Storm; Rain Today

• Vocabulary Readers Fun in July; Animals in the Snow; Lots of Birds; How Many Ducks?; In the Sky

#### Teacher Resources:

- Journeys – Kindergarten – Unit 3 Teacher’s Edition
- Journeys – Kindergarten – Unit 3 Big Book Selections
- Interactive Instructional Flip Chart
- Grab-and-Go Kit
- Vocabulary in Context Cards

#### Modifications (ELL, Intervention, Enrichment)

##### *English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud



- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*Intervention:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities

*IEP:*

- Provide summaries of chapters
- Use peer readers
- Use a marker to highlight important textbook sections
- Provide two sets of classroom curriculum materials, one for home and one for school
- Provide the student with a list of discussion questions before reading the material
- Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text
- Explore use of assistive technology
- Read test questions aloud
- Provide alternative books with similar concepts but at an easier reading level
- Give page numbers to help the student find answers
- Provide a vocabulary list
- Substitute alternatives for long writing assignments (clay models, posters, panoramas, collections, electronic presentation, or oral presentation)
- Provide alternatives to reading aloud in front of the class
- Provide alternatives to crossword puzzles or word finds

*504:*

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
  - a) lecture plus overhead/board demonstration support
  - b) small groups required to produce a written product
  - c) large groups required to demonstrate a process
  - d) computer-assisted instruction
  - e) peer tutors or cross-age tutors
  - f) demonstrations, simulations

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Scientific Discoveries- Journeys Grade K - Unit 4; Houghton Mifflin Harcourt, 2012

**Grade Level:**

Kindergarten

**Unit Summary:**

In Unit 4, Kindergarten students continue to expand their vocabulary with the use of synonyms and antonyms. They practice comprehension skills including drawing conclusions, sequencing, and identifying cause and effect.

## Learning Targets

**Common Core Standards****Standards for Reading**

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.1. With prompting and support, ask and answer questions about key details in a text.

**Standards for Writing**

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book

they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

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).

### **Standards for Speaking and Listening**

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

### **Standards for Language**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful)

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.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels

### **Technology Standard(s) Number and Description**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

### **Interdisciplinary Standard(s) Number and Description**

LS1.C: Organization for Matter and Energy Flow in Organisms

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and

grow. (K-LS1-1)

Plants and animals can change their environment. (K- ESS2-2)

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for

everything they do. (K-ESS3-1)

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water,

air, and other living things. (K-ESS3- 3)

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### **21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSL 8 AND 9**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

RP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence

#### **Unit Essential Questions:**

- Why are details helpful?
- What clues help me figure out things the author does not tell me?

#### **Unit Enduring Understandings:**

- It’s fun to explore.

- How does knowing why the author wrote a selection help me?
- What causes events in a story to happen?
- Why is it important to know when things happen in a story?

**Unit Learning Targets:**

*Students will...*

- listen for when to pause for punctuation
- answer questions about a story
- learn some new oral vocabulary words
- learn and use high-frequency words
- classify and categorize words related to science
- use context to understand the meanings of multiple-meaning words
- identify rhyming words
- identify antonyms
- identify synonyms
- identify words that begin with short /i/
- learn that the letter Ii stands for short /i/
- identify words with medial short /i/
- match letter Ii to short /i/
- blend and read words with /i/
- read decodable text with short i words
- identify words that begin with /g/

- learn that the letter Gg stands for /g/
- identify words that end with /g/
- match letter Gg to /g/
- blend and read words with g
- read decodable text with g words
- identify words that begin with /r/
- learn that the letter Rr stands for /r/
- differentiate words that begin with /r/
- match letter Rr to /r/
- blend and read words that begin with r
- identify words that begin with /d/
- learn that the letter Dd stands for /d/
- identify words that end with /d/
- match letter Dd to /d/
- blend and read words with d
- read decodable text with d words
- use details to get information about a topic
- use details to summarize a selection
- identify details
- make connections to a reading selection
- use details to figure out what is happening in a story
- use clues to help figure out what the story will be about



- draw conclusions
- tell how they feel about a book
- identify author's purpose
- figure out why things happen in a story
- ask questions about the story they read
- identify causes and effects
- tell what happens first, next, and last
- make pictures in their mind as they read
- identify the sequence of events
- read fluently by pausing for punctuation
- read fluently by reading with expression
- read fluently by reading at an appropriate rate
- capitalize the first letter in a proper noun
- use proper nouns in statements
- use verbs in the future tense
- use verbs in the past tense
- use verbs in the past, present, and future tenses
- dictate or write a message
- write capital letters
- dictate or write a letter
- record and publish research
- tell a personal narrative

- dictate a personal narrative
- generate ideas for writing a personal narrative
- develop a draft of a personal narrative
- revise and edit the draft of their personal narrative
- identify media forms and techniques
- share their personal narratives
- identify media forms
- identify sources for research
- share ideas and information

### Evidence of Learning

#### Summative & Alternative Assessments

- Writers Workshop/conferencing
- Final Drafts
- Showcase Portfolio
- Reading assessment/running records
- District screens and benchmarks
- End of unit Chapter Tests
- Presentations/Reenactments/Dramatization
  - • Unit Project – Land and Water Picture Map
- Rubrics

#### Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences

- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

### Lesson Plans

#### Lesson

#### Timeframe

#### Lesson 16

“What is Science?”; “Benjamin Franklin, Inventor”

- Target Skill – Details
- Target Strategy – Summarize
- Phonics – Letter/Sound Short i
- Fluency – Pause for Punctuation
- Grammar – Proper Nouns for People and Pets
- Writing – Message; Organization
- Phonemic Awareness – Blend Phonemes; Middle Sound

One Week

<ul style="list-style-type: none"> <li>• Words to Know – is, how</li> <li>• Vocabulary Strategies – Classify and Categorize Science Words</li> </ul>	
<p><b>Lesson 17</b></p> <p>“I Love Bugs!”; “Anansi and Grasshopper”</p> <ul style="list-style-type: none"> <li>• Target Skill – Conclusions</li> <li>• Target Strategy – Infer/Predict</li> <li>• Phonics –Letter/Sound g; Blending Words</li> <li>• Fluency – Expression</li> <li>• Grammar – Proper Nouns for Places</li> <li>• Writing – Message; Organization</li> <li>• Phonemic Awareness –Blend Phonemes; Segment Phonemes</li> <li>• Words to Know – find, this</li> <li>• Vocabulary Strategies – Multiple-Meaning Words</li> </ul>	<p>One Week</p>
<p><b>Lesson 18</b></p> <p>“In the Big Blue Sea”; “Poems About the Sea”</p> <ul style="list-style-type: none"> <li>• Target Skill – Author’s Purpose</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Phonics – Letter/Sound r; Blending Words</li> <li>• Fluency – Expression</li> <li>• Grammar – Verbs in Future Tense</li> <li>• Writing – Letter; Organization</li> </ul>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Phonemic Awareness – Blend Phonemes; Segment Phonemes</li> <li>• Words to Know – will, be</li> <li>• Vocabulary Strategies – Rhyme</li> </ul>	
<p><b>Lesson 19</b></p> <p>“Sheep Take a Hike”; “The Three Billy Goats Gruff”; “The Builder and the Oni”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy – Question</li> <li>• Phonics –Letter/Sound d; Blending Words</li> <li>• Fluency – Pause for Punctuation</li> <li>• Grammar – Verbs in Past Tense</li> <li>• Writing – Story; Word Choice</li> <li>• Phonemic Awareness – Blend Phonemes; Segment Phonemes</li> <li>• Words to Know – go, for</li> <li>• Vocabulary Strategies – Antonyms</li> </ul>	<p>One Week</p>
<p><b>Lesson 20</b></p> <p>“Curious George’s Dinosaur Discovery”; “Exploring Land and Water”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Visualize</li> <li>• Phonics – Blending Review</li> <li>• Fluency – Reading Rate</li> </ul>	<p>One Week</p>

- Grammar – Verbs: Past, Present, Future
- Writing – Story; Word Choice
- Phonemic Awareness –Blend Phonemes; Segment Phonemes
- Words to Know – is, will, how, be, find, go, this, for
- Vocabulary Strategies –Synonyms

**Additional Resources**

**Student Resources:**

- Student Book
- Practice Book

Decodable Readers

What Is It?; It Is My Cab; Can You Find It?; Gig Pig; What Will It Be?; Rac Is It; Go for It!; D Is for Dad; The Big Dig; We Fit

• Leveled Readers Animals in the Woods; My Yard; In the Tree; In My Yard; Bug Parts; Find the Bug; Rosie and the Bug Jar; Look for Bugs; The Sea; Let’s Swim; By the Sea; Swimming; Taking Pictures; Summer Camp; Come for a Swim!; Fun at Camp; Curious George Visits Animal Friends; Curious George and the Hungry Animals; Curious George Visits the Woods; Curious George and the Animals

• Vocabulary Readers Camping Under the Stars; Bugs!; At the Beach; Going for a Hike; The Animal Park Teacher

**Teacher Resources:**

- Journeys – Kindergarten – Unit 4 Teacher’s Edition
- Journeys – Kindergarten – Unit 4 Big Book Selections
- Interactive Instructional Flip Chart
- Grab-and-Go Kit
- Vocabulary in Context Cards

**Modifications (ELL, Intervention, Enrichment)**

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
  
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*Intervention:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

*IEP:*

- Provide summaries of chapters
- Use peer readers
- Use a marker to highlight important textbook sections
- Provide two sets of classroom curriculum materials, one for home and one for school
- Provide the student with a list of discussion questions before reading the material
- Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text
- Explore use of assistive technology
- Read test questions aloud
- Provide alternative books with similar concepts but at an easier reading level
- Give page numbers to help the student find answers
- Provide a vocabulary list
- Substitute alternatives for long writing assignments (clay models, posters, panoramas, collections, electronic presentation, or oral presentation)
- Provide alternatives to reading aloud in front of the class
- Provide alternatives to crossword puzzles or word finds

*504:*



- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Change student seating
- Alter location of personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule
- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
  - a) lecture plus overhead/board demonstration support
  - b) small groups required to produce a written product
  - c) large groups required to demonstrate a process
  - d) computer-assisted instruction
  - e) peer tutors or cross-age tutors
  - f) demonstrations, simulations

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Growing Up- Journeys Grade K - Unit 5; Houghton Mifflin Harcourt, 2012

**Grade Level:**

Kindergarten

**Unit Summary:**

In Unit 5, Kindergarten students continue to improve comprehension skills by practicing drawing conclusions, making predictions, and recognizing parts of a story. In addition, they will blend and substitute phonemes to strengthen decoding skills.

## Learning Targets

**Common Core Standards****Standards for Reading**

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

**Standards for Writing**

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.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.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a Question.

### **Standards for Speaking and Listening**

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

Standards for Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

C. Blend and segment onsets and rimes of single-syllable spoken words

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Technology Standard(s) Number and Description**

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

### **Interdisciplinary Standard(s) Number and Description**

LS1.C: Organization for Matter and Energy Flow in Organisms

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live

and  
grow.

ESS2.E: Bio geology

Plants and animals can change their environment. (K- ESS2-2)

Express needs, wants, and feelings in health- and safety-related situations.

### **21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSL 8 AND 9**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

RP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

#### **Unit Essential Questions:**

- How do characters change in a story?
- How do the parts of a story work together?
- Why is the order of events in a selection important?
- What clues help me figure out things the author does not tell me?
- How do words and pictures help tell a story?

#### **Unit Enduring Understandings:**

- Change is all around us.

#### **Unit Learning Targets:**

*Students will...*

- listen for how a story is read with expression and at the proper speed
- answer questions about a story
- learn some new oral vocabulary words
- learn and use high-frequency words
- understand that words have multiple meanings
- identify antonyms
- use context clues to get word meaning
- classify and categorize describing words
- classify and categorize words related to seasons
- identify words that begin with short /o/
- learn that the letter Oo stands for short /o/
- match letter Oo to /o/
- blend and read words with o
- read decodable text with short o words
- identify words that end with /ks/
- learn that the letter Xx stands for /ks/
- identify words that begin with /j/
- learn that the letter Jj stands for /j/
- identify words that end with /ks/ and begin with /j/
- blend and read words with x and j
- read decodable text with x and j words
- identify words with short /e/

- match letter Ee to short /e/
- blend and read words with e
- read decodable text with short e words
- identify words that begin with /h/
- learn that the letter Hh stands for /h/
- identify words that begin with /k/
- learn that the letter Kk stands for /k/
- blend and read words with h, k
- read decodable text with h and k words
- blend and read words with o, x, j, e, h, k
- look for clues to understand the characters in a story
- use clues to figure out what the story will be about
- understand characters
- make connections to a reading selection
- name the important parts of a story
- evaluate their feelings about a book
- identify story structure
- identify sequence of events
- ask questions about a book
- use what they know and information to help figure out what is happening in a story
- monitor for understanding
- draw conclusions

- use pictures to more information from books that they read
- retell a story
- tell the purposes of text and graphic features
- read with expression
- read fluently by reading at an appropriate rate
- read fluently by pausing for punctuation
- use the pronouns he, she, and we correctly
- use the pronoun they
- use the pronouns I, it, and they
- use proper nouns for days and months
- use proper capitalization and punctuation to write questions
- use proper capitalization and punctuation with an exclamation
- write letters and exclamation points
- write words
- dictate or write a numbered list
- dictate a list of people to send invitations to
- dictate invitations
- write capital letters
- dictate a report
- take notes and dictate a report
- dictate facts for a report
- develop drafts of a report

- revise and edit drafts of a report
- share a report
- identify media forms
- share ideas and information
- identify sources for research

### Evidence of Learning

#### Summative & Alternative Assessments

- Writers Workshop/conferencing
- Final Drafts
- Showcase Portfolio
- Reading assessment/running records
- District screens and benchmarks
- End of unit Chapter Tests
- Presentations/Reenactments/Dramatization
- Rubrics
- Unit Project – Make a Terrarium

#### Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs



- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

**Lesson Plans**

**Lesson**

**Timeframe**

**Lesson 21**

“The Best of Friends”; “Poems About Friends”

- Target Skill – Understanding Characters
- Target Strategy – Infer/Predict
- Phonics – Letter/Sound Short o
- Fluency – Expression
- Grammar – Pronouns: he, she, we
- Writing – Lists; Organization
- Phonemic Awareness – Blend and Segment Phonemes
- Words to Know – make, play
- Vocabulary Strategies – Multiple-Meaning Words

One Week

<p><b>Lesson 22</b></p> <p>“Leo the Late Bloomer”; “What Can a Baby Animal Do?”</p> <ul style="list-style-type: none"> <li>• Target Skill – Story Structure</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Phonics – Letters/Sounds x, j</li> <li>• Fluency – Reading Rate</li> <li>• Grammar – Pronouns: they, it, I</li> <li>• Writing – Lists; Organization</li> <li>• Phonemic Awareness – Blend and Segment Phonemes; Substitute Phonemes</li> <li>• Words to Know – said, good</li> <li>• Vocabulary Strategies – antonyms</li> </ul>	<p>One Week</p>
<p><b>Lesson 23</b></p> <p>“Zinnia’s Flower Garden”; “Growing Sunflowers”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Visualize</li> <li>• Phonics – Letter/Sound Short e; Blending Words</li> <li>• Fluency –Pause for Punctuation</li> <li>• Grammar – Proper Nouns for Days and Months</li> <li>• Writing – Invitations; Organization</li> <li>• Phonemic Awareness – Blend and Segment Phonemes; Substitute Phonemes</li> </ul>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Words to Know – she, all</li> </ul>	
<p><b>Lesson 24</b></p> <p>“Chameleon, Chameleon”; “Amazing Animal Bodies”</p> <ul style="list-style-type: none"> <li>• Target Skill – Conclusions</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Phonics – Letters/Sounds: h, k</li> <li>• Fluency – Pause for Punctuation</li> <li>• Grammar – Questions (Capitalization and Punctuation)</li> <li>• Writing – Report; Ideas</li> <li>• Phonemic Awareness – Blend and Segment Phonemes; Substitute Phonemes</li> <li>• Words to Know – he, no</li> <li>• Vocabulary Strategies – Classify and Categorize Describing Words</li> </ul>	<p>One Week</p>
<p><b>Lesson 25</b></p> <p>“Pie in the Sky”; “From Apple Tree to Store”</p> <ul style="list-style-type: none"> <li>• Target Skill – Text and Graphic Features</li> <li>• Target Strategy – Summarize</li> <li>• Phonics – Blending Review</li> <li>• Fluency – Expression</li> <li>• Grammar – Exclamations (Capitalization and Punctuation)</li> <li>• Writing – Report; Ideas</li> </ul>	<p>One Week</p>

- Phonemic Awareness –Blend and Segment Phonemes; Substitute Phonemes
- Words to Know – make, she, play, all, said, he, good, no
- Vocabulary Strategies – Classify and Categorize Seasons

### Additional Resources

#### **Student Resources:**

- Student Book
- Practice Book

#### *Decodable Readers*

Make It Pop!; My Dog Tom; A Good Job; Fix It!; Hog in a Hat; Kid Hid; Six Pigs Hop; Play Kid, Play; My Pet Dog; Ben and Jen

- Leveled Readers The Show; Mouse and Bear; Kevin and Lucy; Mouse and Bear are Friends; Our Family Vacation; A Day at School; Good Job, Sam!; Our School; The Vegetable Garden; In the Garden; A City Garden; The Garden; Bugs for Dinner; Feeding Our Pets; What Animals Eat; Pets at School; The Baker; Apples; Making a Mud Pie; We Like Apples

- Vocabulary Readers Friends; Family Fun; The Flower; The Lion; Snack Time

#### **Teacher Resources:**

- Journeys – Kindergarten – Unit 5 Teacher’s Edition
- Journeys – Kindergarten – Unit 5 Big Book Selections
- Interactive Instructional Flip Chart
- Grab-and-Go Kit
- Vocabulary in Context Cards

#### **Modifications (ELL, Intervention, Enrichment)**

#### *English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals

- gesturing
- miming and roleplay
- use of realia and manipulatives
- simplified language / teacher talk / thinking aloud
  
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Gifted & Talented:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

*IEP:*

- Provide summaries of chapters
- Use peer readers
- Use a marker to highlight important textbook sections
- Provide two sets of classroom curriculum materials, one for home and one for school
- Provide the student with a list of discussion questions before reading the material
- Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text
- Explore use of assistive technology
- Read test questions aloud
- Provide alternative books with similar concepts but at an easier reading level
- Give page numbers to help the student find answers
- Provide a vocabulary list
- Substitute alternatives for long writing assignments (clay models, posters, panoramas, collections, electronic presentation, or oral presentation)
- Provide alternatives to reading aloud in front of the class
- Provide alternatives to crossword puzzles or word finds

*504:*

- Provide a structured learning environment

- Make separate "space" for different types of tasks
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule
- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
  - a) lecture plus overhead/board demonstration support
  - b) small groups required to produce a written product
  - c) large groups required to demonstrate a process
  - d) computer-assisted instruction
  - e) peer tutors or cross-age tutors
  - f) demonstrations, simulations

## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Look at Us - Journeys Grade K - Unit 6; Houghton Mifflin Harcourt, 2012

**Grade Level:**

Kindergarten

**Unit Summary:**

In Unit 6, Kindergarten students end the year with a final study of letter sounds. They continue to monitor their understanding while making predictions. Poetry is explored with the study of rhyming words.

## Learning Targets

**Common Core Standards***Reading Literature*

- K.1 With prompting and support, ask and answer questions about key details in a text
- K.2 With prompting and support, retell familiar stories, including key details
- K.3 With prompting and support, identify characters, settings, and major events in a story
- K.4 Ask and answer questions about unknown words in a text
- K.5 Recognize common types of texts (e.g., storybooks, poems)



- K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
- K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
- K.10 Actively engage in group reading activities with purpose and understanding

#### *Reading Informational Text*

- K.1 With prompting and support, ask and answer questions about key details in a text
- K.2 With prompting and support, identify the main topic and retell key details of a text
- K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
- K.10 Actively engage in group reading activities with purpose and understanding

#### *Reading Foundational Skills*

- K.1a Follow words from left to right, top to bottom, and page by page
- K.1b Recognize that spoken words are represented in written language by specific sequences of letters
- K.2b Count, pronounce, blend, and segment syllables in spoken words
- K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
- K.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
- K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
- K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
- K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ
- K.4 Read emergent-reader texts with purpose and understanding

#### *Writing*

- K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

- K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
- K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
- K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

#### *Speaking and Listening*

- K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- K.1b Continue a conversation through multiple exchanges
- 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
- K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail
- K.6 Speak audibly and express thoughts, feelings, and ideas clearly

#### *Language*

- K.1a Print many upper- and lowercase letters
- K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- K.1f Produce and expand complete sentences in shared language activities
- K.2b Recognize and name end punctuation
- K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word

- K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
- K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
- K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

**College and Career Readiness:**

Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/ELA-Literacy/>

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following links:

[Next Generation Science Standards](#)

[NJCCCS Social Studies standards](#)

**21st Century Life and Careers:**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

**9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a Career and Technical Program of Study.

<http://www.state.nj.us/education/aps/cccs/career/>

**Unit Essential Questions:**

- What causes events in a story to happen?
- How can I compare and contrast things from a story?
- How do I know what parts of the story are important?
- How can details help me understand a main idea from a selection?
- What clues tell you what a character is thinking and feeling?

**Unit Enduring Understandings:**

- We are growing up.

**Unit Learning Targets:**

*Students will...*

- listen for when to pause for punctuation
- listen for how a story is read at the proper speed
- answer questions about a story
- learn some new oral vocabulary words
- learn and use high-frequency words
- identify antonyms
- classify and categorize names for places
- use context clues to figure out word meaning
- understand figurative language
- identify words that begin with short /u/
- learn that the letter Uu stands for short /u/
- match letter Uu to short /u/

- blend and read words with u
- read decodable text with short u words
- identify words that begin with /l/
- learn that the letter Ll stands for /l/
- identify words that begin with /w/
- learn that the letter Ww stands for /w/
- blend and read words with l and w
- read decodable texts with l and w words
- identify words that begin with /v/
- learn that the letter Vv stands for /v/
- identify words that begin with /z/
- learn that the letter Zz stands for /z/
- blend and read words with v and z
- read decodable text with v and z
- identify words that begin with /y/
- learn that the letter Yy stands for /y/
- identify words that begin with /kw/
- learn that the letters Qu and qu stand for /kw/
- blend and read words with y and qu
- read decodable text with y and qu words
- figure out why things happen in a story
- make pictures in their mind as they read

- identify cause and effect
- make connections to a reading selection
- compare and contrast
- monitor for understanding
- name important parts of a story as they read
- use clues to figure out what is going to happen
- identify story structure
- find the main idea and details
- ask questions as they read
- understand a character's feelings
- retell a story
- read fluently by pausing for punctuation
- read with expression
- read fluently at an appropriate rate
- use singular and plural nouns
- use past, present, and future tense verbs that match subjects
- use prepositions for, to, and with
- use prepositions in sentences with matching subjects and verbs
- understand prepositions in, on, up, and out
- write words
- dictate or write a literature response
- generate and dictate rhyming lines for a poem

- dictate or write a poem
- develop, revise, edit, and share a draft of a poem
- identify media forms and techniques
- share ideas and information
- gather and record information

### Evidence of Learning

#### Summative Assessments

- Writers Workshop/conferencing
- Final Drafts
- Showcase Portfolio
- Reading assessment/running records
- District screens and benchmarks
- End of unit Chapter Tests
- Presentations/Reenactments/Dramatization
  - • Unit Project – A Calendar of Events
- Rubrics

#### Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs

- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

**Lesson Plans**

**Lesson**

**Timeframe**

**Lesson 26**

“Something Special”; “Jobs People Do”

- Target Skill – Cause and Effect
- Target Strategy – Visualize
- Phonics – Letter/Sound Short u; Blending Words
- Fluency – Pause for Punctuation
- Grammar – Nouns: Singular and Plural
- Writing – Response to Literature; Voice
- Phonemic Awareness – Substitute Phonemes
- Words to Know – do, down

One Week

**Lesson 27**

One Week



<p>Lesson 27 “One of Three”; “Cross-Country Trip”</p> <ul style="list-style-type: none"> <li>• Target Skill – Compare and Contrast</li> <li>• Target Strategy – Monitor and Clarify</li> <li>• Phonics – Letters/Sounds l, w</li> <li>• Fluency – Expression</li> <li>• Grammar – Subject-Verb Agreement (Past, Present, Future)</li> <li>• Writing – Response to Literature; Ideas</li> <li>• Phonemic Awareness – Substitute Phonemes</li> <li>• Words to Know – have, help</li> <li>• Vocabulary Strategies – Classify and Categorize Places</li> </ul>	
<p><b>Lesson 28</b></p> <p>“You Can Do It, Curious George”; “Poems About Things You Can Do”</p> <ul style="list-style-type: none"> <li>• Target Skill – Story Structure</li> <li>• Target Strategy – Infer/Predict</li> <li>• Phonics – Letters/Sounds v, z</li> <li>• Fluency – Pause for Punctuation</li> <li>• Grammar – Subject-Verb Agreement (Past, Present, Future)</li> <li>• Writing – Response to Literature; Ideas</li> <li>• Phonemic Awareness – Substitute Phonemes</li> <li>• Words to Know – look, out</li> <li>• Vocabulary Strategies – Context Clues</li> </ul>	<p>One Week</p>

<p><b>Lesson 29</b></p> <p>“Look at Us”; “The Three Little Pigs”</p> <ul style="list-style-type: none"> <li>• Target Skill – Main Idea and Details</li> <li>• Target Strategy – Question</li> <li>• Phonics – Letters/Sounds y, q</li> <li>• Fluency – Reading Rate</li> <li>• Grammar – Prepositions: for, to, with</li> <li>• Writing – Poems; Organization</li> <li>• Phonemic Awareness – Track Syllables</li> <li>• Words to Know – off, take</li> <li>• Vocabulary Strategies – Figurative Language</li> </ul>	<p>One Week</p>
<p><b>Lesson 30</b></p> <p>“Miss Bindergarten Celebrates the Last Day of Kindergarten”; “Schools Now and Then”</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding Characters</li> <li>• Target Strategy – Summarize</li> <li>• Phonics – Review Short Vowels; Blending Review All Letters; Words with -s, -ing</li> <li>• Fluency – Expression</li> <li>• Grammar – Prepositions in, on, up, out</li> <li>• Writing – Poems; Organization</li> <li>• Phonemic Awareness – Track Syllables</li> </ul>	<p>One Week</p>

- Words to Know – do, look, down, out, have, off, help, take
- Vocabulary Strategies – Environmental Print

### Additional Resources

**Student Resources:**

- Student Book
- Practice Book

Decodable Readers:

All In; Bug and Cat; Win a Cup; Wes Can Help; Vet on a Job!; Roz the Vet; Not Yet; Can Not Quit Yet; Max Is Down; A Fun Job

• Leveled Readers Time for Breakfast; Things I Can Do; Teamwork; Things I Like to Do; Our Room; My Big Brother Ned; Dan and his Brothers; My Brother; Up and Away, Curious George!; Curious George Goes for a Ride; Curious George and the Newspaper; Curious George Likes to Ride; Zoom!; Riding to School; Lots of Helpers; Going to School; Our Class Band; The Costume Box; A Very Nice Lunch; Dressing Up

- Vocabulary Readers I Can!; Let’s Have Fun!; Playing Ball; My School; Trip to the Fire Station

**Teacher Resources:**

- Journeys – Kindergarten – Unit 6 Teacher’s Edition
- Journeys – Kindergarten – Unit 6 Big Book Selections
- Interactive Instructional Flip Chart
- Grab-and-Go Kit
- Vocabulary in Context Cards

**Modifications (ELL, Intervention, Enrichment)**

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing

- miming and roleplay
- use of realia and manipulatives
- simplified language / teacher talk / thinking aloud
  
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*Intervention:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities