

English Language Arts Curriculum

KINDERGARTEN



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"GOOD TO GREAT"



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English Language Arts Grade K

Course Description:

The following modules help to ensure that Kindergarten students gain adequate exposure to a range of texts and tasks. Students advancing through Kindergarten are expected to meet Kindergarten grade-specific standards. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills within the modules are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. With guidance and support students read, analyze and are exposed to texts that gradually become more complex. The modules also help to ensure that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and it addresses increasingly demanding content and sources. In kindergarten, writer's workshop engages students in writing about their lives and the world around them. Early in the year, students will draw and label pictures to tell stories, as the year progresses they will be supported to add more text to their writing. Through various genres of writing students will apply the conventions of standard English grammar, punctuation and spelling. The modules will support students in the expected growth in writing ability that is reflected in the standards themselves and in the collection of student writing samples.

Scope and Sequence

Timeline	Reading	Writing
Marking Period 1	<p><u>Read Aloud/Writing Books Unit 1</u></p> <p><i>Keisha Ann Can</i> by Daniel Kirk - Fiction <i>School Day</i> by Jesus Cervantes - Fiction <i>A Squiggly Story</i> by Andrew Larson & Mike Lawry - Fiction <i>One Happy Classroom</i> by Charnan Simon - Fiction <i>Kindergarten Kids</i> by Stephanie Calmenson - Poetry <i>School Bus</i> by Donald Crews - Fiction <i>Schools Around the World</i> by Clare Lewis - Informational <i>Annie, Bea and Chi Chi Dolores</i> by Donna Mauer - Fiction</p>	<p>Writer's Workshop</p> <p><u>Writing Process</u></p> <p>Informational and Narrative Writing</p> <ul style="list-style-type: none"> ● Planning (ideas) ● Translating or Drafting (organize/draft) ● Reviewing & Revising (revise, edit, publish) ● Inquiry and Research ● Chronicling <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● Choosing a topic ● Supporting reasons

	<p><u>Read Aloud/Writing Books Unit 2</u></p> <p><i>I am Rene, the Boy</i> by Por Rene Colato Lainez - Fiction <i>Being Different Rocks</i> by Judith Bauer Stamper - Persuasive <i>I Like Myself</i> by Karen Beaumont - Fiction <i>ABC I Like Me</i> by Nancy Carlson- Informational <i>Naked Mole Rat Gets Dressed</i> by Mo Williams - Fiction <i>Pete the Cat: Too Cool for School</i> by Kimberly and James Dean - Fiction <i>Tiny Rabbit's Big Wish</i> by Margarita Engle - Fable <i>My Friends</i> by Taro Gomi - Fiction</p>	<ul style="list-style-type: none"> ● Characters & setting ● Adding details ● Sequence of events ● Adjectives - color, size, feelings <p><u>Grammar:</u> Grammar must be taught in a mini-lesson and not an overarching lesson.</p> <ul style="list-style-type: none"> ● Common & proper nouns ● Capitalization ● Present tense verbs ● Past tense verbs ● Adjectives ● Articles - <i>the, a, an</i>
<p>Marking Period 2</p>	<p><u>Read Aloud/Writing Books Unit 3</u></p> <p><i>Places in My Community</i> by Bobbie Kalman - Informational <i>Map My Neighborhood</i> by Jennifer Boothroyd - Informational <i>Quinito's Neighborhood</i> by Ina Cumpiano - Fiction <i>ABC: The Alphabet From the Sky</i> by Benedikt Gross & Joey Lee - Informational <i>Bucket of Blessings</i> by Kabir and Surishtha Sehgal - Fable <i>Bo and Peter</i> by Betsy Franco - Fiction <i>A Piece of Home</i> by Jeri Watts - Fiction <i>Welcome</i> by Linda Kulp Trout - Poetry</p> <p><u>Read Aloud/Writing Books Unit 4</u></p> <p><i>Being Fit</i> by Valerie Bodden - Informational <i>Germs Are Not For Sharing</i> by Elizabeth Verdick - Informational <i>Get Up and Go!</i> by Nancy Carlson - Informational <i>Jack & the Hungry Giant</i> by Loreen Leedy - Fairy Tale <i>Edible Colors</i> by Jennifer Vogel Bass - Informational <i>Getting Rest</i> by Sian Smith - Informational; <i>Bed</i> by Anonymous - Poetry <i>Knapstein</i> - Play</p>	<p><u>Writer's Workshop</u> <u>Writing Process</u> Informational and Research Writing</p> <ul style="list-style-type: none"> ● Planning (ideas) ● Translating or Drafting (organize/draft) ● Reviewing & Revising (revise, edit, publish) <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● Relevant details ● Central idea ● Generating questions ● Using sources <p><u>Grammar:</u> Grammar must be taught in a mini-lesson and not an overarching lesson.</p> <ul style="list-style-type: none"> ● Nouns - places & things ● Adjectives - shape & number ● Articles - <i>the, a, an</i> ● Proper Nouns ● Capitalization ● Periods ● Complete Sentences

<p>Marking Period 3</p>	<p><u>Read Aloud/Writing Books Unit 5</u></p> <p><i>Jabari Jumps</i> by Gaia Cornwall - Fiction <i>All By Myself</i> by Mercer Mayer - Fiction <i>The Little Red Hen</i> retold by Philemon Sturges - Folktale; <i>The Little Red Hen on Stage</i> by Karen ish by Peter Reynolds - Fiction <i>Let's Make Music</i> by Owen Holmes - Informational <i>Emmanuel's Dream</i> by Laurie Ann Thompson - Biography <i>Everyone Can Learn to Ride a Bicycle</i> by Chris Raschka - Fiction</p> <p><u>Read Aloud/Writing Books Unit 6</u></p> <p><i>America the Beautiful</i> by Katherine Lee Bates - Poetry/Song <i>n Our Country</i> by Susan Canizares & Daniel Moreton - Informational <i>Take Me to the Yakyu</i> by Aaron Meshon - Fiction <i>Take Me Out to the Ballgame</i> by Jack Norworth - Song <i>Martin Luther King, Jr.</i> by Marion Dane Bauer - Biography <i>Presidents' Day</i> by Judith Bauer Stamper - Informational <i>Apple Pie 4th of July</i> by Janet S. Wong - Fiction <i>Happy Birthday to the US!</i> by Francie Alexander - Informational</p>	<p>Writer's Workshop <u>Writing Process</u> Narrative and Informational Writing</p> <ul style="list-style-type: none"> ● Planning (ideas) ● Translating or Drafting (organize/draft) ● Reviewing & Revising (revise, edit, publish) <p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● Important information ● Beginning, Middle, End ● Order of Events ● Strong beginnings ● Central idea ● Key details ● Specific & descriptive words <p><u>Grammar</u> Grammar must be taught in a mini-lesson and not an overarching lesson.</p> <ul style="list-style-type: none"> ● Pronouns ● Singular and plural nouns ● Prepositions
<p>Marking Period 4</p>	<p><u>Read Aloud/Writing Books Unit 7</u></p> <p><i>Last Stop on Market Street</i> by Matt de la Pena - Fiction <i>Not a Box</i> by Antoinette Portis - Fiction; <i>I Know the River Loves Me</i> by Maya Christina Gonzalez - Fiction <i>Look Alike Animals</i> by Robin Bernard - Informational <i>Me ... Jane</i> by Patrick McDonnell - Biography</p>	<p>Writer's Workshop <u>Writing Process</u> Narrative and Informational Writing</p> <ul style="list-style-type: none"> ● Planning (ideas) ● Translating or Drafting (organize/draft) ● Reviewing & Revising (revise, edit, publish)

<p><i>Jane Goodall and the Chimpanzees</i> by Betsey Chessen & Pamela Chanko - Informational</p> <p><i>Hey Little Ant</i> by Phillip & Hannah Hoose - Persuasive</p> <p><i>Ants</i> by Lisa Amstutz - Informational</p> <p><u>Read Aloud/Writing Books Unit 8</u></p> <p><i>Plants Feed Me</i> by Lizzy Rockwell - Informational</p> <p><i>Planting Seeds</i> by Kathryn Clay - Informational</p> <p><i>Up in the Garden and Down in the Dirt</i> by Kate Messner - Informational</p> <p><i>Earthworms</i> by Lisa Amstutz - Informational</p> <p><i>PB&J Hooray!</i> by Janet Nolan - Informational</p> <p><i>Growing Vegetable Soup</i> by Lois Ehlert - Fiction</p> <p><i>Rainbow Stew</i> by Cathryn Falwell - Fiction</p> <p><i>How Does Your Salad Grow?</i> by Francie Alexander - Informational</p>	<p><u>Writing Focus</u></p> <ul style="list-style-type: none"> ● Important information ● Beginning, Middle, End ● Order of Events ● Strong beginnings ● Central idea ● Key details ● Specific & descriptive words <p><u>Grammar</u> Grammar must be taught in a mini-lesson and not an overarching lesson.</p> <ul style="list-style-type: none"> ● Pronouns ● Singular and plural nouns ● Prepositions
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Module 1	September 8 - November 13, 2020	Grade(s)	K
Unit Plan Title:	All About Me in Kindergarten		

Overview/Rationale

Module 1 Overview - All About Me in Kindergarten

In this module, students will find out that the year ahead brings new experiences. They will learn about meeting new people, exploring new places, learning new skills, and sharing new ideas. Children will read and write about experiences at school, getting along and solving problems with others, and how school experiences are similar and different around the world. Students will also explore what makes each one of us unique and special. They will learn about respecting others and gaining appreciation for who they are as individuals. Children will read and write about characters who are self-reflective and gain confidence in themselves. Children will learn that differences are what make us all special, and should be celebrated.

New Jersey Student Learning Standards- ELA

Reading Literature Text:

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

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

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

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

Reading Informational Text:

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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

RI.K.4 With prompting and support, ask and answer questions about unknown words 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.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).

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

Reading Foundational Skills:

RF.K.1 Demonstrate understanding of the organization and basic features of print.

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

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

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing Standards:

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.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 Participate in shared research and writing projects

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

Speaking and Listening Standards:

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

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- Individuals from different cultures may have different points of view and experiences.

**Technology/Computer Science
and Design Thinking**

- Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
- Individuals develop and follow directions as part of daily life.
- Technology has changed the way people live and work.
- Various tools can improve daily tasks and quality of life.
- The availability of technology for essential tasks varies in different parts of the world.

Interdisciplinary Standards

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

	<ul style="list-style-type: none"> ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. ● 6.1.2.Geo.SV.1: Use maps to identify physical features. ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose. ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes.
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21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	A	Communication
E	Global Awareness	T	Critical Thinking and Problem Solving
	Health Literacy	T	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- What will I discover about myself and what makes me unique?
- How does sound help me understand words?
- How can I use words to communicate ideas?
- What do I need to know about texts, letters, and words before I read and understand texts/stories?

Essential Learning Outcomes

Students will understand we celebrate our differences because they make us special.

Students will learn letters have corresponding sounds in words; people can use sound to help them spell and read words.

Students will know people communicate ideas by speaking and writing words, phrases, and sentences.

Students will learn effective readers use appropriate skills to learn to read words in order to construct meaning.

Students will learn stories provide information that can teach us things; they have important parts such as beginnings, middles, and ends.

Student Learning Targets/Objectives

I can recall information from experiences or gather information from provided sources to answer a question.

I can write to narrate an event, or events.

I can share my ideas with others.

I can read high frequency words.

I can recognize the short vowel sound and the long vowel sound in words.

I can write to tell a story.

I can identify final sounds in words.

I can say letter sounds.

I can say words sound by sound.

I can review and revise my writing.

I can write letters for the sounds that I hear.

I can turn and talk to share my ideas.

Assessments -

- Pre and Formative:
 - LETRS Inventory
 - PAST
 - iRead Screener
 - Weekly Observation Notes
- Summative:
 - Benchmark - [Mid-Module Research Inquiry Task](#)
 - Performance Task - [Narrative Writing piece](#)
- Authentic:
 - Weekly research and writing to create the final product (All About Kindergarten guidebook)
 - ❖ Launch, Research & Plan, Take Action, Reflect and Celebrate

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Differentiation examples:
High- Challenge students to generate their own questions specific to concept
Medium- Attend to reading strategies
Low- Work on HMH language acquisition

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:
<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- (Scroll to Pages 90-95) Supporting English Learners

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen

SIoP (The Sheltered Instruction Observation Protocol) **Strategies** for ELLs was developed to make content material more comprehensible to English Language Learners. The model includes eight components:

1. Lesson Preparation

2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Spelling (Multi Sensory Spelling) - Multisensory teaching requires the teacher to tap into all learning modalities - visual, tactile, auditory, and kinesthetic.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- Use as a check for understanding where students also assess their learning by indicating the level of their comfortability with a concept. These formative assessments are most often used as exit tickets.

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

Activities: Including G/T, SE, and ELL Differentiation

Students with a 504:

- ❖ All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

ELLs, SPED:

- ❖ Small group instruction activities
- ❖ Reflection and goal setting
- ❖ Mini-lessons for reinforcement
- ❖ Center activities (product, process, environment, content)
- ❖ Provide voice and choice in learning and demonstration of understanding
- ❖ Teamwork
- ❖ Collaborative group work
- ❖ Independent work
- ❖ Digital supports
- ❖ Hands-on learning
- ❖ Graphic organizers
- ❖ Word banks, with visuals

Gifted and Talented:

- ❖ Small group instruction activities
- ❖ Reflection and goal setting

Module 1

Week 1 (Unit 1)

Read Aloud/Writing: *Kiesha Ann Can!* and *School Days*

Focus: Story Elements - Characters and Setting; Active Listening and Viewing, Identifying words in sentences, rhyming words, reviewing the alphabet Aa-Ff; nouns for people; Inquiry and Research Writing Launch creating a chart of questions prek might have about Kindergarten

Activity: Develop Listening Comprehension; Counting Words in a Sentence; Phonological Awareness and Words to Know - *the*

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Point to each label on the Module 1 poster, say it aloud and have children repeat. Then give an example

Developing/Expanding - Choose a category on the poster and work together to make a list of examples

Bridging/Reaching Have children use a sentence frame to give an example of a category on the poster. *One new person is _____.*

Read Aloud #1: *Kiesha Ann Can!*

Entering/Beginning - Point to pictures and say words (nouns) for people, places, and things. Have children repeat each word.

Developing/Expanding - Point to pictures for people places and things and have children say the word (noun) for them.

Bridging/Reaching - Ask children to name (nouns) people places or things that they see in the pictures.

Read Aloud #2: *School Days*

Entering/Beginning - As you read, point out the people or the setting in the pictures. Ask yes or no questions, Is this a character? Does this show the setting where the story is happening?

Developing/Expanding - Do a picture walk and pause to ask who the characters are and what the setting is.

Bridging/Reaching - Have children state the characters and setting using complete sentences.

Foundational Skills:

Entering/Beginning As you read sentences with actions, model the action. Then have the children act out the action as they say the word chorally.

Developing/Expanding Model saying each sentence. Then have the children echo the sentence after you.

Bridging/Reaching Ask children to tell you what they can do. Have partners turn and talk and use response frames to tell each other in a complete sentence: *I can _____.*

High Frequency Words: *the*

Vocabulary Words: plan, polite, share

Foundational Skills: Alphabet Review Aa-Ff

- ❖ Mini-lessons for reinforcement
- ❖ Center activities (product, process, environment, content)
- ❖ Provide voice and choice in learning and demonstration of understanding
- ❖ Teamwork
- ❖ Collaborative group work
- ❖ Independent work
- ❖ Digital supports
- ❖ Hands-on learning
- ❖ Graphic organizers
- ❖ Word banks, with visuals
- ❖ Plan activities for multiple learning styles
- ❖ Plan activities for various readiness levels
- ❖ Plan activities for various interest level

Week 2

Read Aloud/Writing: *A Squiggly Story* and *One Happy Classroom*

Focus: Oral Language - Social Communication, Word Meaning - meaning cues; Story Elements - characters and setting, Plot - Beginning, Middle, and End of a story, Words in a Sentence, rhyming words, reviewing the alphabet Gg-Pp

Activity: Building Knowledge and Language; Engaging and Respond to Fiction; Phonological Awareness and Words to Know - *a*; Alphabet Review Gg-Pp;

Differentiation: ELL Support and SpED

Language Acquisition:

When modeling making introductions be aware of cultural differences;

Read Aloud #1: *A Squiggly Story*

Entering/Beginning Have children repeat position words. Use classroom objects to show positions

Developing/Expanding - Use classroom objects to show one of the position words. Have children guess what the word is.

Bridging/Reaching - Have children use position words to describe the placement of classroom objects.

Read Aloud #2: *One Happy Classroom*

Entering/Beginning - Teach numbers 1 through 10, holding up the number of fingers for each number. Have children repeat each number, and copy the number of fingers you hold up.

Developing/Expanding - On each page of the book say the number, and chorally count the people or items.

Bridging/Reaching - Notice that the numbers in the book count up from 1 to 10, and then go back down to 1.

High Frequency Words - a

Vocabulary Words: idea, offer, stuck

Foundational Skills: Alphabet Review Gg-Pp

Week 3

Read Alouds/Writing: *Kindergarten Kids* (Poetry) and *School Bus* (Fiction)

Focus: Poetry- Characteristics, Meaning- rhyme, rhythm, and theme; Fiction- Characters, setting and events in fiction, Front/back cover and title page of a book, Using pictures to support understanding, Writing - Research and Plan

Activity: Oral Language- Social communication and Academic Vocabulary; Read Aloud- Poetry characteristics, Develop listening comprehension, Engage and Respond; Phonological Awareness- Identifying rhymes and syllables; Phonics- Letters “Qq-Zz”; Inquiry and Research Writing - review books we’ve read about Kindergarten and begin answering questions from week

Differentiation: ELL Support and SpED

Language Acquisition:

Entering/Beginning - Say each Vocabulary Word and have children repeat it. Act out or make a facial expression for each word, such as pretending to search for clues or looking puzzled. Have children copy you.

Developing/Expanding - Have children repeat a sentence that uses each Vocabulary Word while acting out the sentence, such as: *Oops, I made a mistake.*
Bridging/Reaching - Have partners turn and talk to practice using each Vocabulary Word by sharing additional examples.

Read Aloud #1: Kindergarten Kids

Entering/Beginning - Use the anchor chart to review rhyme. Point to and say cat, rat, and hat. These words rhyme. They have the same sound at the end: –at.

Developing/Expanding - Say pairs of words aloud, and have children use “thumbs up or down” to share if they rhyme.

Bridging/Reaching - Show picture cards for a set of three words. Children will identify the two words that rhyme. Example- *dig/pot/pig, nut/cut/cap, bag/bat/cat*

Read Aloud #2: School Bus

Entering/Beginning - Teach the names of different types of vehicles in the book, like school bus, city bus, taxi, car, and garbage truck. Point to pictures that show each vehicle. Have children repeat each word.

Developing/Expanding - Teach the names of different types of vehicles, like school bus, city bus, taxi, car, and garbage truck. Have children repeat the words and point to pictures of the vehicles in pictures.

Bridging/Reaching - Have children name different types of vehicles in the story, and teach names for unfamiliar vehicles.

Foundational Skills:

Entering/Beginning - Provide meanings for words that children do not know and chorally repeat them.

Developing/Expanding - Ask children simple questions about the words.

Bridging/Reaching - Allow partners to “turn and talk” to discuss what the words mean, and what they have in common.

High Frequency Words - *see*

Vocabulary Words: clue, mistake, puzzled

Foundational Skills: Alphabet Review Qq-Zz; Identify Rhymes and Syllables

Week 4

Read Alouds/Writing: *Schools Around the World* (Informational) and *Annie, Bea and Chi Chi Dolores* (Alphabet Book)

Focus: Informational- Characteristics, Topic and central idea; Alphabet Book- Identify characters, setting and events, Identify the front/back cover and title page

Activity: Oral Language- Following directions and Academic Vocabulary; Read Aloud- Informational text characteristics, Develop listening comprehension, Engage and Respond; Phonological Awareness- Identify syllables, Blend syllables into words; Phonics- Consonants *m* and *s*; Inquiry and Research Project- Research and Plan

Differentiation: ELL Support and SpeED

Vocabulary:

Entering/Beginning - Show photos of the city and country and the map in the book. Children will say each word.

Developing/Expanding - Practice using the vocabulary words in complete sentences.

Bridging/Reaching - Have partners “turn and talk” to describe the city and country in their own words.

Read Aloud #1: *Schools Around the World*

Entering/Beginning - Review the words *bicycle*, *boat* and *bus* as pointing to photos. Repeat words chorally.

Developing/Expanding - Describe how the students get to school.

Bridging/Reaching - Use transportation words to describe how they get to school everyday.

Read Aloud #2: *Annie, Bea and Chi Chi Dolores*

Entering/Beginning - Point out and read aloud action words that end in *-ing* and have children repeat them chorally.

Developing/Expanding - Explain that word an action word has an *-ing* ending, it means that the character is doing the action now.

Bridging/Reaching - Read examples of action words with *-ing* from the book and children identify the action.

Foundational Skills:

Entering/Beginning - Say each word and have children chorally repeat.

Developing/Expanding - Provide sentence frames and have children complete the sentences. *I use a mop to ____.* (*clean the floor*)

Bridging/Reaching - Have partners make up sentences using the words.

High Frequency Words - I

Vocabulary Words: city, country, map

Foundational Skills: Identify syllables, Blend syllables into words, Consonants *m* and *s*

Week 5 Unit 2

Read Alouds/Writing: *I am Rene, the Boy; Being Different Rocks*

Focus: Reading & Vocabulary - problem & solution; Foundational Skills – identify syllables, final sounds; Writing

Workshop – Narrative - characters, setting, problem & solution, sequence; respond to text question; Active Listening and Viewing – work collaboratively, synonyms & antonyms, syllables & final sounds, Phonics – short a & long a, b, c, d, n, p & t; past tense

Activity: Develop Listening Comprehension; Writing a Narrative; Handwriting Practice; Phonological Awareness; Writing - Write guidebook page about Kindergarten

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning – Point to each child on the Module Poster 2 and share words to identify them. Say the word and students repeat chorally.

Developing/Expanding – Rehearse using a sentence frame and students turn and share with a partner.

Bridging/Reaching – Partners turn and talk to share their ideas

Read Aloud #1: *I am Rene, the Boy*

Entering/Beginning - Show pictures; provide a response and students turn and repeat it to their partner.

Developing/Expanding – Rehearse using a sentence frame and students turn and share with a partner.

Bridging/Reaching – Provide a sentence starter and students turn and share with a partner.

Read Aloud #2: *Being Different Rocks*

Entering/Beginning - Say action words in the text, and act out each word. Have children repeat the words and actions.

Developing/Expanding - Reread the text and pause on the pages with action words. Point to pictures and ask children which action the picture shows.

Bridging/Reaching - Point out action words in the text and have children stand in place and come up with their own actions for each word.

Foundational Skills:

Entering/Beginning – Provide pictures for words and students chorally repeat the word.

Developing/Expanding – Show the articulation video and describe your mouth/tongue action. Practice with words that begin with that letter.

Bridging/Reaching – Children turn and tell their partner a word that begins with that letter.

High Frequency Words: *to, by, my*

Vocabulary Words: participate, pronounce, research

Foundational Skills: short a & long a; b, c, d, n, p & t

Week 6

Read Alouds/Writing: *I Like Myself!*

Focus: Reading & Vocabulary – interactive reading, story elements, central idea/theme; Foundational Skills – blending SOUND BY SOUND , identify medial sounds, short and long a, segment words into syllables; Writing Workshop – Narrative – Planning, translating/drafting, reviewing and revising, publish; Active Listening and Viewing – action words, central idea, details; work collaboratively, synonyms & antonyms, syllables & final sounds; Phonics – short a & long a; past tense

Activity: Develop Listening Comprehension; PARTNER, READING; Writing a Narrative; Phonological Awareness; Handwriting Practice - WRITE AND REVEAL; Writing - Publish Guide Book

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning – Children use THUMBS UP OR DOWN to respond to questions.

Developing/Expanding – Rehearse using sentence frames, students TURN AND TALK with a partner.

Bridging/Reaching – Partners TURN AND TALK to share ideas., teacher provides vocabulary support; CHORAL READING

Read Aloud #1: *I Like Myself!*

Entering/Beginning - Provide a response and students turn and repeat it to their partner.

Developing/Expanding – Rehearse using a sentence frame and students turn and share with a partner.

Bridging/Reaching – Students add details as they TURN AND TALK with a partner.

Entering/Beginning – Provide pictures for words and students chorally repeat the word; WRITE AND REVEAL.

Developing/Expanding – Show the articulation video and describe your mouth/tongue action. Practice with words that begin with that letter; WRITE AND REVEAL.

Bridging/Reaching – Children turn and tell their partner a word that begins with that letter; WRITE AND REVEAL.

High Frequency Words: *am, at go*

Vocabulary Words: bother, change, same

Foundational Skills: short a & long a; b, c, d, n, p & t; past tense verbs, medial vowel sounds

Week 7

Read Alouds/Writing: *Naked Mole Gets Dressed & Pete the Cat Too Cool for School*

Focus: Reading & Vocabulary – interactive reading, Author and Illustrator Roles,

Writing Workshop: Identify Story Elements, Theme, Comprehension, Concept of a Sentence.

Activity: Building knowledge and language (Develop Listening Comprehension; PARTNER READING; Writing a Narrative; Phonological Awareness; Handwriting Practice - WRITE AND REVEAL; High Frequency Words – *man, no, is*; Vocabulary Words- *exception, serious, wise*

Differentiation: ELL Support and SpeED

Foundational Skills:

ALL: *Entering/Developing/Bridging* - Identify Rhymes, Identify Initial Sounds, Phonics: Consonant n /n/ Consonant d /d/, Consonants n and d, Produce Rhymes and play articulation videos.

Entering/Beginning - Say each word and have children chorally repeat.

Developing/Expanding - Provide sentence frames and have children complete the sentences. *I use a map to ____.*

Bridging/Reaching - Have partners make up sentences using the words.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning – Children can act out word meanings, describe feelings using adjectives.

Developing/Expanding – Rehearse using sentence frames, students TURN AND TALK with a partner.

Bridging/Reaching – Partners TURN AND TALK to share ideas., teacher provides vocabulary support; CHORAL READING

Read Aloud #1: Naked Mole Gets Dressed

Entering/Beginning – Teacher provides describing words and children act out the describing word.

Developing/Expanding – Rehearse using a sentence frame and students turn and share with a partner.

Bridging/Reaching – Students add details as they TURN AND TALK with a partner.

Read Aloud #2: Pete the Cat Too Cool for School

Entering/Beginning - Teach color and pattern words from the Big Book, like yellow, red, blue, polka-dot, and stripes. Point to a picture in the story, say the color or pattern, and have children repeat the word.

Developing/Expanding - Guide children to identify the colors and patterns of Pete's clothes in the Big Book. Have them describe Pete's clothes using the sentence frame: *Pete wears a* __.

Bridging/Reaching - Have children identify the colors and patterns of Pete's clothes in the Big Book. Then have them use color and pattern words to describe their clothes using the sentence frame: *My shirt is* __.

Foundational Skills

Entering/Beginning – Provide pictures for words and students chorally repeat the word; WRITE AND REVEAL.

Developing/Expanding – Show the articulation video and describe your mouth/tongue action. Practice with words that begin with that letter; WRITE AND REVEAL.

Bridging/Reaching – Children turn and tell their partner a word that begins with that letter; WRITE AND REVEAL.

High Frequency Words: man, no is.

Vocabulary Words: *bother, change, same*

Foundational Skills: identifying rhymes, identifying the initial sound in words, phonics (n, d)

Week 8

Read Alouds/Writing: *Tiny Rabbit's Big Wish & ABC I Like Me!*

Focus: Reading & Vocabulary – Blend Syllables into Words, Writing Workshop: Identify Story Elements, Characters, setting, Edit for adjectives for color and size.

Activity:

Generating and Recording ideas. ECHO READING; Writing a Narrative; Phonological Awareness; Handwriting Practice - WRITE AND REVEAL; High Frequency Words; can, and, you; Vocabulary Words - *enormous, height, wish*

Foundational Skills:

ALL: Entering/Developing/Bridging - Blend Syllables into Words, Identify Initial and Final Sounds, Blend Onsets and Rimes into Words, Review Blending and play articulation videos.

Entering/Beginning - Say each word and have children chorally repeat.

Developing/Expanding – Provide sentence frames and Say a cloze sentence:

Madison Fill in the blank Justin like peppers

Bridging/Reaching - Have partners make up sentences using the words.

Activity: Have partners to share synonyms for familiar words.

Develop Listening Comprehension; PARTNER READING; Writing a Narrative; Phonological Awareness; Handwriting Practice - WRITE AND REVEAL; High Frequency Words – can, and you. Vocabulary Words - enormous, height, wish

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning – Provide definitions or pictures for unknown words. Have children repeat the words.

Developing/Expanding – Provide modeling with opportunities to practice hearing and making the sound.

Rehearse using sentence frames, students TURN AND TALK with a partner.

Bridging/Reaching – Partners TURN AND TALK to share ideas., teacher provides vocabulary support; CHORAL READING

Read Aloud #1: Tiny Rabbit's Big Wish

Entering/Beginning – Teacher provides describing words and children act out the describing word.

Developing/Expanding – Rehearse using a sentence frame and students turn and share with a partner.

Bridging/Reaching – Students add details as they TURN AND TALK with a partner.

Read Aloud #2: Pete the Cat Too Cool For School

Entering/Beginning - Teach color and pattern words from the Big Book. Point to a picture in the story, say the color or pattern and have children repeat.

Developing/Expanding - Guide children to identify the color and patterns on Pete's clothes. Have them describe Pete's clothing using the sentence frame: *Pete wears a ___.*

Bridging/Reaching - Have children to identify the color and patterns on Pete's clothes. Then have them use color and pattern words to describe their own clothes using the sentence frame: *My shirt is ___.*

Foundational Skills

Entering/Beginning – Provide pictures for words and students chorally repeat the word; WRITE AND REVEAL.

	<p><i>Developing/Expanding</i> – Show the articulation video and describe your mouth/tongue action. Practice with words that begin with that letter; WRITE AND REVEAL.</p> <p><i>Bridging/Reaching</i> – Children turn and tell their partner a word that begins with that letter; WRITE AND REVEAL.</p> <p>High Frequency Words: <i>can, and, you</i></p> <p>Vocabulary Words: enormous, height, wish</p> <p>Foundational Skills: identifying rhymes, blend syllables into words, (syllable sea) consonants (p, c)</p> <p>Week 9</p> <p>Read Alouds/Writing: <i>Tiny Rabbit’s Big Wish</i></p> <p>Performance Task - What I learned in Kindergarten</p> <p>Focus: Writing a Narrative; revision focus on including characters and setting; editing for adjectives for color and size</p> <p>Activity: Writing Workshop – Narrative – Features of Narrative Writing, Model Writing a Draft, Model Revising and Editing, Publish Narrative Writing , work collaboratively, synonyms & antonyms, syllables & final sounds; Phonics – short a & long a; past tense</p> <p>Differentiation ELL support and SpeEd</p> <p>Writing:</p> <p><i>Entering/Beginning</i> - Ask children to tell you what they drew and record it on a sticky note using the sentence frame (I learned to ____.) Reread the sentence together.</p> <p>Ask yes and no questions about the characters and setting, and have children use thumbs up thumbs down to confirm understanding.</p> <p><i>Developing/Expanding</i> - Have children tell you about the action in their drawings, and support them to write a verb to complete the sentence frame. Provide frames to answer questions about the story.</p> <p><i>Bridging/Reaching</i> - Guide partners to Turn and Talk to tell each other the story of learning something new. Then have them work together to complete the sentence.</p> <p>Have partners take turns asking and answering questions about the characters and setting</p> <p>High Frequency Words: <i>review and reading for automaticity</i></p> <p>Vocabulary Words: review</p> <p>Foundational Skills: review</p>
Experiences (virtual and live field trips)	<p>Virtual Field Trips:</p> <ul style="list-style-type: none"> ● Take a trip to the Children’s Theater and meet some of the actors: https://youtu.be/N8KkuXiGWvQ You can be like Keisha when she plays in the dramatic center. ● Reading is fun! Take a trip to the library: https://youtu.be/G-Lw8-7jktQ

	<ul style="list-style-type: none"> ● Keisha likes to jump rope during recess! Take a trip to the playground: https://youtu.be/dJKOw6ngH28 ● Take a field trip to a bus depot: https://youtu.be/SjPYTZ0cU9E ● Naked Mole Rat Exhibit: https://nationalzoo.si.edu/webcams/naked-mole-rat-cam <p>Live Field Trips:</p> <ul style="list-style-type: none"> ● Orange Public Library ● Write your walk: Record what you see in ABC order!
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Resources

iRead
<https://h100002020.education.scholastic.com/ScholasticCentral> (teacher access)
<https://h100002020.education.scholastic.com/slms/StudentAccess> (student access)
 Online Heggerty Resources/Lessons: <https://www.heggerty.org/download-assessments-and-resources>
 Tools for Reading: <https://www.tools4reading.com/>
 LETRS Charts
 NJSLS Kindergarten <https://www.state.nj.us/education/cccs/2016/ela/k.pdf>
 HMH Resources- From the Discover homepage

1. Writer’s Workshop
2. Decodables
3. Rigby Leveled Library
4. Sound Cards
5. Learning Cards
6. Big Books
7. Multimedia
8. Anchor Charts
9. Student Choice Library
10. Word Cards
11. iREAD
12. Articulation Videos

Pacing/ Time Frame:	9 Weeks
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Module 2	November 16, 2020 - January 29, 2021	Grade(s)	K
Unit Plan Title:	Healthy Me and My Community		
Overview/Rationale			
Module 2 Overview- Healthy Me and My Community			
<p>In this module, students will find out that more can be accomplished when we work and collaborate with others in our community. Communities are about pooling our unique skills and backgrounds to live and work together to create a better world for everyone. Students will read and write about people and characters who live and work in communities, and how they interact with the world around them as a responsible citizen.</p>			

In this module, the students will learn how and why it is important to be healthy and to make good choices in creating a lifetime of wellness habits. Students will read and write about books which will engage and expose them to opportunities for being their healthiest self.

New Jersey Student Learning Standards: ELA

Module 2

Reading Literature Text:

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

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.

Reading Informational Text:

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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

RI.K.4 With prompting and support, ask and answer questions about unknown words 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.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).

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

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

Reading Foundational Skills:

RF.K.1 Demonstrate understanding of the organization and basic features of print.

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

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

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing Standards:

W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 Participate in shared research and writing projects

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

Speaking and Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.
- Different types of jobs require different knowledge and skills.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.
- Individuals from different cultures may have different points of view and experiences.
- A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.

Technology/Computer Science and Design Thinking

- Computing technology has positively and negatively changed the way individuals live and

Interdisciplinary Standards

Social Studies

- 6.1.2.Civics.PI.4: Explain how all people, not just official leaders, play important roles in a community.

<p>work (e.g., entertainment, communication, productivity tools).</p> <ul style="list-style-type: none"> ● Individuals develop and follow directions as part of daily life. ● Technology has changed the way people live and work. ● Various tools can improve daily tasks and quality of life. ● The availability of technology for essential tasks varies in different parts of the world. 	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.2.Geo.SV.1: Use maps to identify physical features. ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose.
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21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

	Civic Literacy	T	Communication
E	Global Awareness	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Collaboration:
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
T	Environmental Literacy		Other:

Essential Question(s)

- What makes a community?
- How can I be my healthiest self for my community?
- How can I impact my community in a positive way?
- How do people gain information about a topic?

Essential Learning Outcomes

- Students will understand a community is a group of people who live and work in the same place.
- Students will learn communities are made up of individuals with diverse jobs; each contributes to the health of the community.
- Students will understand they are their healthiest when they eat right, exercise, and get enough rest.
- Students will learn research is the process of gaining information from a variety of resources.

Student Learning Targets/Objectives

I can recall information from experiences or gather information from provided sources to answer a question.

I can ask and answer questions about a text.

I can identify the parts of a book - cover, back cover, title page.

I can name the author and illustrator and tell what they do.

I can tell how the pictures and words go together.

I can tell what the author is thinking and why.

I can identify the topic and key details.

I can take part in group reading activities.

I can identify rhyming words.

I can tell how a book is organized.

I can use words, syllables, and sounds.

I can understand what I read.

I know the sounds of each letter.

I can decode words.

I can share my ideas with others.

I can read high frequency words.

I can recognize the short vowel sound and the long vowel sound in words.

I can write to tell a story.

I can identify final sounds in words.

I can say letter sounds.

I can say words sound by sound.

I can review and revise my writing.

I can write letters for the sounds that I hear.

I can turn and talk to share my ideas.

Assessments

- Pre and Formative
 - LETRS Letter and High Frequency Word Assessment
 - iRead Comprehension Quizzes
 - Weekly Observation Notes
- Summative
 - Mid Module - [Writing Informational Text](#)
 - Performance Task - [Research Writing - Informational Text](#)
- Authentic
 - Inquiry and Research - Happy Healthy You Blog (Unit 4)

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:

High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

Academic Vocabulary - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Analysis of student work - Includes one-to-one conferencing, small group discussions where students provide feedback to one another, discussion among teachers, and a formal assessment.

Close read - Approaching a variety of texts of sufficient complexity to uncover layers of meaning leading to a deeper comprehension. Emphases on close reading of complex texts with document-based questioning reflect priorities of the Common Core.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Cooperative learning - Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures while team building and fostering positive interdependence with group interaction, structured activity, and individual accountability.

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Direct instruction (Lecture and modeling) - Identifying learning goals, organizing and sequencing lessons to strengthen understanding, modeling a

process, providing descriptions and illustrations, checking for understanding, and providing feedback.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Graphic organizers - A visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task.

Integration of content areas - Strengthens skills students encounter in one content area but practice in another. such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience in the world.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- (Scroll to Pages 90-95) Supporting English Learners

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Notebooking/journaling - Notebooks and journals are a staple of writers, artists, and scientists for whom regular observations, data collection, and documentation are essential. Since learning any subject is enhanced through the discipline of writing, teachers use notebook and journal assignments in many

content areas. Students who keep journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking.

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen

SloP (The Sheltered Instruction Observation Protocol)**Strategies** for ELLs was developed to make content material more comprehensible to English Language Learners. The model includes eight components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Spelling (Multi Sensory Spelling) - Multisensory teaching requires the teacher to tap into all learning modalities - visual, tactile, auditory, and kinesthetic.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid

negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- Use as a quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:
All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations,*

Week 1 (Unit 3)

Read Alouds/Writing: *Places in My Community* and *Map My Neighborhood*

Focus: Build Knowledge and Language: Topic Words, Collaborative Discussions, Reading and Vocabulary: Reading Informational Text, Identifying Topic, Giving a Summary

Activity: Read Aloud: characteristics of an informational text, Interactive Reading, identifying key details, using text features to learn information, Decodable Text

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Point to people and places (nouns) on the Module 3 Poster. Say the words and have children repeat them chorally.

Developing/Expanding - Provide a sentence frame for children to identify people and places on the Module 3 Poster. *I can see _____.*

Bridging/Reaching - Have partners ask questions about places to visit in their community. *Where do you like to visit in your community? I like to visit ____.*

Read Aloud #1: Places in My Community

Entering/Beginning - Say each Power Word while showing its Vocabulary Card, and have children repeat the word.

Developing/Expanding - Have children repeat a sentence that uses the Power Word with a movement.

Bridging/Reaching - Have partners turn and talk to make up a sentence for each Power Word.

Read Aloud #2: Map My Neighborhood

Entering/Beginning - Have children repeat the words *home, library, store, park, street,* and *school* as you point to the symbols for each on page 12.

Developing/Expanding - Turn to page 19 in the Big Book. Say each place word and have different children come up to point to the places on the map.

and dictation, as needed.

- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: *I agree with _____ because _____. Or I do not agree with _____ because _____.*
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist

Bridging/Reaching - Have partners use the words for places from the Big Book to tell each other what kinds of places are in their neighborhood.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Entering/Beginning - Say words one at a time and have children come up and point to the corresponding picture.

Developing/Expanding - Use each word in a cloze sentence and have children chorally say the word.

Bridging/Reaching - Have partners turn and talk and tell each other a sentence with the words.

Teaching Blending - Provide context sentences or pictures for words that children don't know.

High Frequency Words: *an, has, it*

Vocabulary Words: earn, safe, together

Foundational Skills: identifying rhyming words, identify medial vowel, blend phonemes into words, phonics: short i and long i

Week 2

Read Alouds/Writing: *Quinito's Neighborhood* and *ABC: The Alphabet from the Sky*

Focus: Word Relationships: Classify and Categorize, Reading and Vocabulary: Make and Check Predictions, Story Elements: Characters, Setting, Events, Picture and Text Clues, Identify Topic and Central Idea

Activity: Build Knowledge and Language: Discussion: What do you see when you walk around the community? Categorize and classify words: Adjectives and Nouns, Developing Listening Comprehension: Making and Checking Predictions, Character Clues, Accountable Talk, Decodable Text

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Say each Power Word and have children repeat it. Do an action or an expression for each word, and have children copy you.

Developing/Expanding - Have children use the Power Words in complete sentences using sentence frames

Bridging/Reaching - Have partners turn and talk to tell about a time when they were busy, discuss how they can help others, and describe their neighborhood.

Read Aloud #1: *Quinito's Neighborhood*

Entering/Beginning - Say a job from the text and act it out. Have children repeat the words and actions.

Developing/Expanding - Act out a job from the text. Have children guess the profession using the frame: *You are a _____.*

Bridging/Reaching - Have children turn and talk to discuss a job and what people with that job do.

Read Aloud #2: *ABC: The Alphabet from the Sky*

in their writing, speaking, and reading..

- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _ _ _ _ _
_ _ _ _ _ .)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.

Entering/Beginning - Point out the word *spot* on page 4 . Explain that *spot* here means ‘to see or find’. Point out the word *spot* on page 50. Explain that *spot* here means ‘a place or area.’

Developing/Expanding - Review the two meanings of *spot*, ‘to see or find’ and ‘a place or area’. Use *spot* in a sentence. Have children tell you which meaning is correct.

Bridging/Reaching - Review the two meanings for *spot* and have children practice using the two meanings of the word in a sentence.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Enter/Beginning - Say each High Frequency Word and give a context sentence. Then have children say the word chorally.

Developing/Expanding - Say a cloze sentence and have children decide which word goes in the blank. Then say the sentence again and have children say the word chorally.

Bridging/Reaching - Have partners turn and talk to tell each other sentences with the words.

Teaching Blending - Provide context sentences or pictures for words that children don’t know.

High Frequency Words: *he, ran, she*

Vocabulary Words: busy, help, neighborhood

Foundational Skills: Identify, and isolate initial sounds, Phonics: consonants r and f, alliteration

Week 3

Read Alouds/Writing: *A Bucket of Blessings* and *Bo and Peter*

Focus: Build Knowledge and Language: Collaborative Discussions, Reading and Vocabulary: Genre Characteristics: Fables, Story Elements: Characters, setting and events, Oral Language: Academic Vocabulary, Retell a Story, Print Concepts: Concept of a Sentence,

Activity: Oral Language Discussion: asking and answering questions in complete sentences, Read Aloud: discuss the characteristics of fables,

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Write familiar community places on index cards. Have children sort the cards into groups, such as places with books (school library), places with clothes (clothing store, dry cleaner), places with food (grocery store, restaurant)

Developing/Expanding - Have partners turn and talk to solve clues for grouping words.

Bridging/Reaching - Share more examples of sorting and grouping places, such as places to get well. Have children illustrate each word and add it to the chart.

Read Aloud #1: *A Bucket of Blessings*

- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

Entering/Beginning - Have students repeat words for landforms from the book, as you point to corresponding pictures.

Developing/Expanding - Review the meanings of landforms from the book. Flip through the book and have children point out the features in the pictures.

Bridging/Reaching - Have children describe one of the landforms from the book using a sentence frame.

Read Aloud #2: *Bo and Peter*

Entering/Beginning - Teach unfamiliar action words. Point to a picture in the story, say the word, act it out, and then have children repeat.

Developing/Expanding - Reread the story. Have children identify the action words on each page. Ask children to point to the part of the picture that shows the action.

Bridging/Reaching - Have children use action words from the Big Book in complete sentences. Ask them if they can think of any other action words.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Entering/Beginning - Say the words one at a time emphasising the -s ending. Have children repeat the words chorally.

Developing/Expanding - Use each word in a cloze sentence and have children chorally say the word. Ask children if the inflection makes the sound /s/ or /z//

Words to Know

Entering/Beginning - Say each word and give a context sentence. Then have children say the word chorally

Developing/Expanding - Say a cloze sentence. Have children decide which word to know belongs in the blank. Then say the sentence again and have children say the word chorally.

High Frequency Words: *put, did, in*

Vocabulary Words: hope, wonderful, worried

Foundational Skills: Final sounds, Isolating final sounds, Phonics: Inflection -s /s/ and -s /z/ (nouns), High Frequency Words, Decodable Text

Week 4

Read Alouds/Writing: *A Piece of Home* and *Welcome* (Poetry)

Focus: Build Knowledge and Language: Collaborative Discussions: Respond in Complete Sentences, Reading and Vocabulary: Make and Check Predictions, Story Elements: Characters, setting and events, Describe Characters, Rhythm and Rhyme,

Activity: Oral Language: asking and answering questions in complete sentences, use appropriate intonation when speaking with a partner. Read Aloud: make and check predictions about a story, discuss responses to questions about a story, Phonics: Inflections -s /s/ (verbs)

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Model more complete and incomplete sentences. Ask children to use Thumbs Up or Thumbs Down to tell if the sentence is incomplete.

Developing/Expanding - Have children practice identifying complete and incomplete sentences by sharing a few examples. Have children practice identifying a 'who' and a 'does what' in each sentence.

Bridging/Reaching - Challenge children to identify a 'who' and a 'does what' in each other's responses.

Read Aloud #1: A Piece of Home

Entering/Beginning - Have children repeat feeling words as you point to pictures in text.

Developing/Expanding - Notice and name more nuanced feelings. Have children repeat the feeling word and make a facial expression to show the emotion.

Bridging/Reaching - Encourage children to name HeeJun's feelings at various points in the story. Teach children additional feeling words as needed.

Read Aloud #2: Welcome (Poetry)

Entering/Beginning - Have children repeat words for different types of homes like, *trailers, apartments, boats, mansions* and *tents* as you point to pictures of each type of home in the poem "Homes".

Developing/Expanding - Have children match words for different types of homes to the pictures of homes shown in the poem "Homes".

Bridging/Reaching - Reread the poem "Homes". Have children identify the different types of homes they hear in the poem.

Foundational Skills

All Levels: Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

All Levels - Basic Vocabulary - Provide definitions, context sentences, or miming to help children build basic vocabulary

All Levels: Basic Vocabulary Blending - Name common items such as classroom objects broken into onset and rime. Have children blend the sounds and then point to the object.

High Frequency Words: *me, sits, with*

Vocabulary Words: brave, expect, ordinary

Foundational Skills: Blend Onsets and Rime into Words, Isolate Final Sounds, Segment words into Onset and Rimes, Phonics: Inflections -s /s/ (verbs), High Frequency Words, Decodable Text

Week 5 (Unit 4)

Read Alouds/Writing: *Being Fit* and *Germs are Not for Sharing*

Focus: Build Knowledge and Language: Topic Words, Reading and Vocabulary: Asking and Answering Questions, Topic, Central Idea, and Key Details, Use Text Features

Activity: Introduce and Teach Topic Words, Read Aloud: Ask and answer questions about a text, Phonics: Letter g /g/ and k /k/

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Point to each picture on the Unit 4 Poster and describe what the child is doing. Read the labels and have children repeat them.

Developing/Expanding - Provide a sentence frame for children to use to describe the healthy activities.

Bridging/Reaching - Have partners ask questions about which of the things on the poster they already do and give examples.

Read Aloud #1: *Being Fit*

Entering/Beginning - Have children repeat the exercise words from the book while acting them out.

Developing/Expanding - Act out exercise words from the book. Have children name the exercise.

Bridging/Reaching - Have children turn and talk to discuss their favorite ways to exercise.

Read Aloud #2: *Germs are Not for Sharing*

Entering/Beginning - Point out the question words *what, why, how, and when*, in the Big Book . Review other question words like *who* and *where*. Have children repeat each word.

Developing/Expanding - Have children repeat question words *what, why, how, and when* from the Big Book. Then have them turn and talk to ask each other questions using the words.

Bridging/Reaching - Have children turn and talk to use the question words, *who, what, why, when, how, and where*.

Foundational Skills

All Levels Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Entering/Beginning - Say each word on the top row and have children repeat it chorally. Have the children find the three other times the word appears on the Display and Engage

Developing/Expanding - Have children complete an antonym sentence for each word.

Bridging/Reaching - Have partners turn and talk to tell each other sentences with the words.

High Frequency Words: *big, good, his, very*

Vocabulary Words: active, stretch, weight

Foundational Skills: Identify Initial Sounds, Isolate Final Sounds, Consonants, High Frequency Words, Decodable Text

Week 6

Read Alouds/Writing: *Get Up and Go!*

Focus: Build Knowledge and Language: Word Relationships, Reading and Vocabulary: Identify topic, central ideas, and key details, use text features

Activity: Oral Language: Word Relationships - Shades of Meaning, Read Aloud: ask and answer questions about a text, Phonological Awareness: identifying medial sounds, Phonics: Long and short o, Writers Workshop - Informational Text

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Have children act out a set of words to reinforce examples of shades of meaning. For example: tiptoe, stomp, and walk

Developing/Expanding - Have partners turn and talk to think of ways to complete each sentence.

Bridging/Reaching - Ask partners to pick a pair of words from the anchor chart and think of a sentence for each word to share with the group.

Read Aloud #1: *Get Up and Go!*

Entering/Beginning - As you read aloud the text, act out phrases such as, hit a home run. Have children copy your actions.

Developing/Expanding - Provide meanings for any unfamiliar action words or phrases and have children act them out.

Bridging/Reaching - Have children identify action words or phrases on each page, and point to the part of the picture that shows each action.

Writing

Entering/Beginning - Ask yes or no questions about the draft and have children use thumbs up or down to confirm understanding.

Developing/Expanding - Provide sentence frames to answer questions about the draft: *The first detail is _____. The second detail is _____.*

Bridging/Reaching - Have partners take turns asking and answering questions about the central idea and key details in the draft.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Entering/Beginning - Say the words one at a time and ask children to come up and point to the corresponding picture.

Developing/Expanding - Use each word in a cloze sentence and have children orally say the word.

Bridging/Reaching - Have partners turn and talk to tell each other sentences with the words.

Teaching Blending

Developing/Expanding - Provide meanings for words children don't know, and have children chorally repeat the word.

High Frequency Words: *got, here, of, on*

Vocabulary Words: muscles, relaxing, take care

Foundational Skills: Medial vowel sounds, Isolate Medial Vowel Sounds, Blend Phonemes into Words, Phonics: Short o and long o, High Frequency Words, Decodable Text

Week 7

Read Alouds/Writing: *Jack and the Hungry Giant* and *Edible Colors*

Focus: Build Knowledge and Language: Social Communication, Shades of Meaning, Reading and Vocabulary: Genre Characteristics - Fairy Tales, Plot-Beginning, Middle, End, Story Elements - Characters, Setting, Events

Activity: Oral Language: Social Communication - Asking for Help, Shades of Meaning, Read Aloud: focus on Fairy Tales, Phonological Awareness: blend onset and rime, Phonics: consonant *l* and *h*,

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Share more examples of words with similar shades of meaning, such as sip, drink, gulp. Have children act out each word.

Developing/Expanding - Give children three words that have similar shades of meaning. Share sentence frames for children to complete.

Bridging/Reaching - Give partners a word and ask them to come up with words with similar shades of meaning.

Read Aloud #1: *Jack and the Hungry Giant*

Entering/Beginning - Explain that the speech bubbles tell us that a character is talking. Use Echo Reading to read aloud the dialogue on page 24.

Developing/Expanding - Assign characters and have children act out the dialogue as you read it aloud.

Bridging/Reaching - Have children pretend to be Jack and role play the dialogue between Jack and Waldorf on pages 13-19.

Read Aloud #2: *Edible Colors*

Entering/Beginning - Have children repeat each color word. Ask them to point to something else in the classroom with that color .

Developing/Expanding - Have children repeat each color word, then have them turn and talk to discuss other items with those colors.

Bridging/Reaching - Notice and teach the more specific color words in the labels.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word.

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word.

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words.

High Frequency Words: *are, lot, not, was*

Vocabulary Words: half, serving, variety

Foundational Skills: Blend onsets and rimes into words, Isolate Initial Sounds, Blend Phonemes into Words, Phonics: l and h, High Frequency Words, Decodable

Week 8

Read Alouds/Writing: *Getting Rest* and *Bed*

Focus: Build Knowledge and Language: Responding in Complete Sentences, Shades of Meaning, Reading and Vocabulary: Ask and answer questions, Identify Topic, Central Idea and Key Details, Use Text Features

Activity: Oral Language: Shades of Meaning, Read Aloud: Ask and answer questions about a text, Phonological Awareness: blend onsets and rimes, Phonics: consonants *w* and *j*

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Provide children more examples of words with similar shades of meaning, such as scared and terrified. Have children draw a picture to go along with each word.

Developing/Expanding - Give children three words that have similar shades of meaning. Share a sentence frame for children to complete using each word.

Bridging/Reaching - Ask partners to turn and talk to come up with words that have similar shades of meaning. Have children share the words with the class.

Read Aloud #1: *Getting Rest*

Entering/Beginning - Have children repeat after you to practice stating the central idea in simple sentences.

Developing/Expanding - Provide children with sentence frames to practice stating the central idea.

Bridging/Reaching - Have children turn and talk to practice stating the central idea before sharing with the group.

Read Aloud #2: *Bed*

Entering/Beginning - Teach the meaning of the action words jump/jumping and tumble/tumbling .

Developing/Expanding - Review the meaning of the action words jump/jumping and tumble/tumbling. Notice the -ing ending.

Bridging/Reaching - Explain the -ing ending for the words jumping and tumbling.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word.

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word.

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words.

High Frequency Words: *be, do, had, ten*

Vocabulary Words: peaceful, rest, relax

Foundational Skills: Blend Onsets and Rimes into words, Isolate Initial Sounds, Blend Phonemes into Words, Phonics: Consonants w and j, High Frequency Words, Decodable Text

Week 9

Read Alouds/Writing: *Getting Rest*

Focus: Research and write to answer the prompt How does sleep help people contribute to a healthy community

Activity: . Planning Our Writing, Organizing Our Writing, Writing a Draft, Revising and Editing, Final Draft and Publishing

Differentiation: ELL Support and SpeED

Writing:

Entering/Beginning - Ask children to tell you or act out one way sleep helps people contribute to a healthy community. Reread the questions in Getting Rest together. Ask children to choose one question to record.

Developing/Expanding - Provide questions about sleep and being a healthy member of a community for children to choose from and record. For example: How can getting sleep help me pay attention in school? How does sleep help help a firefighter?

Bridging/Reaching - Prompt partners to share their drawings of one way sleep helps people contribute to a healthy community.

Foundational Skills

Articulation - Say sound several times and play the articulation video. Point out how the mouth looks when making the sound.

High Frequency Words: review

Vocabulary Words: review

Foundational Skills: Blend Onsets and Rimes into words, Isolate Initial Sounds, Blend Phonemes into Words, Phonics: Consonants w and j, High Frequency Words, Decodable Text

Experiences
(virtual and live field trips)

Virtual Field Trips:

- Take a field trip to the doctor's office: <https://www.pbs.org/video/kidvision-pre-k-doctors-office-field-trip-wq9ton/>
- Take a field trip to the fire station: <https://youtu.be/N0EoIkZzfqE>
- Take a field trip to the police station: https://youtu.be/H6bdvb_xXgA
- Explore how to live a healthy lifestyle: <https://kids.niehs.nih.gov/topics/healthy-living/index.htm>
- Learn how to stop germs from spreading: <https://youtu.be/JD85FDlxqCs>

Live Field Trips:

- Organize a visit from the Orange Fire/Police Department

	<ul style="list-style-type: none"> ● Ask your school nurse for a tour of her office and/or organize a visit
Resources	
<p>iRead</p> <p>https://h100002020.education.scholastic.com/ScholasticCentral (teacher access)</p> <p>https://h100002020.education.scholastic.com/slms/StudentAccess (student access)</p> <p>Online Heggerty Resources/Lessons: https://www.heggerty.org/download-assessments-and-resources</p> <p>Tools for Reading: https://www.tools4reading.com/</p> <p>LETRS Charts</p> <p>NJSLS Kindergarten https://www.state.nj.us/education/cccs/2016/ela/k.pdf</p> <p>HMH Resources- From the Discover homepage</p> <ol style="list-style-type: none"> 13. Writer’s Workshop 14. Decodables 15. Rigby Leveled Library 16. Sound Cards 17. Learning Cards 18. Big Books 19. Multimedia 20. Anchor Charts 21. Student Choice Library 22. Word Cards 23. iREAD 24. Articulation Videos 	
Pacing/ Time Frame:	9 Weeks

Module 3	February 1 - April 12, 2021	Grade(s)	K
Unit Plan Title:	I can persevere in America!		
Overview/Rationale			
<p>Module 3 Overview- I can persevere in America!</p> <p>In this module children meet some of America’s greatest leaders, from Washington to Obama. They learn lessons about perseverance that prepare them for success. They read, write and discover America’s unique symbols, the role of government, and the country’s different landscapes. Students will be exposed to America’s promise of enduring freedoms as they recognize the contributions of America’s diverse people. Learning that with perseverance we can all contribute to the American community.</p>			
New Jersey Student Learning Standards: ELA			
Reading Literature Text:			

- 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.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of text.
- 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.7 With prompting and support, describe the relationship between illustrations and the story in which reading they appear (e.g., what moment in a story an illustration depicts.)
- RL.K.8 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text:

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- 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.4 With prompting and support, ask and answer questions about unknown words 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.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).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.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.

Reading Foundational Skills:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing Standards:

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.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 Participate in shared research and writing projects

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

Speaking and Listening Standards:

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

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

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

Language Standards:

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- Individuals from different cultures may have different points of view and experiences.

Technology/Computer Science and Design Thinking

- Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
- Individuals develop and follow directions as part of daily life.
- Technology has changed the way people live and work.
- Various tools can improve daily tasks and quality of life.
- The availability of technology for essential tasks varies in different parts of the world.

Interdisciplinary Standards

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

- 6.1.2.Geo.SV.1: Use maps to identify physical features.
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Science

- K-ESS3-1: Natural Resources 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.

Essential Question(s)

How can you persevere when facing a difficult challenge?
 How does learning about the country in which you live help you contribute to the larger community?
 How does reading informational text help us?
 How can you use writing to explain your thinking?

Essential Learning Outcomes

Students will understand that we persevere by continued effort to do or achieve something despite difficulties, failure, or opposition.
 Students will understand that knowing about America helps me understand how diverse cultures intersect to create one country.
 Students will understand informational texts help us to comprehend new ideas, think critically and build vocabulary.
 Students will understand that when we use our background knowledge and learn new information we can discuss and revise our thinking, which prepares us to explain our thinking in writing.

21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T	Communication
T	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	T	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
	Environmental Literacy		Other:

Student Learning Targets/Objectives

I can recall information from experiences or gather information from provided sources to answer a question.

I can ask and answer questions about a text.

I can identify the parts of a book - cover, back cover, title page.

I can name the author and illustrator and tell what they do.

I can tell how the pictures and words go together.

I can tell what the author is thinking and why.

I can tell the topic and key details of a story.

I can take part in group reading activities.

I can tell how a book is organized.

I can identify rhyming words.

I can use words, syllables, and sounds.

I can understand what I read.

I know the sounds of each letter.

I can decode words.

I can share my ideas with others.

I can read high frequency words.

I can recognize the short vowel sound and the long vowel sound in words.

I can write to tell a story.

I can identify middle sounds in words.

I can isolate sounds in words.

I can say letter sounds.

I can say words sound by sound.

I can review and revise my writing.

I can write letters for the sounds that I hear.

I can turn and talk to share my ideas.

Assessments

- Pre and Formative
 - LETRS Letter and High Frequency Word Assessment
 - iRead Comprehension Quizzes
 - Weekly Observation Notes
- Summative
 - Mid Module - [Narrative Write](#)
 - Performance Task - [Informational Text](#)
- Authentic
 - Inquiry and Research Writing Project- HMH Module 5 “I Can Make a Difference”

Teaching and Learning Actions

Instructional Strategies
Differentiation:

Differentiation examples:
High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

Academic Vocabulary - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Analysis of student work - Includes one-to-one conferencing, small group discussions where students provide feedback to one another, discussion among teachers, and a formal assessment.

Close read - Approaching a variety of texts of sufficient complexity to uncover layers of meaning leading to a deeper comprehension. Emphases on close reading of complex texts with document-based questioning reflect priorities of the Common Core.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Cooperative learning - Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures while team building and fostering positive interdependence with group interaction, structured activity, and individual accountability.

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Direct instruction (Lecture and modeling) - Identifying learning goals, organizing and sequencing lessons to strengthen understanding, modeling a process, providing descriptions and illustrations, checking for understanding, and providing feedback.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Graphic organizers - A visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task.

Integration of content areas - Strengthens skills students encounter in one content area but practice in another. such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience in the world.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- (Scroll to Pages 90-95) Supporting English Learners

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Notebooking/journaling - Notebooks and journals are a staple of writers, artists, and scientists for whom regular observations, data collection, and documentation are essential. Since learning any subject is enhanced through the

discipline of writing, teachers use notebook and journal assignments in many content areas. Students who keep journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking.

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen

SloP (The Sheltered Instruction Observation Protocol)**Strategies** for ELLs was developed to make content material more comprehensible to English Language Learners. The model includes eight components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Spelling (Multi Sensory Spelling) - Multisensory teaching requires the teacher to tap into all learning modalities - visual, tactile, auditory, and kinesthetic.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- Use as a quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:
All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations,*

Week 1 Unit 5

Read Alouds/Writing: *Jabari Jumps* and *All By Myself* (Fiction)

Focus: Fiction- Identify characters, setting and main events; Make and check predictions

Activity: Building background knowledge- Discuss “I Can Do It” poster; Read Aloud- Describe characters’ feelings, Develop listening comprehension, Engage and Respond; Phonological Awareness-Blend phonemes to make words and produce rhymes; Phonics- Contrast short and long /u/ vowel sounds

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Point to playground objects on **Module Poster 5** such as the slide and soccer ball. Say the words and have children repeat them chorally.

Developing/Expanding - Provide a sentence frame for children to use to describe playground objects on Module Poster 5: *I see a ____.*

Bridging/Reaching - Have partners ask questions about favorite playground activities: What do you like to do at recess? *I like to ____.*

Read Aloud #1: Jabari Jumps

Entering/Beginning - Say each feeling word (excited, scared, nervous, worried, and proud) and make a facial expression. Have children say each word and copy your expression.

Developing/Expanding - Review the meanings of relevant feeling words, and have children come up with a facial expression for each feeling.

Bridging/Reaching - Have children brainstorm and share feeling words. Review meanings of words that are unfamiliar to some children.

Read Aloud #2: All By Myself

Entering/Beginning - Teach unfamiliar action words. Point to a picture in the story, say the word, act it out, and have children repeat.

and dictation, as needed.

- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: *I agree with _____ because _____. Or I do not agree with _____ because _____.*
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist

Developing/Expanding - Reread the story, and have children identify the action or “doing” words on each page.

Bridging/Reaching - Point out that can is a helping verb that needs an action word after it. Have each child choose an action word to say an “I can” sentence about himself or herself. Make sure they use the main verb form.

Foundational Skills:

Entering/Beginning - Say the words one at a time and ask children to point to the corresponding pictures

Developing/Expanding - Use each word in a cloze sentence and have children chorally say the word. *In the water, I saw a _____.*

Bridging/Reaching - Turn and talk to tell each other sentences with the words.

High Frequency Words - *but, up, look, want*

Vocabulary Words: important, scared, surprise

Foundational Skills: blend phonemes into words; isolate medial vowel sounds; produce rhymes

Week 2

Read Alouds/Writing: *The Little Red Hen-Makes a Pizza* (Folktale) and *The Little Red Hen on Stage* (Play)

Focus: Folktale- characteristics, characters, setting, main events, character traits, make inferences; Play- characters, setting, main events

Activity: Oral Language Discussion- How do you help at home or at school?; Read Aloud- Folktale characteristics, Develop listening comprehension, Engage and Respond; Phonological Awareness- Identify final sounds, isolate initial sounds; blend phonemes into words; Phonics- Consonants *v* and *y*;

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Share more examples of multiple-meaning words such as watch, fly, and sink, and act out the meanings together.

Developing/Expanding - Have partners turn and talk to solve clues for multiple-meaning words.

Bridging/Reaching - Ask partners to pick one of the words on the anchor chart and think of a sentence for each meaning to share with the group.

Read Aloud #1: *The Little Red Hen (Makes a Pizza)*

Emerging/Beginning - Say an action word such as stir, mix, knead, pound, or roll. Have children repeat the word and act out the word together.

Developing/Expanding - Reread page 17 while acting out the action words with children.

Bridging/Reaching - Teach pairs of similar action words and discuss nuances in meaning (stir/mix, knead/pound).

Read Aloud #2: *The Little Red Hen on Stage*

in their writing, speaking, and reading..

- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____ .)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.

Entering/Beginning - Point to each animal on pages 2–3 and say its name. Have children repeat the animal name chorally.

Developing/Expanding - Say each animal name on page 2 and have children repeat it chorally. Have children identify the animal in the illustration.

Bridging/Reaching - Open the book to pages 4–5. Have children use complete sentences to describe what each animal is doing in the illustration.

Foundational Skills:

Entering/Beginning - Teach pairs of similar action words and discuss nuances in meaning (stir/mix, knead/pound).

Developing/Expanding - Teach pairs of similar action words and discuss nuances in meaning (stir/mix, knead/pound).

Bridging/Reaching - Teach pairs of similar action words and discuss nuances in meaning (stir/mix, knead/pound).

High Frequency Words - *him, us, for, her*

Vocabulary Words: lovely, several, spy

Foundational Skills: identify final sounds; isolate initial sounds; blend phonemes into words; consonants *v* and *y*

Week 3

Read Alouds/Writing: *Ish* and *Let’s Make Music* (Fiction)

Focus: Fiction- Identify characters, Setting & main events, Make inferences to identify the problem and solution; Informational-: Central idea & key details

Activity: Oral Language-Social Communication; Read Aloud- Make and check predictions, Develop listening comprehension, Engage and Respond; Phonological Awareness- Identify and isolate medial vowel sounds, Blend phonemes into words;

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Share more examples of multiple-meaning words such as bark, bowl, and foot, and act or draw out the meanings together.

Developing/Expanding - Have partners turn and talk to solve clues for one of the new multiple-meaning words.

Bridging/Reaching - Ask partners to pick one of the new words they collected and

think of a sentence for each meaning to share with the group.

Read Aloud #1: Ish

Entering/Beginning - Practice sentence frames chorally to support children as they respond, such as: *Ramon feels upset because Leon* ___.

Developing/Expanding - Practice sentence frames chorally for children to use in their responses, such as: *Ramon feels* ___ *because Leon* ___.

Bridging/Reaching - Provide sentence frames for children to use in their responses, such as: *Ramon feels* ___ *because* ___.

Read Aloud #2: Let’s Make Music

- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

Entering/Beginning - Provide sentence frames for children to use in their responses, such as: *Ramon feels ___ because ___.*

Developing/Expanding - Point to each instrument and have children say its name. Say the name of each instrument part and have children repeat after you.

Bridging/Reaching - Have children say the name of each instrument, describe what sound each instrument makes, and identify its parts.

Foundational Skills:

Entering/Beginning - Provide meaning for words that children don't know and have children chorally repeat the word.

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word.

Bridging/Reaching - Have partners turn and talk to make up sentences using at least two Blend and Read words in each sentence.

High Frequency Words - *yes, help, too, they*

Vocabulary Words: allow, energized, inspire

Foundational Skills: identify and isolate medial vowel sounds; short and long /e/; blend phonemes into words

Week 4

Read Alouds/Writing: *Emmanuel's Dream* (Biography)

Focus: Biography- identify theme, people, places, and events, make inferences

Activity: Oral Language- Collaborative Discussion; Read Aloud- Identify biography characteristics, Develop Listening Comprehension, Engage and Respond; Phonological Awareness- Isolate initial and final sounds, Segment onsets and rimes; Phonics- consonants *q* and *x*;

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Share more examples of formal and informal language, such as titles (Mr., Mrs., and Dr.) and nicknames (buddy, pal, chum).

Developing/Expanding - Model examples of formal language and have children chorally repeat. For example: "Excuse me" or "May I go to the bathroom?"

Bridging/Reaching - Ask partners to answer the discussion question twice: once using informal language as if talking to a friend and once using formal language as if talking to the principal.

Read Aloud #1: *Emmanuel's Dream*

Entering/Beginning - Say each body part on page 4: eyes, lungs, fists, and leg. Have children repeat each word, and point to the body part together.

Developing/Expanding - Read page 4; have children point to each body part as you read it.

Bridging/Reaching - Have children say what they use each body part for using the

following sentence frame: *I use my (eyes/lungs) to ___.*

Foundational Skills:

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word.

Developing/Expanding - Have children choose Blend and Read words to act out.

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words.

High Frequency Words - *six, have, some, we*

Vocabulary Words: disability, hero, respectful

Foundational Skills: isolate initial and final sounds; consonants *q* and *x*; segments words into onset and rime

Week 5 Unit 6

Read Alouds/Writing: *America the Beautiful* and *In Our Country*
(Poetry/Song)

Focus: Poetry/Song- characteristics, meaning, visualization, text connections; Informational- central idea, text connections

Activity: Oral Language- Academic Vocabulary; Read Aloud- Poetry and Songs characteristics, Develop Listening Comprehension, Engage and Respond Phonological Awareness-Isolate initial and final sounds, Blend phonemes into words; Phonics- Consonant *z*

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Say each Vocabulary Word while showing the image on the front of the Vocabulary Card. Have children repeat the word.

Developing/Expanding - Say each Vocabulary Word while showing the image on the front of the Vocabulary Card. Have children repeat the word.

Bridging/Reaching - Have partners think-pair-share to make up a sentence using each Vocabulary Word.

Read Aloud #1: *America the Beautiful*

Entering/Beginning - Have children repeat a describing word and its synonym, such as spacious/wide-open, amber/yellow, or shining/sparkling.

Developing/Expanding - Teach a describing word and point out what it describes in the pictures of the text.

Bridging/Reaching - Teach the meaning of unfamiliar describing words, and have partners turn and talk to describe something using each word.

Read Aloud #2: *In Our Country*

Entering/Beginning - Record a list of the words for natural features from the book on chart paper, and draw a picture next to each word to show its meaning. Echo read aloud the words.

Developing/Expanding - Flip through the Big Book and guide children to use the pictures to identify words for natural features. Record words on chart paper and use echo reading to read aloud the words.

Bridging/Reaching - Have children use the Little Books to identify words for natural features. Record words on chart paper and use choral reading to read aloud the words.

Foundational Skills:

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word.

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word. *For example: Pablo ___ his coat up.*

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words in each sentence.

High Frequency Words - *get, hot, or, where*

Vocabulary Words: America, plain, sea

Foundational Skills: isolate initial/final sounds; blend phonemes into words; consonant z

Week 6

Read Alouds/Writing: *Take Me Out to the Yakyu* (Fiction)

Focus: Fiction- Make and check predictions, Author's purpose, Analyze text structure; Song- Identity Topic, Rhythm and Rhyme

Activity: Oral Language-Collaborative Discussion; Read Aloud- Make and check predictions, Develop Listening Comprehension, Engage and Respond; Phonological Awareness- Segment words into onset and rime and Blend phonemes into words; Phonics- Consonant blends

Differentiation: ELL Support and SpeED

Read Aloud #1: *Take Me Out to the Yakyu*

Entering/Beginning - Use the pictures to teach baseball words like baseball, stadium, dome, pitcher, and fastball. Have children repeat each word.

Developing/Expanding - Teach words like stadium, dome, pitcher, and fastball. Have children repeat each word and point to pictures that show the word.

Bridging/Reaching - Review the meanings of unfamiliar words like stadium, dome, pitcher, and fastball. Have children use the words in sentences.

Writing:

Entering/Beginning - Ask children to tell you what they drew and record it on a sticky note using the sentence frame (I did not quit when I learned to __.) Reread the sentence together.

Developing/Expanding - Add to the sentence frame I did not quit when I learned how to _____. Have children tell you about the action in their drawings and support them to write a verb to complete the sentence frame.

Bridging/Reaching - Guide partners to turn and talk to tell each other the story of a time they didn't quit. Then have them work together to complete the sentence.

Foundational Skills:

Entering/Beginning - Use [Printable: Elkonin Boxes](#) to support spelling. Say each word chorally and segment the sounds. Ask children to write a

letter in each box.

Developing/Expanding - Say each word, segment the sounds chorally, and have children spell the words.

Bridging/Reaching - Say each word and ask partners to tell each other the sounds they hear before writing the letters.

High Frequency Words - *if, stop, come, from*

Vocabulary Words: anthem, cheer, team

Foundational Skills: segment words into onset and rime; blend phonemes into words; consonant blends

Week 7

Read Alouds/Writing: *Martin Luther King Jr. and President's Day*

Focus: Biography- People, places and events, Author's purpose, Text Structure; Informational- People, places and events, Author's purpose

Activity: Oral Language-Collaborative Discussion and Academic Vocabulary; Read Aloud-Biography characteristics; Develop listening comprehension, Engage and Respond; Phonological Awareness- Blend phonemes into words and Segment words into phonemes; Phonics- Initial and final blends

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Repeat each example sentence while making a gesture to show the meaning. (For example, for law, shake your finger.)

Developing/Expanding - Have children use each Vocabulary Word in a sentence using the frames: *I believe* __. *One law is you can't* __. *I refuse to* __.

Bridging/Reaching - Have partners turn and talk to discuss something they believe, something there is a law against, and something they refuse to do.

Read Aloud #1: *Martin Luther King Jr.*

Entering/Beginning - Have children repeat the names of places in the book like school, park, restaurant, and water fountain.

Developing/Expanding - Have children say the names of places in the book like school, park, restaurant, and water fountain.

Bridging/Reaching - Have children turn and talk to describe places in the book like school, park, restaurant, and water fountain.

Read Aloud #2: *President's Day*

Entering/Beginning - Display basic vocabulary words that children can use in their sentences, like: president, signs, family, lives, and works.

Developing/Expanding - Display vocabulary words that children can use in their sentences,

like: White House, protects, Washington, D.C., and celebrate.

Bridging/Reaching - Have children use the Little Books for vocabulary and spelling support.

Foundational Skills:

Entering/Beginning - Provide context sentences or pictures for words that children don't know. Have children chorally repeat the word.

Developing/Expanding - Have children use choral response to complete cloze sentences with the words.

Bridging/Reaching - Have partners turn and talk to use each word in a sentence.

High Frequency Words - *red, as, that, our*

Vocabulary Words: believe, law, refuse

Foundational Skills: blend phonemes into words; initial and final blends; segment words into phonemes

Week 8

Read Alouds/Writing: *Apple Pie Fourth of July* and *Happy Birthday to the U.S.!*

Focus: Fiction- Make and check predictions, Visualization; Informational- Central idea, Author's purpose

Activity: Oral Language- Collaborative Discussion and Academic Vocabulary; Read Aloud- Make and check predictions, Develop Listening Comprehension, Engage and Respond; Phonological Awareness- Isolate medial vowel sounds and Segment words into phonemes; Phonics- Build words with short vowels and consonant blends

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Use each Vocabulary Word in a short sentence, and have children repeat it chorally. That's the American flag. We are a crowd of people. A customer buys things.

Developing/Expanding - Have children use choral response to complete each meaning. *Something American has to do with* __. *A crowd is a group of* __. *A customer is someone who* __.

Bridging/Reaching - Have partners think-pair-share to use each Vocabulary Word in a complete sentence.

Read Aloud #1: *Apple Pie Fourth of July*

Entering/Beginning - Use a clock to show the times on pages 12–13, 17, and 23. Have children repeat the times as you show them on the clock.

Developing/Expanding - Use a clock to show the times on pages 12–13, 17, and 23. Have children use their arms to show the time as they say each time.

Bridging/Reaching - Have children share what they do at the times above on a typical day using the sentence frame: *At (one o'clock), I* __.

Read Aloud #2: *Happy Birthday to the U.S.!*

Entering/Beginning - Reread the book using cloze reading. Pause every few pages and leave out a familiar word for children to say.

Developing/Expanding - Have a small group of children use the Little Books and have them point to each word as you reread it.

Bridging/Reaching - Reread the book. Leave out the last word in each sentence for children to chime in.

Foundational Skills:

	<p><i>Entering/Beginning</i> - Provide meanings for words that children don't know, and have children chorally repeat the word. For example: <i>A flower blooms when it starts to grow. (blooms)</i></p> <p><i>Developing/Expanding</i> - Use words in a cloze sentence and have children chorally say the word. For example: <i>I keep my flowers in a ___.</i></p> <p><i>Bridging/Reaching</i> - Have partners turn and talk to discuss the meaning of the poem.</p> <p>High Frequency Words - <i>cut, must, said, when</i></p> <p>Vocabulary Words: American, crowd, customer</p> <p>Foundational Skills: isolate medial vowel sounds; segment words into phonemes; build words with short vowels and consonant blends</p> <p>Week 9</p> <p>Read Alouds/Writing: <i>Jabari Jumps, ish, Everyone Can Learn to Ride a Bicycle, Martin Luther King, Jr.</i></p> <p>Focus: Write an explanatory piece about 1 character we have read about and he/she persevered.</p> <p>Activity: Planning Our Writing, Organizing Our Writing, Writing a Draft, Revising and Editing, Final Draft and Publishing</p> <p>Differentiation: ELL Support and SpeED</p> <p>Writing Performance Task</p> <p><i>Entering/Beginning</i> - Ask yes or no questions and have students give thumbs up or down to confirm understanding</p> <p><i>Developing/Expanding</i> - Provide frames to answer questions about the explanatory text</p> <p><i>Bridging/Reaching</i> - Have partners take turns asking and answering questions about the central idea and key details.</p> <p>High Frequency Words - <i>review</i></p> <p>Vocabulary Words: review</p> <p>Foundational Skills: Phonological Awareness- Isolate medial vowel sounds and Segment words into phonemes; Phonics- Build words with short vowels and consonant blends</p>
Experiences (virtual and live field trips)	<p>Virtual Field Trips:</p> <ul style="list-style-type: none"> ● Learn how to make a pizza like the “Little Red Hen”- https://youtu.be/fD6jKeqIqIs ● Are you going to learn how to swim or dive? Check out these water safety tips first: https://youtu.be/rDNddgLP_Ik ● Where are you going to ride your bicycle? I like to ride my bicycle: https://youtu.be/-FST-CqbqUY ● Take a Field Trip to a Baseball Stadium: https://youtu.be/LjY9Z02OhR4 ● Virtual Presidents’ Day Field Trips: https://www.educationworld.com/a_lesson/virtual-field-trips-united-states-presidents.shtml

	<ul style="list-style-type: none"> ● Get a virtual tour of our American country...you can visit each state: https://thetvtraveler.com/visit-all-50-states-with-these-virtual-tours/ <p>Live Field Trips:</p> <ul style="list-style-type: none"> ● Attend a local or minor league baseball game ● Imagine That! Florham Park (Check out the Music Room!)
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Resources

<p>iRead</p> <p>https://h100002020.education.scholastic.com/ScholasticCentral (teacher access)</p> <p>https://h100002020.education.scholastic.com/slms/StudentAccess (student access)</p> <p>Online Heggerty Resources/Lessons: https://www.heggerty.org/download-assessments-and-resources</p> <p>Tools for Reading: https://www.tools4reading.com/</p> <p>LETRS Charts</p> <p>NJSLS Kindergarten https://www.state.nj.us/education/cccs/2016/ela/k.pdf</p> <p>HMH Resources- From the Discover homepage</p> <ol style="list-style-type: none"> 1. Writer’s Workshop 2. Decodables 3. Rigby Leveled Library 4. Sound Cards 5. Learning Cards 6. Big Books 7. Multimedia 8. Anchor Charts 9. Student Choice Library 10. Word Cards 11. iREAD 12. Articulation Videos
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Pacing/ Time Frame:	9 weeks
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Module 4	April 13, 2021 - June 15, 2021	Grade(s)	K
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Unit Plan Title:	Up Close in Nature!
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Overview/Rationale

Module 4 Overview- Up Close in Nature

In this module, students will learn that when they slow down and appreciate the beauty in the world around them, they can learn things. Students will read and write about texts that will encourage them to ask questions, make connections, and think differently. The texts they read and write about will help build content knowledge and reading skills. Students will also become the natural explorers they are! They will understand that there are

many influences that impact seeds spreading, plants growing, and food ending up on our plates. Students will read and write texts that will engage their curiosities of how plants become food. The texts they will read and write about will encourage them to ask questions and make connections.

New Jersey Student Learning Standards: ELA

Reading Literature Text:

- 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.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of text.
- 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.7 With prompting and support, describe the relationship between illustrations and the story in which reading they appear (e.g., what moment in a story an illustration depicts.)
- RL.K.8 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text:

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- 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.4 With prompting and support, ask and answer questions about unknown words 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.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).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.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.

Reading Foundational Skills:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Writing Standards:

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

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.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 Participate in shared research and writing projects

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

Speaking and Listening Standards:

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

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

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

Language Standards:

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product.
- Individuals from different cultures may have different points of view and experiences.

Technology/Computer Science and Design Thinking
Technology/Computer Science and Design Thinking
(Guerra)

- Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
- Individuals develop and follow directions as part of daily life.
- Technology has changed the way people live and work.
- Various tools can improve daily tasks and quality of life.
- The availability of technology for essential tasks varies in different parts of the world.

Interdisciplinary Standards (Guerra)
Interdisciplinary Standards

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Science

- K-ESS3-1: Natural Resources 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.

21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T	Communication
E	Global Awareness	A	Critical Thinking and Problem Solving
	Health Literacy	A	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation

E	Environmental Literacy		Other:
Essential Question(s)			
<p>How can my senses help me understand the world around me?</p> <p>How do plants support all living things?</p> <p>How can I write to share my thoughts and feelings about facts that I learn?</p> <p>How can nonfiction texts help me gain new information and communicate opinions?</p>			
Essential Learning Outcomes			
<p>Students will learn that senses help you understand the world around us because they help us process the things we see, feel, hear, touch, smell, and taste.</p> <p>Students will understand plants are important for all living things to survive.</p> <p>Students will understand nonfiction texts are meant to teach new information and help students form and communicate their opinions when they speak and write.</p>			

Student Learning Targets/Objectives
<p>I can use my student friendly rubric to assess my writing.</p> <p>I can recall information from experiences or gather information from provided sources to answer a question.</p> <p>I can ask and answer questions about a text.</p> <p>I can identify the parts of a book - cover, back cover, title page.</p> <p>I can name the author and illustrator and tell what they do.</p> <p>I can tell how the pictures and words go together.</p> <p>I can tell what the author is thinking and why.</p> <p>I can tell the topic and key details of a story.</p> <p>I can take part in group reading activities.</p> <p>I can tell how a book is organized.</p> <p>I can identify rhyming words.</p> <p>I can use words, syllables, and sounds.</p> <p>I can understand what I read.</p> <p>I know the sounds of each letter.</p> <p>I can decode words.</p> <p>I can share my ideas with others.</p> <p>I can read high frequency words.</p> <p>I can recognize the short vowel sound and the long vowel sound in words.</p> <p>I can write to tell a story.</p> <p>I can identify middle sounds in words.</p> <p>I can isolate sounds in words.</p> <p>I can say letter sounds.</p> <p>I can say words sound by sound.</p>

I can review and revise my writing.
 I can write letters for the sounds that I hear.
 I can turn and talk to share my ideas.
 I can write to share my opinion.
 I can ask questions about unfamiliar words.
 I can identify the central idea of a text.

Assessments

- Pre and Formative
 - LETRS Letter and High Frequency Word Assessment
 - iRead Comprehension Quizzes
 - Weekly Observation Notes
- Summative
 - Mid Module - [Writing Informational/Explanatory](#)
 - Performance Task - [Opinion Writing](#)
- Authentic
 - Inquiry and Research Project - My Five Senses

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:
High- Challenge students to generate their own questions specific to concept
Medium- Attend to reading strategies
Low- Work on HMH language acquisition

[Academic Vocabulary](#) - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

[Accountable talk](#) - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

[Adapting to learning styles/multiple intelligences](#) – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

[Analysis of student work](#) - Includes one-to-one conferencing, small group discussions where students provide feedback to one another, discussion among teachers, and a formal assessment.

[Close read](#) - Approaching a variety of texts of sufficient complexity to uncover layers of meaning leading to a deeper comprehension. Emphases on close reading of complex texts with document-based questioning reflect priorities of the Common Core.

[Conferencing](#) - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also

useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Cooperative learning - Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures while team building and fostering positive interdependence with group interaction, structured activity, and individual accountability.

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Direct instruction (Lecture and modeling) - Identifying learning goals, organizing and sequencing lessons to strengthen understanding, modeling a process, providing descriptions and illustrations, checking for understanding, and providing feedback.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Graphic organizers - A visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task.

Integration of content areas - Strengthens skills students encounter in one content area but practice in another. such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience in the world.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Language Acquisition- (Scroll to Pages 90-95) Supporting English Learners

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one’s own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Notebooking/journaling - Notebooks and journals are a staple of writers, artists, and scientists for whom regular observations, data collection, and documentation are essential. Since learning any subject is enhanced through the discipline of writing, teachers use notebook and journal assignments in many content areas. Students who keep journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking.

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen

SloP (The Sheltered Instruction Observation Protocol)**Strategies** for ELLs was developed to make content material more comprehensible to English Language Learners. The model includes eight components:

1. Lesson Preparation
2. Building Background

	<p>3. Comprehensible Input 4. Strategies 5. Interaction 6. Practice and Application 7. Lesson Delivery 8. Review and Assessment</p> <p><u>Spelling (Multi Sensory Spelling)</u> - Multisensory teaching requires the teacher to tap into all learning modalities - visual, tactile, auditory, and kinesthetic.</p> <p><u>Student goal setting</u> - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.</p> <p><u>Targeted feedback</u> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.</p> <p><u>Thumbs Up/Down, “Stop Light”, “Smiley Face”</u>- Use as a quick, formative assessment</p> <p><u>Think-Pair-Share</u>- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.</p> <p><u>Word wall</u> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p><i>Differentiation examples:</i></p> <p><i>Students with a 504:</i> <i>All modifications and health</i></p>	<p>Week 1 Unit 7</p> <p>Read Alouds/Writing: <i>Last Stop on Market Street</i> (Fiction) and <i>Not a Box</i> (Fiction)</p> <p>Focus: Fiction- Ask and answer questions, Retell characters, setting and main events, Identity the setting in the beginning, middle, and end of a story, Make and describe connections</p> <p>Activity: Building knowledge and language- Build background knowledge, Teach topic words, Discuss the topic; Oral Language- Academic Vocabulary</p>

concerns listed in his/her 504 plan MUST be adhered to.

- ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in

Read Aloud- Ask and answer questions, Develop Listening Comprehension, Engage and Respond; Phonological Awareness-Produce rhymes, Isolate final sounds, Segment words into phonemes; Phonics-Double final consonants, Final -ck; Inquiry and Research Project- Children will discuss the five senses and examine how they can use each one to zoom in and “look” more closely at their environment.

Differentiation: ELL Support and SpeED

Language Acquisition

Entering/Beginning - Ask children to look at the aquarium on Module Poster 7. Point to and name different items. Have children repeat and point.

Developing/Expanding - Ask children to complete a sentence frame about the hidden objects they find on Module Poster 7: *I see a ___.*

Bridging/Reaching - Have partners share clues for hidden objects on the poster using a complete sentence. Have partners take turns guessing what the objects are: *I see something with stripes. It's a ___.*

Read Aloud #1: Last Stop on Market Street

Entering/Beginning - Act out unfamiliar action words like skipped, ducked, creaked, and lurched. Have children repeat the words and actions.

Developing/Expanding - Review the meaning of action words like skipped, ducked, creaked, and lurched. Have children act out a word and describe the action.

Bridging/Reaching - Notice that action words like skipped, ducked, creaked, and lurched are past-tense. Have children use one of the words in a sentence.

Read Aloud #2: Not a Box

Entering/Beginning - Flip through the book and use position words to describe the rabbit's position to the box.

Developing/Expanding - Flip through the book and have children use position words to describe the rabbit's position to the box.

Bridging/Reaching - Flip through the book and have children use position words in complete sentences to describe the rabbit's position to the box.

Foundational Skills:

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word. For example: *To puff is to blow air out. (puff)*

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word. For example: *My mom told me to clean up theFill in the blanks. (mess)*

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words in each sentence.

High Frequency Words - *off, will, down, so*

Vocabulary Words: familiar, free, witness

Foundational Skills: Produce rhymes; Isolate final sounds; Segment words into phonemes; Double final consonants; Final -ck

developing vocabulary meaning retention.

- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using

Week 2

Read Alouds/Writing: *I Know the River Loves Me* (Fiction) and *Look-Alike Animals* (Informational)

Focus: Fiction-Ask and answer questions, Visualization, Setting Description; Informational- Central idea, Recognize end marks, Expressive reading, Text structure’s effect on the author’s purpose

Activity: Oral Language-Collaborative Discussion and Academic Vocabulary; Read Aloud- Ask and answer questions, Develop Listening Comprehension, Engage and Respond; Phonological Awareness- Blend phonemes into words, Isolate initial sounds, Segment words into phonemes; Phonics- Initial digraphs (*sh, ch*), Build words with digraphs; Inquiry and Research Project- Children will use books and media resources to learn about their senses and discover objects that they can see, hear, smell, taste, and touch.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Point to an object. Help children name it and say a detail about it.

Developing/Expanding - Have partners turn and talk to choose an object and then add details. (a plant, a green plant, a green plant with red flowers)

Bridging/Reaching - Ask partners to pick an item in the classroom and use it in a sentence. Have them add details to describe the item.

Read Aloud #1: *I Know the River Loves Me*

Entering/Beginning - Say action words like run, look, jump, leap, hold, tug, and flow, and then do the actions. Have children repeat the words and actions.

Developing/Expanding - Review the meaning of unfamiliar action words like leap, hold, tug, and flow, and have children come up with an action for each word.

Bridging/Reaching - Have children turn and talk to use action words from the book in complete sentences.

Read Aloud #2: *Look-Alike Animals*

Entering/Beginning - Display three objects, two that are the same and one that is different. Hold up the same objects and say *same*. Repeat for the two different objects. Have children repeat the words.

Developing/Expanding - Display three objects, two that are the same and one that is different. Hold up the same objects and say *same*. Repeat for the two different objects. Have children repeat the words.

Bridging/Reaching - Have partners turn and talk to describe what is the same and what is different about one or two pairs of animals.

Foundational Skills:

Entering/Beginning - Provide meanings for words that children don’t know, and have children chorally repeat the word. For example: *A shed is a small building. (shed)*

blocks.” _____

____.)

- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word. For example: *I like to ___ about my day with my dad.* (chat)

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words in each sentence.

High Frequency Words - *back, let, were, what*

Vocabulary Words: close, flow, visit

Foundational Skills: Blend phonemes into words; Isolate initial sounds; Segment words into phonemes; Initial digraphs (*sh, ch*); Build words with digraphs

Week 3

Read Alouds/Writing: *Me...Jane* (Biography) and *Jane Goodall and the Chimpanzees* (Informational)

Focus: Identify people, places, and events in a true story. Make inferences to answer questions about a true story, Use text evidence to answer questions about a true story.

Activity: Oral Language- Read Aloud- Phonological Awareness- Phonics- Inquiry and Research Project- Identify People, Places, Academic Vocabulary, Making inferences and Events, End punctuation, Read Aloud - identify people, places, and events in a true story. Phonological Awareness-identify people, places, and events in a true story; Phonics- Identify and match the digraph sound /TH/ with the letters t-h. Pronounce the th digraph sound.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Say the names of animals as you point to pictures, like chimpanzee, spider, squirrel, and chicken. Have children repeat the words.

Developing/Expanding - Have children identify and name animals shown in the book like chimpanzee, spider, squirrel, and chicken

Bridging/Reaching - Have children TURN AND TALK to describe something each animal does. For example: A chimpanzee Fill in the blank. (climbs trees)

Read Aloud #1: *Me... Jane*

Entering/Beginning - Say the names of animals as you point to pictures, like chimpanzee, spider, squirrel, and chicken. Have children repeat the words

Developing/Expanding - Have children identify and name animals shown in the book like chimpanzee, spider, squirrel, and chicken.

Bridging/Reaching - Have children TURN AND TALK to describe something each animal

does. For example: A chimpanzee Fill in the blank. (climbs trees)

Read Aloud #2: *Jane Goodall and the Chimpanzees*

Entering/Beginning - Point out and define action words in the Big Book (gathers, watches, records, communicates). Have children repeat them

Developing/Expanding - Review the meanings of unfamiliar action words in the Big Book. Have children use action words in complete sentences.

Bridging/Reaching - Have children TURN AND TALK to share the meanings of action

words in the Big Book and then use them in complete sentences.

Foundational Skills:

Entering/Beginning - Review words and their initial sounds with Picture Cards before each chant. Listen: boat. (/b/)

Developing/Expanding - After children respond, display two Picture Cards and have them PICK AND POINT to identify which matches the word. Then have them use the word in a context sentence.

Bridging/Reaching - Have partners TURN AND TALK to give examples of words that begin with the same sound. Have them share sentences using some of the words

High Frequency Words - *this, then, could, now*

Vocabulary Words: curious, observe, study

Foundational Skills: isolating initial sounds, segmenting words into phonemes.

Week 4

Read Alouds/Writing: *Hey, Little Ant* and *Ants*

Focus: Informational Text; identify the characteristics of persuasive texts.

Identify opinions and reasons in a persuasive text. Identify the central idea in an informational text.

Activity: Build Knowledge and language, Collaborative Discussion: Add Details, Academic Vocabulary, Word Relationships: Shades of Meaning, Active Listening and Viewing Oral Language- Read Aloud- Phonological Awareness- Phonics- Recognize end marks and read sentences with expression. Foundational Skills; Blend spoken phonemes to form one-syllable words. Read words with double consonants –ll and –ck and digraphs sh– and th–. Identify words with double final consonants, final –ck, and digraphs.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Review word meanings by using each word in a sentence. Confirm understanding by having children act out the sentence.

Developing/Expanding - Provide sentence frames for children to help them use the words in context. For example: When I spilled the water I felt Fill in the blanks

Bridging/Reaching - Ask partners to choose a word from each end of the word ladder and use them in a sentence to demonstrate understanding and correct usage.

Read Aloud #1: *Hey, Little Ant*

Entering/Beginning - Give a simple example of an opinion and reason. My opinion is that *The Little Red Hen (Makes a Pizza)* is the best book. One reason I think this is because it's funny and has cool pictures. .

Developing/Expanding - Give a simple example of an opinion and reason, and then have children tell their opinion and a reason on the same topic using the sentence frames: My opinion is Fill in the blank. One reason is Fill in the blank

Bridging/Reaching - Give children a choice between two things, and have children state their opinions and give reasons why. Do you prefer to color with markers or crayons? Why do you prefer (markers/crayons)?

Read Aloud #2: Ants

Entering/Beginning - Teach action words, like rush, carry, find, feed, and wiggles. Say the word, act it out, and have children repeat the word and action.

Developing/Expanding - Reread the story, and have children identify the action or "doing" words on each page. What are the ants doing? That's the action!

Bridging/Reaching - Have children TURN AND TALK to tell what the ants are doing, using the action words in complete sentences.

Foundational Skills:

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word. For example: Fizz is the bubbles you see inside soda or seltzer. (fizz)

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word. For example: My mom asks me to Fill in the blank the vegetables for salad. (chop)

Bridging/Reaching - Have partners make up sentences using at least two Blend and Read words in each sentence.

High Frequency Words - *tell, well, your, who*

Vocabulary Words: care, decide, real

Foundational Skills: Blend Phonemes into Words, Produce Rhymes, Review Double Final Consonants, Final -ck, and Digraphs

Week 5 Unit 8

Read Alouds/Writing: *Plants Feed Me* and *Planting Seeds*

Focus: Reading and Vocabulary: Make and check predictions, identify central idea, use text features, steps in a sequence. Foundational Skills: blending phonemes into words, isolating medial sounds, segmenting phonemes, long /a/ and long /i/, reading decodable text. Writing Workshop: Opinion writing, complete sentences

Activity: Build Knowledge and language, Introduce topic, Topic words, Collaborative Discussion: Anchor chart creation - making and checking predictions, Academic Vocabulary, Think-Pair-Share: identify central idea of text, Model asking questions to clarify, multiple word meanings.. Phonological Awareness- Step and Jump blending game. Phonics- Long vowel sounds /a/ and /i/, articulation videos, picture cards. Writing: Opinion writing- mentor text,

printable Opinion and Reason graphic organizer, fact and opinion sort (thumbs up/down if example is a fact or opinion), planning opinion writing.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Point to the steps in the module poster for food to plate. Read aloud the labels and have students repeat chorally.

Developing/Expanding - Provide a sentence frame for discussing module poster: *The first step is ____.*

Bridging/Reaching - Have partners tell each other what happens after a seed is planted.

Read Aloud #1: Plants Feed Me

Entering/Beginning - Say the names of some of the fruits and vegetables from the book, like carrot, melon, onion, and point to the corresponding pictures. Have children repeat.

Developing/Expanding - Say the names of some of the fruits and vegetables, like blueberry, carrot, and melon, and have students point to the corresponding pictures as you flip through the book.

Bridging/Reaching - Have children describe fruits and vegetables from the book using the frame: *A ____ is ____ (ie. A blueberry is small, round, sweet.).*

Read Aloud #2: Planting Seeds

Entering/Beginning - Have children repeat plant words from the Big Book, such as seeds, roots, shoots, buds, flowers. Use pictures to show each word.

Developing/Expanding - Notice plant words in the Big Book and have children point to the part of the plant that shows the word's meaning.

Bridging/Reaching - Have children TURN AND TALK to use one of the following plant words in sentences: roots, shots, buds, flowers.

Foundational Skills:

Entering/Beginning - Provide meaning for unfamiliar words.

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children say the words. *I will use a towel to __ up the spill (wipe).*

Bridging/Reaching - Have partners make up sentences using at least two blend and read words in each sentence.

High Frequency Words - same, take, know, out

Vocabulary Words: bloom, root, seed

Foundational Skills: blend phonemes into words, isolate medial vowel sounds, segment phonemes into words, long /a/ and long /i/

Week 6

Read Alouds/Writing: *Rainbow Stew* (Fiction) and *How Does Your Salad Grow?* (Informational)

Focus: Reading and Vocabulary: Make and check predictions, identify central idea, synthesize information, compare and contrast information, make connections. Print Concepts: one to one correspondence. Foundational Skills: Isolate final sounds, Isolate medial vowel sounds, segment words into

phonemes, long o and long u, reading decodable text. Writing Workshop: Mid Module Informational/Explanatory

Activity: Build Knowledge and language, Introduce topic, Topic words, Collaborative Discussion: Anchor chart creation - making and checking predictions, Academic Vocabulary, Think-Pair-Share: identify central idea of text, multiple word meanings. Phonological Awareness- Share the Mic! game, Poem Play, choral response.. Phonics- Long vowel sounds /o/ and /u/, articulation videos, picture cards, vowel sound picture sort.. Writing: Opinion writing- Read a Writing model online activity, printable Opinion and Reason graphic organizer.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Call out a familiar word like “color”. Have children draw a picture to show its noun form and verb form.

Developing/Expanding - Share more examples of multiple meaning words used as nouns and verbs (ie. bloom). Use each word in context and have children identify the usage.

Read Aloud #1: Rainbow Stew

Entering/Beginning - Have children repeat describing words from the book, like muddy, soggy, and heaping, as you point to corresponding pictures.

Developing/Expanding - Review the meanings of describing words from the book like muddy, soggy, and heaping. Have children think of something that they might describe using one of the words.

Bridging/Reaching - Have children TURN AND TALK to use describing words in complete sentences using the sentence frame: The (shoe) is Fill in the blanks. (muddy)

Read Aloud #2: How Does Your Salad Grow?

Entering/Beginning - Teach unfamiliar action words in the recipe on page 15 of the Big Book. Say the word, act it out, and have children copy you.

Developing/Expanding - Reread the recipe and have children act out the meaning of each action word.

Bridging/Reaching - Have children TURN AND TALK using action words from the recipe to talk about how they would make a salad.

Writing Mid Module Assessment

Entering/Beginning - Ask yes or no questions and have students give thumbs up or down to confirm understanding

Developing/Expanding - Provide frames to answer questions about the explanatory text

Bridging/Reaching - Have partners take turns asking and answering questions about the central idea and key details.

Foundational Skills:

Entering/Beginning - Provide meaning for unfamiliar words and have children chorally repeat the words.

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children say the words. *My mom will ___ for a president at the next election. (vote)*

Bridging/Reaching - Have partners make up sentences using at least two blend and read words in each sentence.

High Frequency Words - *home, like, many, right*

Vocabulary Words: peel, row, serve

Foundational Skills: isolate final sounds, segment words into phonemes, long /o/ and long /u/

Week 7

Read Alouds/Writing: *PB&J Hooray!* (Informational) and *Growing Vegetable Soup* (Fiction)

Focus: Collaborative discussion; one-to-one correspondence; organize, draft, and revise opinion writing.

Activity: Building knowledge and language: collaborative discussion, multiple meaning words; Phonological awareness: medial vowel sounds, long “e”; Foundational Skills: blending phonemes into words, isolating medial sounds, segmenting phonemes, long “e”, reading decodable text, high frequency words. Writers’ Workshop: organizing opinion writing, identifying opinions and reasons, past, present and future tense verbs.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Call out a familiar word (ring) and use it in a sentence. Have children move to show if the word is used as a verb or a noun.

Developing/Expanding - Share examples of multiple meaning words. Students draw cards to show each usage.

Bridging/Reaching - Share multiple meaning words. Students PARTNER UP to create sentences for each way the word is used.

Read Aloud #1: *PB&J Hooray!*

Entering/Beginning - Children repeat place words and point to corresponding pictures.

Developing/Expanding - Review place words. Children describe what happens at each place.

Bridging/Reaching - Children TURN and TALK to describe the places used in sentences.

Read Aloud #2: *Growing Vegetable Soup*

Entering/Beginning - Have children identify and name vegetables they know in the Big Book in English or their home language.

Developing/Expanding - Have children identify and name vegetables they know in the Big Book, and share which vegetable is their favorite using the sentence frame: My favorite vegetable is _____.

Bridging/Reaching - Have children share which vegetables from the Big Book they would want to include in their vegetable soup.

Foundational Skills:

Entering/Beginning - Provide meanings for words that children don't know, and have children chorally repeat the word. For example: To peek is to look quickly or carefully. (peek)

Developing/Expanding - Use unfamiliar words in a cloze sentence and have children chorally say the word. For example: When I go to bed, I go to Fill in the blank _____. (sleep)

Bridging/Reaching - Have partners make up sentences using at least two Blend and read words in each sentence.

High Frequency Words - *keep, made, why, would*

Vocabulary Words: crop, factory, ingredient

Foundational Skills: isolate medial vowel sounds, segment words into phonemes, long /e/

Week 8

Read Alouds/Writing: *Up in the Garden and Down in the Dirt* and *Earthworms*

Focus: Reading and vocabulary: Set a Purpose, identify story Elements: Characters, Setting, Events. Oral Language: Academic Vocabulary, visualize, author's purpose and craft, identify central idea. Steps in a Sequence. Print Concepts: One-to-One Correspondence. Foundational Skills: Add syllables to form multisyllabic words. Isolate and pronounce the final sound in one-syllable words. Identify and match the soft consonant sound /s/ with the letter c. Pronounce the soft consonant c sound /s/. Writing Workshop: Opinion writing.

Activity: Build Knowledge and language collaborative discussion: multiple exchanges word meaning: multiple-meaning words; Phonological awareness: adding syllables, isolating final sounds, deleting syllables, high frequency words, soft c and soft g. Writers Workshop: Writing Process: Opinion revision focus: opinion and reasons, edit for verb tense.

Differentiation: ELL Support and SpeED

Language Acquisition:

Entering/Beginning - Have children tell you the first letter of the word and show them how to use it to look up the word alphabetically in the dictionary

Developing/Expanding - Give children the word, spell it chorally, and show them how to use guide words to find the word.

Bridging/Reaching - Ask partners to pick one of the words on the anchor chart and find it in the dictionary.

Read Aloud #1: *Up in the Garden and Down in the Dirt*

Entering/Beginning - Say "same" while showing two like objects. Have children repeat the word, then repeat the exercise for "different".

Developing/Expanding - Use vocabulary cards to review the meanings of same and different. Show children two like objects and have them repeat: "These blocks/balls are the same." Repeat the exercise for two objects that are different from one another.

Bridging/Reaching - Have children TURN AND TALK to use both “same” and “different” in complete sentences.

Read Aloud #2: Earthworms

Entering/Beginning - Point out describing words in the Big Book like wet, hot, dark, light, and tiny. Define the words and have children repeat.

Developing/Expanding - Point out describing words in the Big Book like wet, hot, dark, light, and tiny. Have children think of examples of things that could be described with those words.

Bridging/Reaching - Have children use describing words like wet, hot, dark, light, and tiny to describe items around the classroom.

Foundational Skills:

Entering/Beginning - Say each word on the top row and have children repeat it chorally. Then ask children to find the three other times the word appears..

Developing/Expanding - Say a cloze sentence: My brother jumped Fill in the blank the pool. Have Children decide which Word to Know belongs in the blank. Then say the sentence again and have children say the word chorally. Say the sound several times and play the [Articulation Video](#). Point out that your tongue is near the back of your top teeth, but not touching your back teeth. Show picture cards for words beginning with /s/. Have children chorally repeat the word, say the beginning sound, and then say the whole word again. (sun, /s/, sun)

Bridging/Reaching - Have partners TURN AND TALK and use response frames to tell each other sentences with the words: I like to make Fill in the blank ____.

High Frequency Words - *make, time, all, into*

Vocabulary Words: burrow, soil, vine

Foundational Skills: add syllables, delete syllables, soft /c/ and soft /g/

Week 9

Read Alouds/Writing: Plants Feed Me and Planting Seeds

Focus: Writing - Performance Task Opinion

Activity: Planning an Opinion Piece, Organizing Our Writing, Writing a Draft, Revising and Editing, Final Draft and Publishing

Differentiation: ELL Support and SpeED

Writing:

Entering/Beginning - Ask yes or no questions about the opinion draft and have children use Thumbs Up or Thumbs Down to confirm understanding.

Developing/Expanding - Provide frames to answer questions about the letter, *We think we should grow ____ because ____.*

Bridging/Reaching - Have partners take turns asking and answering questions about the opinion and reasons in the letter.

High Frequency Words - review

Vocabulary Words: review

Foundational Skills: review

<p>Experiences (virtual and live field trips)</p>	<p>Virtual Field Trips:</p> <ul style="list-style-type: none"> ● New York Botanical Garden Virtual Walks: https://www.nybg.org/nybg-at-home/ ● United States Botanic Garden Virtual Tour: https://www.usbg.gov/take-virtual-tour ● How to Plant a Garden/ Virtual Farmer’s Market: https://youtu.be/E1GrO6UbaXY ● Greenhouse Virtual Trip: https://www.bobsmarket.com/virtual-field-trip ● Save the Chimps Virtual Field Trip: https://www.savethechimps.org/virtual-field-trip/ <p>Live Field Trips:</p> <ul style="list-style-type: none"> ● Liberty Science Center, Jersey City (Animal Exhibit) ● Turtle Back Zoo, West Orange (Animal Exhibits) ● Oasis Family Farm, Robbinsville (Free Ant Colony Exhibit) ● Arrange a field trip to one of our school greenhouses (Forest, Lincoln, Heywood)
<p>Resources</p>	
<p>iRead https://h100002020.education.scholastic.com/ScholasticCentral (teacher access) https://h100002020.education.scholastic.com/slms/StudentAccess (student access) Online Heggerty Resources/Lessons: https://www.heggerty.org/download-assessments-and-resources Tools for Reading: https://www.tools4reading.com/ LETRS Charts NJSLs Kindergarten https://www.state.nj.us/education/cccs/2016/ela/k.pdf HMH Resources- From the Discover homepage</p> <ol style="list-style-type: none"> 25. Writer’s Workshop 26. Decodables 27. Rigby Leveled Library 28. Sound Cards 29. Learning Cards 30. Big Books 31. Multimedia 32. Anchor Charts 33. Student Choice Library 34. Word Cards 35. iREAD 36. Articulation Videos 	
<p>Pacing/ Time Frame:</p>	<p>9 weeks</p>