**Writing**

Content Area: **Writing**

Course(s):      Writing Workshop

Time Period:  School Year

Length:         **September-June**

Status:         **Published**

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| **Course Pacing Guide** |
| Kindergarten students are introduced to living a writerly life. Students are first encouraged to label drawings, and then they quickly move on to writing personal narratives and all about books. We focus on not only how to write, but why we write.  **Model**   |  |  |  | | --- | --- | --- | | **Unit** | **Semester** | **Weeks** | | **Unit 1** Looking Closely: Observing, Labeling, and Listing Like Scientists | 1 | 4 | | **Unit 2** Launching the Writing Workshop | 1 | 6 | | **Unit 3** Writing for Readers | 2 | 12 | | **Unit 4** All About Books: Writing to Teach                     Others | 2 | 8 |      |  | | --- | | **Unit 1 Overview** | | This unit channels students to transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning about science. Students will “read the world,” collect natural items and create booklets of representational drawings with labels and, possibly, sentences, to capture the details with precision, while referencing nonfiction books when appropriate. |  |  | | --- | | **Enduring Understandings** | | Unit 1 Looking Closely: Observing, Labeling, and Listing Like Scientists:   * Writers write about things in the world around them. * Writers label pictures to say more about a topic or event.  |  | | --- | | **Essential Questions** | | 1. How do writers build and develop ideas to write about? |  |  | | --- | | **New Jersey Student Learning Standards (No CCS)** | | NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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. | | |

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| **Amistad Integration** |
| A Chair for My Mother by Vera B. Williams  Freight Train by Donald Crews |

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| **Holocaust/Genocide Education** |
| A Chair for My Mother by Vera B. Williams |

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| **Interdisciplinary Connections** |
| Students will integrate their writing with the science curriculum as they study trees and use writing to label tree parts, types, etc. ; study animals; study motion and materials  **CI.K-2.5.4.2.F.1** - [*Cumulative Progress Indicator*] - Observe and document daily weather conditions and discuss how the weather influences your activities for the day.  **SCI.K-2.5.2.2.A.a** - [*Content Statement*] - Living and nonliving things are made of parts and can be described in terms of the materials of which they are made and their physical properties. |

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| **Technology Standards** |  |
| 8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. |
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **21st Century Themes/Careers CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills**  **CRP4. Communicate clearly and effectively and with reason.**  **CRP5. Consider the environmental, social and economic impacts of decisions.**  **CRP6. Demonstrate creativity and innovation.**  **CRP7. Employ valid and reliable research strategies.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.**  **CRP12. Work productively in teams while using cultural global competence.** |

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| **Financial Literacy Integration** |
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**Grades K-4**

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

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| **Instructional Strategies & Learning Activities** |
| Engaging Experience 1 Teaching Point: Scientists live like writers by noticing all the details in the world around them. They draw pictures of what they notice and write labels on the drawings.  One way to do this is to model drawing a picture of a tree. Model how to look closely at the object and drawing what you see. Begin making an anchor chart titled How Write like a Scientist. Add - Look Closely, and -Draw what you see |

Engaging Experience 2 Teaching Point: Writers/scientists draw all the small details

-One way to do this is to model looking at an object for a second time emphasizing drawing the smallest details like a hole or a line. Point out how important it is to pay attention to the colors you use in your drawings. Add to anchor cart -Look Again, and - Add details.

Engaging Experience 3 Teaching Point: Writers need to spell words the best they can so that our readers can read them. We stretch out the sounds in a word so that we know what letters to write. You might even need to say the word five times to hear all the letter sounds.

● One way to do this is to model stretching out a word you want to use to label a picture. Use a rubber band or slinky to model saying the word slowly, listening for the letters and writing them as you hear them. Add to anchor chart -Label

Engaging Experience 4 Teaching Point: Writers/scientists look back at our pictures and add more detail. We even add more to our words. Sometimes we zoom in on the detail and even add another page.

● One way to do this is to model going back to a class text you have written to add even more detail to the pictures. Model adding a post-it note or another page to add information to your writing

Engaging Experience 5 Teaching Point: Scientists use lots of fancy words. When we write like scientists we want to use those same kinds of science words. We can use the charts, books, and other words around the

● One way to do this is to model using a book to find a specific scientific word to a class book. For example, you have the word “line” as a label on a picture of a leaf. Look up a picture of a leaf in a science book and point out that the scientific name is “vein.”

● Another way to do this is to model asking another “expert” what scientific words you could use in your writing. Model how talking to a partner about your topic may help you get more precise words to add to your writing.

Engaging Experience 6 Teaching Point: Scientists don’t just record exactly what we see and what we already know, but we can also push ourselves to think, “Why?” “Why does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” or “What is the reason . . . ?” We can write about our observations and our thoughts. We can even make good guesses even if we don’t know the answers.

● One way to do this is to model asking questions about the topics you have been writing about. Start an anchor chart of questions words. Model using these words in your writing.

Engaging Experience 7 Teaching Point: Writers look closely at objects to notice what is the same and what is different. We can write using our chart of compare/contrast language. “I noticed . . . is the same as . . .” “They both . . .” “I noticed . . . is different from . . .” “One has . . . but the other has . . .”

● One way to do this is to model comparing and contrasting objects in a collection. You can use real objects (like shells, leaves, food, etc.) or pictures (animals, food, weather, etc.) Think aloud as you compare and contrast the objects and model putting these thoughts in your book. (For example: This shell is smooth. This shell is bumpy).

Engaging Experience 8 Teaching Point: Science writers try to think of the best way to describe something we notice. One way we do this is to compare what we are writing about to something that people would already know.

● One way to do this is to model comparing some objects to things in the world. For example, we could say “Some birds are as colorful as a rainbow.” This will help our readers picture what we are writing about.

**Differentiated Instruction**

Inquiry/Problem-Based Learning

· Learning preferences integration (visual, auditory, kinesthetic)

· Sentence & Discussion Stems

· Tiered Learning Targets

· Learning Through Play

· Meaningful Student Voice & Choice

· Choice Boards

· Mastery Learning (feedback toward goal)

· Goal-Setting & Learning Contracts

· Game-Based Learning

· Flexible Grouping

· Rubrics

· Learning Menus

· Peer Editing with Mentor Buddy

· Learning Through Workstations

· Student Interest & Inventory Data

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| **Formative Assessments** |
| Observation of daily writing  Individual Writing Conferences |

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| **Summative Assessment** |
| DWA pre/post assessments |

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| **Benchmark Assessments** |
| DWA pre/post assessments |

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| **Alternate Assessments** |
| Words Their Way Inventory (For hearing and recording letter sounds) |

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| **Resources & Technology** |
| Units of Study in Opinion, Information, and Narrative Writing |

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| **BOE Approved Texts** |
| Lucy Calkins Unit of Study Kindergarten  Mentor Texts |

**Closure**

-Writing Celebration - audience writes feedback on post-it notes for each student

· Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

· Parent Hotline - Include an interesting question about the lesson (along with the answer) in parent communications so that the topic can be discussed over dinner.

· Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

· Have students write down three quiz questions (to ask at the beginning of the next class).

· Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?

· Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.

· Have kids orally describe a concept, procedure, or skill in terms so simple that a child in preschool would get it.

· Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

· Ask students to summarize the main idea in under 60 seconds to another student acting as an investigative reporter

· Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

· After writing down the learning outcome, ask students to show with colored card: "Stop-red (I'm totally confused. Go-green (I'm ready to move on.)" or "Proceed with caution-yellow (I could use some clarification on . . .)"

-After announcing down the learning outcome, ask students to show with thumbs up (Got it!), down (Don’t get it!) or sideways (More practice, please!)

- Create “I Am an Expert in …..” posters individually or in groups to share with the class or the preschool, as appropriate

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| **ELL** |
| · Alternate Responses  · Advance Notes to Parents or Educational Assistants  · Extended Time  · Teacher Modeling  · Simplified Verbal Instructions and Pictorial Instructions  · Frequent Breaks  · E-Dictionaires  · Google Translate |

**Special Education**

 · Shorten assignments to focus on mastery of key concepts.

· Shorten spelling (trick words) tests to focus on mastering the most functional words.

· Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)

· Specify and list exactly what the student will need to learn to pass.

· Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).

· Keep workspaces clear of unrelated materials.

· Keep the classroom quiet during intense learning times.

· Reduce visual distractions in the classroom (mobiles, etc.).

· Provide a computer for written work.

· Seat the student close to the teacher or a positive role model.

· Use a study carrel. (Provide extras so that the student is not singled out.)

· Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

· Keep extra supplies of classroom materials (pencils, books) on hand.

· Maintain adequate space between desks.

· Give directions in small steps and in as few words as possible.

· Number and sequence the steps in a task.

· Have student repeat the directions for a task.

· Provide visual aids.

· Go over directions orally.

· Provide a vocabulary list with definitions.

· Permit as much time as needed to finish work and tests.

· Allow tests to be taken in a room with few distractions (e.g., the library).

· Divide tests into small sections of similar questions or problems.

· Allow the student to complete an independent project as an alternative test.

· Give progress reports instead of grades.

· Grade spelling separately from content.

· Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

· Stand near the student when giving directions or presenting a lesson.

· Provide assistance from classroom educational assistant

· Permit a student to rework missed problems for a better grade.

**504**

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 · preferential seating

· extended time on tests and assignments

· reduced homework or classwork

· verbal, visual, or technology aids

· modified textbooks or audio-video materials

· behavior management support

· adjusted class schedules or grading

· pre-approved nurse's office visits and accompaniment to visits

· occupational or physical therapy

* assistance from classroom educational assistant

**At Risk**

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| · Use of mnemonics  · Have student restate information  · Provision of notes or outlines  · Concrete examples  · Use of a study carrel  · Assistance in maintaining uncluttered space  · Weekly home-school communication tools (notebook, daily log, phone calls or email messages)  · Worksheets with highlighted instructions  · Graph paper to assist in organizing or lining up math problems  · Use of manipulatives  · No penalty for spelling errors or sloppy handwriting  · Follow a routine/schedule  · Teach time management skills  · Verbal and visual cues regarding directions and staying on task  · Adjusted assignment timelines  · Visual daily schedule  · Immediate feedback  · Work-in-progress check  · Preview test procedures  · Cue/model expected behavior  · Use de-escalating strategies  · Use peer supports and mentoring  · Have parent sign homework/behavior chart  · Chart progress and maintain data   |  | | --- | | **Gifted and Talented** |   · Offer the Most Difficult First  · Pretest  · Offer choice  · Speak to Student Interests  · Allow G/T students to work together  · Tiered learning  · Focus on effort and practice  · Encourage risk taking   |  | | --- | | **Unit 2 Overview** | | This unit introduces the students to world of writing. Routines and procedures for Writers Workshop are introduced and students quickly identify themselves as authors and illustrators. Students are exposed to  narrative writing in this unit. In Topic 1 (Bend 1), your aim will be to introduce youngsters to the writing workshop. “You are an author”, you’ll say, and you’ll help youngsters understand how to think up a topic, to draw it, and then to do their best approximation of writing. You’ll also teach youngsters how to go from finishing one piece to starting another and to do this with some independence. In Topic 2 (Bend 2), children learn that they can reread what they have written, realize they have more to say, then staple on more pages to make a homemade book. Children will plan across the pages of their booklets and will elaborate more. You’ll channel children’s eagerness to fill up all the pages in their books into a willingness to label more of their pictures, to represent more sounds in a word, and to make two-word labels. In Topic 3 (Bend 3), children will learn that they can write to capture true stories from their lives. You’ll encourage children to put small episodes of their lives onto the page. Children will learn that to write true stories, writers think about what happened and then draw and write what happened first, then turn the page and tell what happened next and then next. In Topic 4 (Bend 4) your children will select a few stories to publish and will learn to revise and edit as they make those stories the best they can be. |  |  | | --- | | **Enduring Understandings** |   1. Drawing and writing are important ways to communicate information and stories.   2. Adding details strengthens a writer’s message.   |  | | --- | | **Essential Questions** | | 1. How do authors and illustrators teach people what they know?   2. How do authors and illustrators tell stories?   3. How do authors and illustrators make their writing better?  Excellent resource:  <https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Curriculum/Kindergarten/Kindergarten%20ELA%20-%20WRITING.pdf> |  |  | | --- | | **New Jersey Student Learning Standards (No CCS)** | | NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  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. |  |  | | --- | | **Amistad Integration** | | A Chair for My Mother by Vera B. Williams |   Freight Train by Donald Crews     |  | | --- | | **Holocaust/Genocide Education** | | A Chair for My Mother by Vera B. Williams |        |  | | --- | | **Interdisciplinary Connections** | | Students will integrate their writing with the science curriculum as they study trees, animals, motion/materials and use writing to record observations in science journals. |  |  |  | | --- | --- | | **Technology Standards** |  | | 8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. | | 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |   **21st Century Themes/Careers These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.**  **CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills**  **CRP4. Communicate clearly and effectively and with reason.**  **CRP5. Consider the environmental, social and economic impacts of decisions.**  **CRP6. Demonstrate creativity and innovation.**  **CRP7. Employ valid and reliable research strategies.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.**  **CRP12. Work productively in teams while using cultural global competence.**   |  | | --- | | **Financial Literacy Integration** | | [Money Basics Part 1 (Vocabulary)](http://www.scholastic.com/browse/article.jsp?id=3758371) |   **Grades K-4**  9.1.4.B.1 Differentiate between financial wants and needs.  9.1.4.B.2 Identify age-appropriate financial goals.  9.1.4.B.3 Explain what a budget is and why it is important.  9.1.4.B.4 Identify common household expense categories and sources of income.  9.1.4.B.5 Identify ways to earn and save.  9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.  9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).  9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.  9.1.4.C.4 Determine the relationships among income, expenses, and interest.  9.1.4.C.5 Determine personal responsibility related to borrowing and lending.  9.1.4.C.6 Summarize ways to avoid credit problems.  9.1.4.D.1 Determine various ways to save.  9.1.4.D.2 Explain what it means to “invest.”  9.1.4.D.3 Distinguish between saving and investing.  9.1.4.E.1 Determine factors that influence consumer decisions related to money.  9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.  9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.  9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.   |  | | --- | | **Instructional Strategies & Learning Activities** | | Engaging Experience 1: Teaching Point: Writer have specials tools when they write. Detailed Description/Instructions: ● One way to do this is to show students all the tools (paper, pencil, crayons, erasers, folders) they will have available during writing workshop. Explicitly model what each tool is used for and where the supplies are located. During writing time, students can just draw/write on a topic of their choice.  Engaging Experience 2 Teaching Point: It is not just grown-up writers like Donald Crews who write to teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper. Detailed Description/Instructions: ● One way to do this is to demonstrate how you go about making a teaching text- coming up with topics, then picturing those topics, and then getting ready to put what you know on the page. Model this process with a topic of you know about using chart paper  Engaging Experience 3 Teaching Point: After writers write what they know about a topic, they don’t just say, “I’m done” and relax. No way! Instead, writers say, “I’m going to look back on my writing and see if I can add more to it. Writers revise.”Detailed Description/Instructions: ● One way to do this is to set children up to encourage you to look back on yesterday’s writing, seeing if you can add more. Demonstrate “rereading” each item in your drawing, pointing as you name the item, and then generating more content to add. Emphasize that as a writer, you need to decide whether to add onto a piece you’ve already begun writing or to start a new one. Begin creating an anchor chart titled “When We Are Done, We Have Just Begun”.  Engaging Experience 4 Teaching Point: When writers have problems and don’t know what to do, they say, “I can solve this myself.” Then come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time.  Detailed Description/Instructions: ● One way to do this is to demonstrate that you solve your own problems and figure out what to do during writing time. Consider making an anchor listing solutions to typical problems encountered during writing workshop. Some examples are: my pencil broke, I don’t know what to write about, I can’t spell the words, I finished what I was working on, etc.  Engaging Experience 5 Teaching Point: Once writers have something they want to write about, it helps for them to get that topic-their garden, the supermarket- in mind before they write. Sometimes writer’s close their eyes, picture the topic they want to write about, and then put all the details into the picture and words.Detailed Description/Instructions: ● One way to do this is to begin a shared writing about a topic familiar to the children as well as to you. Model that you picture the topic, then record details, checking your mental image for more specific details.  Engaging Experience 6 Teaching Point: Writers use words as well as pictures to teach people what we know. Writers write words by saying the word slooooooowwwwwly and then writing down the first sound they hear. Detailed Description/Instructions: ● One way to do this is to compare sounding out words to stretching out a rubber band, and get children stretching out words that you need to add to the class text. Begin a spelling anchor chart. Add “Say It Slow Like a Turtle” (see Writers Don’t Say… anchor chart file.)  Engaging Experience 7 Teaching Point: When writers get that “on-no!” feeling about an idea that is hard, they don’t just quit. They keep trying.Detailed Description/Instructions: ● One way to do this is to tell a familiar tale that teaches the lesson that it’s important to persist in the face of difficulties. (The Little Engine That Could) Recruit students to help you work through the hard parts of your writing, through interactive writing  Engaging Experience 8 Teaching Point: Writers write to teach more, they add more pages to their books. We can use either a stapler or tape to turn pages into a book.Detailed Description/Instructions: ● One way to do this is to recruit the class to help one child turn a page of writing into a book. Put the students writing under the document camera and have the student share what is on the page. Ask questions and probe for new information to add. Model how to add a page by stapling or taping on new pages. |   Engaging Experience 9 (Session 8, pg. 57) Teaching Point: Writers of books take time to plan how their pages will go. Writers don’t just write one page and then say, “Oops, I want to add another.” Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.  ● One way to do this is to model telling a story across your hand. Counting the numbers of fingers and making a booklet with that many pages. Demonstrate how to add what you said for each finger on a different page of the book. ● Another way to do this is to model touching the pages of a blank book and telling what is happening on each page.  Engaging Experience 10 (Session 9, pg. 65) Teaching Point: Partners help writers after a book is written, when the writer is thinking, “I’m done.” Specifically, a partner reads a writers book and  then asks, “What questions does this book give me?” and then the partner asks the writer questions. Those questions help a write know what to add on.  ● One way to do this is to ask the class to be your writing partner and invite them to ask questions about your writing. Point out that “where,” “how,” and “why” questions help writers discover what they can add to their writing. Model adding to your writing based on the answers you give the students. You might consider making an anchor chart or talking stems with the question words. ● Another way to do this is to ask a partnership to come to the front and coach them as they give suggestions to each other. Model having Partner 2 read their writing, and then Partner 1 asking questions, then Partner 2 adding to their writing based on the questions.  Engaging Experience 11 (Session 10, pg. 73) Teaching Point: Brave writers need lots of practice in hearing sounds and matching them to letters. To get letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on.  ● One way to do this to introduce students to a new writing tool - a mini alphabet chart. Modeling adding words to a current shared writing piece, emphasizing how to look at the alphabet chart to find the letters you are wanting to write. Pass out the alphabet charts and have students help as you add more words to your writing  Engaging Experience 12 (Session 11, pg. 81) Teaching Point: Before authors publish their work, they do everything they know how to make their writing the best that it can be. Sometimes they even use a checklist to help them.  ● One way to do this is to model using the informational writing checklist to demonstrate how to use it to make your writing better - found on the Heinemann website.  Engaging Experience 13 Teaching Point: Writers not only write about things they know, they also write true stories about their lives.  ● One way to do this is to make an anchor chart of all the true stories students can write about (what I did over the weekend, something I did at home, one time you did something with a friend, something that happened at school.) Pick a common classroom event (like a fire drill) and write a shared story about the event. Start anchor chart titled “How to Write a True Story.” (see pg. 129 or found on the Heinemann website) AddThink of something that happened or that you did.  Engaging Experience 14 (Session 12, pg. 88) Teaching Point: One way writers get ready to write true stories is to first practice telling the stories. They tell all the little things that happened, including what people said and do.  ● One way to do this is to tell a story of something that happened to the class to model how a story sounds. Tell the story in a storyteller voice. Put the students in partners and ask them to retell the same story using their storyteller voices. Add to anchor chartPractice telling the story in a storyteller’s voice.  Engaging Experience 15 (Session 13, pg. 98) Teaching Point: Just as writers plan how information books will go, writers also plan how stories will go. Writers of story books plan from the start how the whole book will go. They touch each page as they tell their story. Then they turn the page to say the next thing that will happen  ● One way to do this is to tell a story of something that happened to the class to model how a story sounds. Tell the story in a storyteller voice. Use a booklet to touch each page as you tell a story. Then, put the students in partners and ask them to retell the same story using their storyteller voices to say what might happen next.  Engaging Experience 16 (Session 14, pg. 106) Teaching Point: When writers write stories, they try to write them in such a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.  ● One way to do this is to begin a story from your life as you draw only the sparse details onto a page of a blank booklet (example: a picture of a cat with no details of the surround room and people in the room. Then stop and talk through the story including all the details (who, what, and where) adding those details to the pictures as you talk. Add to anchor chart- Use pictures and words: Tell who is in the story. Tell where the story is taking place. Tell what is happening. (There is a good picture of this part of the chart in Unit 2:Writing for Readers, page. 24)  Engaging Experience 17 (Session 15, pg. 115) Teaching Point: Writers spell words fully so that they can read their stories and so that others can read them as well.  ● One way to do this is to say the word slowly as you can, listen closely to the sounds you hear at the beginning, and then write those sounds down. Next, you can say the word again as you reread your writing, this time listening closely for the sounds you hear in the middle, and then again at the end of the word. This helps you write all the sounds you hear in a word, from beginning to end, which will make your writing much easier to read. Demonstrate doing this by adding labels to a class story. To make your demonstration very explicit, you might voice over, or narrate, the steps of your process as your stretch the word, listen, and record each sound.  Engaging Experience 18 (Session 16, pg. 119) Teaching Point: Writers make characters talk. You can do this by putting speech bubbles by whoever is talking. When you tell the story, the speech bubbles will remind you to include what people said. Later, when you write the story, you can write bits of talking in the speech bubbles to get down the exact words that people said.  ● One way to do this is to model adding speech bubbles and bits of dialogue to one of your own stories. Recap by reading the whole page, including the dialogue. Add to anchor chart- Use speech bubbles to show what the people said.  **Differentiated Instruction**  Inquiry/Problem-Based Learning  · Learning preferences integration (visual, auditory, kinesthetic)  · Sentence & Discussion Stems  · Tiered Learning Targets  · Learning Through Play  · Meaningful Student Voice & Choice  · Choice Boards  · Mastery Learning (feedback toward goal)  · Goal-Setting & Learning Contracts  · Game-Based Learning  · Flexible Grouping  · Rubrics  · Learning Menus  · Peer Editing with Mentor Buddy  · Learning Through Workstations  · Student Interest & Inventory Data   |  | | --- | | **Formative Assessments** | | Observation of daily writing  Conferences | | **Summative Assessment** | | DWA pre/post assessments |        |  | | --- | | **Benchmark Assessments** | | DWA pre/post assessments |      |  | | --- | | **Alternate Assessments** | | Words Their Way Inventory (For hearing and recording letter sounds) |      |  | | --- | | **Resources & Technology** | | Units of Study in Opinion, Information, and Narrative Writing | | |  | | --- | | **BOE Approved Texts** | | Lucy Calkins Unit of Study Kindergarten |   **Closure**   |  |  | | --- | --- | | -Writing Celebration - audience writes feedback on post-it notes for each student  · Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.  · Parent Hotline - Include an interesting question about the lesson (along with the answer) in parent communications so that the topic can be discussed over dinner.  · Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.  · Have students write down three quiz questions (to ask at the beginning of the next class).  · Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?  · Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.  · Have kids orally describe a concept, procedure, or skill in terms so simple that a child in preschool would get it.  · Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.  · Ask students to summarize the main idea in under 60 seconds to another student acting as an investigative reporter  · Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"  · After writing down the learning outcome, ask students to show with colored card: "Stop-red (I'm totally confused. Go-green (I'm ready to move on.)" or "Proceed with caution-yellow (I could use some clarification on . . .)"  -After announcing down the learning outcome, ask students to show with thumbs up (Got it!), down (Don’t get it!) or sideways (More practice, please!)  - Create “I Am an Expert in …..” posters individually or in groups to share with the class or the preschool, as appropriate   |  | | --- | | **ELL** |   · Alternate Responses  · Advance Notes to Parents or Educational Assistants  · Extended Time  · Teacher Modeling  · Simplified Verbal Instructions and Pictorial Instructions  · Frequent Breaks  · E-Dictionaires  · Google Translate  **Special Education** | |   Use of mnemonics  · Have student restate information  · Provision of notes or outlines  · Concrete examples  · Use of a study carrel  · Assistance in maintaining uncluttered space  · Weekly home-school communication tools (notebook, daily log, phone calls or email messages)  · Worksheets with highlighted instructions  · Graph paper to assist in organizing or lining up math problems  · Use of manipulatives  · No penalty for spelling errors or sloppy handwriting  · Follow a routine/schedule  · Teach time management skills  · Verbal and visual cues regarding directions and staying on task  · Adjusted assignment timelines  · Visual daily schedule  · Immediate feedback  · Work-in-progress check  · Preview test procedures  · Cue/model expected behavior  · Use de-escalating strategies  · Use peer supports and mentoring  · Have parent sign homework/behavior chart  · Chart progress and maintain data  **Gifted and Talented**  Examples may include:  · Offer the Most Difficult First  · Pretest for Volunteers  · Offer choice  · Speak to Student Interests  · Allow G/T students to work together  · Tiered learning  · Focus on effort and practice  · Encourage risk taking  \*Add to or remove any of these as you see fit.  **Unit 3 Overview**  This unit teaches children strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. The big goal of the unit is to help children put actual words and sentences onto the page. They will continue to work in partnerships, as they did during the second unit, sharing their booklets just as reading workshop partners share their books. In Topic 1 (Bend 1), you’ll challenge your writers not only to tell the true stories of  their lives, but to do so through writing that is easy for others to read. As children work, you will address the print on the page and encourage your writers to write words in more conventional ways. The bend ends with a focus on writing in sentences and rereading their work as they write. In Topic 2 (Bend 2), begins by teaching children how to use a checklist to reflect on what they have learned so far this year. Sessions are designed specifically to strengthen your students’ word-writing skills by spotlighting the use of vowels and sight words. Writers will also use the power of partnerships as they aim to make their writing clearer. In Topic 3 (Bend 3), the focus shifts from getting readable words on the page to telling stories more powerfully through the use of revision. This bend will also include working in partnerships to support this work. In Topic 4 (Bend 4), students learn the process of taking a single piece of writing to publishing. Students will spend time both editing and revising and will work on creating an ending that introduces a big feeling.  **Enduring Understandings**  1. Drawing and writing are important ways to communicate stories. 2. Writers look for ways to make their writing better.  3. Using standard English conventions is important when writing to make the piece readable  **Essential Questions**  1.. How do authors and illustrators make their writing better?  2.  How do authors and illustrators tell stories?  3. Why is it important to re-read my writing?  4. . Why is it important for me to check my conventions when editing my work?   |  | | --- | | **New Jersey Student Learning Standards (No CCS)** |   NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  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.   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Amistad Integration**   A Chair for My Mother by Vera B. Williams  Freight Train by Donald Crews  **Holocaust/Genocide Education**   A Chair for My Mother by Vera B. Williams  **Interdisciplinary Connections**  The students will write their own math number story problems  A.K.OA.A.1 - [Standard] - Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  0x MA.K.OA.A.2 - [Standard] - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.   |  |  | | --- | --- | | **Technology Standards** |  | | 8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. | | 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |   **21st Century Themes/Careers These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.**  **CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills**  **CRP4. Communicate clearly and effectively and with reason.**  **CRP5. Consider the environmental, social and economic impacts of decisions.**  **CRP6. Demonstrate creativity and innovation.**  **CRP7. Employ valid and reliable research strategies.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.**  **CRP12. Work productively in teams while using cultural global competence.**  **Financial Literacy Integration**  [Money Basics Part 1 (Vocabulary)](http://www.scholastic.com/browse/article.jsp?id=3758371)  **Grades K-4**  9.1.4.B.1 Differentiate between financial wants and needs.  9.1.4.B.2 Identify age-appropriate financial goals.  9.1.4.B.3 Explain what a budget is and why it is important.  9.1.4.B.4 Identify common household expense categories and sources of income.  9.1.4.B.5 Identify ways to earn and save.  9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.  9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).  9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.  9.1.4.C.4 Determine the relationships among income, expenses, and interest.  9.1.4.C.5 Determine personal responsibility related to borrowing and lending.  9.1.4.C.6 Summarize ways to avoid credit problems.  9.1.4.D.1 Determine various ways to save.  9.1.4.D.2 Explain what it means to “invest.”  9.1.4.D.3 Distinguish between saving and investing.  9.1.4.E.1 Determine factors that influence consumer decisions related to money.  9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.  9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.  9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.  9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.  **Instructional Strategies & Learning Activities**   Unit 3  Writing for Readers:   * The students will draw stories for readers. * The students will write sentences that tell a story. * The students will learn the power of rereading. * The students will write readable stories using a word wall. * The students will write amazing story beginnings. * The students will work with a hear and record more sounds in words. * The students will work with a partner to answer reader questions to add more detail. * The students will end their pieces with feelings.   **Differentiated Instruction**  Inquiry/Problem-Based Learning  · Learning preferences integration (visual, auditory, kinesthetic)  · Sentence & Discussion Stems  · Tiered Learning Targets  · Learning Through Play  · Meaningful Student Voice & Choice  · Choice Boards  · Mastery Learning (feedback toward goal)  · Goal-Setting & Learning Contracts  · Game-Based Learning  · Flexible Grouping  · Rubrics  · Learning Menus  · Peer Editing with Mentor Buddy  · Learning Through Workstations  · Student Interest & Inventory Data  **Formative Assessments**  Observation of daily writing  Conferences  **Summative Assessment**  DWA pre/post assessments  **Benchmark Assessments**   DWA pre/post assessments  **Alternate Assessments**  Words Their Way Inventory (For hearing and recording letter sounds)  **Resources & Technology**  Units of Study in Opinion, Information, and Narrative Writing  **BOE Approved Texts**  Lucy Calkins Unit of Study Kindergarten  **Closure**  -Writing Celebration - audience writes feedback on post-it notes for each student  · Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.  · Parent Hotline - Include an interesting question about the lesson (along with the answer) in parent communications so that the topic can be discussed over dinner.  · Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.  · Have students write down three quiz questions (to ask at the beginning of the next class).  · Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?  · Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.  · Have kids orally describe a concept, procedure, or skill in terms so simple that a child in preschool would get it.  · Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.  · Ask students to summarize the main idea in under 60 seconds to another student acting as an investigative reporter  · Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"  · After writing down the learning outcome, ask students to show with colored card: "Stop-red (I'm totally confused. 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(Provide extras so that the student is not singled out.)  · Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.  · Keep extra supplies of classroom materials (pencils, books) on hand.  · Maintain adequate space between desks.  · Give directions in small steps and in as few words as possible.  · Number and sequence the steps in a task.  · Have student repeat the directions for a task.  · Provide visual aids.  · Go over directions orally.  · Provide a vocabulary list with definitions.  · Permit as much time as needed to finish work and tests.  · Allow tests to be taken in a room with few distractions (e.g., the library).  · Divide tests into small sections of similar questions or problems.  · Allow the student to complete an independent project as an alternative test.  · Give progress reports instead of grades.  · Grade spelling separately from content.  · Show a model of the end product of directions (e.g., a completed math problem or finished quiz).  · Stand near the student when giving directions or presenting a lesson.  · Provide assistance from classroom educational assistant  · Permit a student to rework missed problems for a better grade.  **504**  · preferential seating  · extended time on tests and assignments  · reduced homework or classwork  · verbal, visual, or technology aids  · modified textbooks or audio-video materials  · behavior management support  · adjusted class schedules or grading  · pre-approved nurse's office visits and accompaniment to visits  · occupational or physical therapy   * assistance from classroom educational assistant   **At Risk**  · Use of mnemonics  · Have student restate information  · Provision of notes or outlines  · Concrete examples  · Use of a study carrel  · Assistance in maintaining uncluttered space  · Weekly home-school communication tools (notebook, daily log, phone calls or email messages)  · Worksheets with highlighted instructions  · Graph paper to assist in organizing or lining up math problems  · Use of manipulatives  · No penalty for spelling errors or sloppy handwriting  · Follow a routine/schedule  · Teach time management skills  · Verbal and visual cues regarding directions and staying on task  · Adjusted assignment timelines  · Visual daily schedule  · Immediate feedback  · Work-in-progress check  · Preview test procedures  · Cue/model expected behavior  · Use de-escalating strategies  · Use peer supports and mentoring  · Have parent sign homework/behavior chart  · Chart progress and maintain data  ·  **Gifted and Talented**  Offer the Most Difficult First  · Pretest  · Offer choice  · Speak to Student Interests  · Allow G/T students to work together  · Tiered learning  · Focus on effort and practice  · Encourage risk taking  **Unit 4 Overview**  **This unit teaches students that their beloved bicycle, their action figure collection, and their favorite topics - horses, insects, dinosaurs - are book**  **worthy! During this unit, each child will write lots of information books about lots of different topics. Students will recognize that their own lives are full of so much that they can teach others. In Topic 1 (Bend 1) Writing All-About Books on Topics We Love • The emphasis is on organization. You will spend the week teaching students how to stick to one piece of information at a time, rather than ramble on, and to make sure that all the pages of the all-about book fit together under one main topic. In Topic 2 (Bend 2) Revise by Elaborating--and Then Begin Writing Longer Books, Right from the Start • Students learn how to elaborate and say more on each page. You will teach them to say more on each page by including more information, adding examples, and considering their readers’ questions. They will also use many of the same strategies that they already learned for writing how-to texts. Plan to spend a week on this bend. In Topic 3 (Bend 3) Revising to Add Text Features-- Then Writing More Developed Books from the Start • Students will spend the week learning to revise and also write new books, incorporating into their own writing the features of nonfiction that they notice in mentor texts. In Topic 4 (Bend 4) One Final Grand Revision to Prepare for a Publishing Party • Students will pick one book to revise, edit, and publish for the celebration. This week will culminate with a writing celebration where students teach others all about their areas of expertise.**  **Enduring Understandings**  1. Drawing and writing are important ways to teach people about a topic.  2. Writers can teach people about many things.   3. Writers study nonfiction texts from other authors and learn from them.  **Essential Questions**  1. What type of information can be shared through writing?  2. How can we communicate our ideas through writing?  3. How can we learn from other nonfiction authors?  **New Jersey Student Learning Standards (No CCS)**  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.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis off content.  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed  **Amistad Integration**   A Chair for My Mother by Vera B. Williams  Freight Train by Donald Crews  **Holocaust/Genocide Education**  A Chair for My Mother by Vera B. Williams  **Interdisciplinary Connections**  Students are choosing a topic to write about in their All About Books.  **SOC.K-4.1.4.2** - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.  **SOC.K-4.1.3.1** - Distinguish fact from fiction   |  |  | | --- | --- | | **Technology Standards** |  | | 8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. | | 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |   **21st Century Themes/Careers These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.**  **CRP1. 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Work productively in teams while using cultural global competence.**  **Financial Literacy Integration**  [Money Basics Part 1 (Vocabulary)](http://www.scholastic.com/browse/article.jsp?id=3758371)  **Grades K-4**  9.1.4.B.1 Differentiate between financial wants and needs.  9.1.4.B.2 Identify age-appropriate financial goals.  9.1.4.B.3 Explain what a budget is and why it is important.  9.1.4.B.4 Identify common household expense categories and sources of income.  9.1.4.B.5 Identify ways to earn and save.  9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.  9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).  9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.  9.1.4.C.4 Determine the relationships among income, expenses, and interest.  9.1.4.C.5 Determine personal responsibility related to borrowing and lending.  9.1.4.C.6 Summarize ways to avoid credit problems.  9.1.4.D.1 Determine various ways to save.  9.1.4.D.2 Explain what it means to “invest.”  9.1.4.D.3 Distinguish between saving and investing.  9.1.4.E.1 Determine factors that influence consumer decisions related to money.  9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.  9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.  9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.  9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.  **Instructional Strategies & Learning Activities**   The students will use what they know to choose a topic.   * The students will plan across several pages. * The students will use transition words to make the instructions flow.    The students will label their diagrams to teach even more information.   * The students will write as many pieces as they can. * The students will reflect to create their best informational writing. * The students will write Introductions and conclusions to help their readers.   **Differentiated Instruction**  Inquiry/Problem-Based Learning  · Learning preferences integration (visual, auditory, kinesthetic)  · Sentence & Discussion Stems  · Tiered Learning Targets  · Learning Through Play  · Meaningful Student Voice & Choice  · Choice Boards  · Mastery Learning (feedback toward goal)  · Goal-Setting & Learning Contracts  · Game-Based Learning  · Flexible Grouping  · Rubrics  · Learning Menus  · Peer Editing with Mentor Buddy  · Learning Through Workstations  · Student Interest & Inventory Data  **Formative Assessments**  Observation of daily writing  Conferences  **Summative Assessment**  DWA pre/post assessments  **Benchmark Assessments**   DWA pre/post assessments  **Alternate Assessments**  Words Their Way Inventory (For hearing and recording letter sounds)  **Resources & Technology**  Units of Study in Opinion, Information, and Narrative Writing  **BOE Approved Texts**  Lucy Calkins Unit of Study Kindergarten  **Closure**  -Writing Celebration - audience writes feedback on post-it notes for each student  · Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. 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Repeat.  · Have kids orally describe a concept, procedure, or skill in terms so simple that a child in preschool would get it.  · Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.  · Ask students to summarize the main idea in under 60 seconds to another student acting as an investigative reporter  · Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"  · After writing down the learning outcome, ask students to show with colored card: "Stop-red (I'm totally confused. Go-green (I'm ready to move on.)" or "Proceed with caution-yellow (I could use some clarification on . . .)"  -After announcing down the learning outcome, ask students to show with thumbs up (Got it!), down (Don’t get it!) or sideways (More practice, please!)  - Create “I Am an Expert in …..” posters individually or in groups to share with the class or the preschool, as appropriate  **ELL**  · Alternate Responses  · Advance Notes to Parents or Educational Assistants  · Extended Time  · Teacher Modeling  · Simplified Verbal Instructions and Pictorial Instructions  · Frequent Breaks  · E-Dictionaires  · Google Translate  **Special Education**  · Shorten assignments to focus on mastery of key concepts.  · Shorten spelling (trick words) tests to focus on mastering the most functional words.  · Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)  · Specify and list exactly what the student will need to learn to pass.  · Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).  · Keep workspaces clear of unrelated materials.  · Keep the classroom quiet during intense learning times.  · Reduce visual distractions in the classroom (mobiles, etc.).  · Provide a computer for written work.  · Seat the student close to the teacher or a positive role model.  · Use a study carrel. (Provide extras so that the student is not singled out.)  · Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.  · Keep extra supplies of classroom materials (pencils, books) on hand.  · Maintain adequate space between desks.  · Give directions in small steps and in as few words as possible.  · Number and sequence the steps in a task.  · Have student repeat the directions for a task.  · Provide visual aids.  · Go over directions orally.  · Provide a vocabulary list with definitions.  · Permit as much time as needed to finish work and tests.  · Allow tests to be taken in a room with few distractions (e.g., the library).  · Divide tests into small sections of similar questions or problems.  · Allow the student to complete an independent project as an alternative test.  · Give progress reports instead of grades.  · Grade spelling separately from content.  · Show a model of the end product of directions (e.g., a completed math problem or finished quiz).  · Stand near the student when giving directions or presenting a lesson.  · Provide assistance from classroom educational assistant  · Permit a student to rework missed problems for a better grade |   **504**  preferential seating  · extended time on tests and assignments  · reduced homework or classwork  · verbal, visual, or technology aids  · modified textbooks or audio-video materials  · behavior management support  · adjusted class schedules or grading  · pre-approved nurse's office visits and accompaniment to visits  · occupational or physical therapy   * assistance from classroom educational assistant |

**At Risk**

· Use of mnemonics

· Have student restate information

· Provision of notes or outlines

· Concrete examples

· Use of a study carrel

· Assistance in maintaining uncluttered space

· Weekly home-school communication tools (notebook, daily log, phone calls or email messages)

· Worksheets with highlighted instructions

· Graph paper to assist in organizing or lining up math problems

· Use of manipulatives

· No penalty for spelling errors or sloppy handwriting

· Follow a routine/schedule

· Teach time management skills

· Verbal and visual cues regarding directions and staying on task

· Adjusted assignment timelines

· Visual daily schedule

· Immediate feedback

· Work-in-progress check

· Preview test procedures

· Cue/model expected behavior

· Use de-escalating strategies

· Use peer supports and mentoring

· Have parent sign homework/behavior chart

· Chart progress and maintain data

**Gifted and Talented**

Offer the Most Difficult First

· Pretest

· Offer choice

· Speak to Student Interests

· Allow G/T students to work together

· Tiered learning

· Focus on effort and practice

· Encourage risk taking