Unit 2: Let's Explore

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Belleville Public Schools

Curriculum Guide

Kindergarten ELA/Writing

Unit 2: Let's Explore

Belleville Board of Education

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Unit Overview

In Unit 2: Let's Explore, students are encouraged to think about how they can learn about places through observation. They will learn to include details that describe the people and the places they observe. They will ask questions and learn that there's a lot they can learn from careful observation. Additionally, students will continued to be exposed to both fiction and nonfiction texs. They will learn to identify main idea and deails, as well as, recognize action words as verbs. They will be exposed to the high frequency words: the, we, see, a, like.

Enduring Understandings

Students will understand that...

- tools can help us explore.
- shapes help us idenitfy things.
- bugs can help us learn about different places.

Essential Questions

- How do tools help us explore?
- What shapes do you see around you?
- What kinds of bugs do you know about?

Exit Skills

By the end of Unit 2: Let's Explore, students will be able to...

- ask and answer questions.
- idenity action words as verbs.

- identify the main idea and supporting details of text.
- reviw the sound for letters: p, t, s, m.
- make observations.
- idenitfy words with short a sounds.
- participate in shared reading of different genres.
- idenify the high-frequency words we, see, a, like.

New Jersey Student Learning Standards (NJSLS)

LA.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).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RF.K	Reading Foundation Skills
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.4.A	Read emergent-readers with purpose and understanding.
LA.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.
	Research to Build and Present Knowledge
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.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.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Interdisciplinary Connections

- Science (Life Sciences): "World of Bugs"
- Science (Engineering, Technology, and Applications of Science): "Let's Explore"

MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K-LS1-1.1	Patterns.

Learning Objectives

In Unit 2: Let's Explore, students will be able to...

- 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.
- identify real-life connections between words and their use.
- isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- read common high-frequency words by sight.
- read emergent-reader texts with purpose and understanding.
- 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.
- use frequently occurring nouns and verbs.
- produce and expand complete sentences in shared language activities.
- recognize action words (verbs)
- ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- identify real-life connections between words and their use.
- actively engage in group reading activities with purpose and understanding.
- write a letter or letters for most consonant and short-vowel sounds.
- follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in

small and larger groups.
- add drawings or other visual displays to descriptions as desired to provide additional detail.

Suggested Activities & Best Practices

RESEARCH AND INQUIRY

Weekly Projects

Each week children will be asked to find out more about the topic they are reading about. Children will be asked to work in pairs or small groups to complete their work. Children use what they learn from their reading and discussions as well as other sources to find additional information.

Shared Research Board

You may wish to set up a Shared Research Board in the classroom. You can post illustrations and other information that children gather as they do their research.

WEEKLY PROJECTS

Students work in pairs or small groups.
Week 1 Illustrated Tool Belt
Week 2 Informational Shape Chart
Week 3 Illustrated Bug Bulletin Board

MUSIC LINKS

www.connected.mcgraw-hill.com Integrate music into your classroom using the downloadable audio files in the Teacher's Resources online. Songs for this unit include:

WEEKLY SONGS

- Eency Weency Spider
- Polly and Paul Play the Piano
- My Two-Ton Turtle

HOLIDAY SONGS

- Buenos Dias, Amigo (Good Day, Friend)
- Boo!
- I Caught a Rabbit
- Five Fat Turkeys (speech piece)
- A Mince Pie and Pudding

CELEBRATION POSTERS

Celebrate Display the Fall Celebrations poster. Use it to remind students of important holidays during the season. Commemorate the holidays by selecting from the activity suggestions provided in the Teacher Resources found atwww.connected.mcgraw-hill.com.

Teaching Posters are available for Fall, Winter, Spring, and Summer.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Informative/Explanatory Writing (Summative)
- DRA2 Results Beginning in January for Kindergarten (Benchmark)
- Anecdotal Records (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- McGraw Hill Wonders Reading Anthology
- Reading/Writing Workshop Model
- Big Book
- Close Reading Companion (online)
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Interactive Read-Aloud Cards
- Retelling Cards
- Word-Building Cards
- Teaching Posters
- Go Digital Components (Wonders Online)
- DRA2 Kit

Ancillary Resources

- Smart Television
- Smartboards
- Student Laptops/Tablets
- Decodable Readers
- Leveled Readers
- Literacy Centers
- Anchor Charts
- Word Wall

Technology Infusion

- McGraw Hill Website: Access Through Google Waffle
- Wonders Multimedia Library
- Wonders Listening Library
- Wonders Interactive Listening
- Wonders Unit/Weekly Video Clip Openers
- Wonders Weekly Song Libary



Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World Languages;
- Technology;
- Visual and Performing Arts

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

Differentiation

Students will be exposed to different teaching strategies in support of the diverse learning needs that encompass a classroom. Strategies such as the use of Word Walls, anchor charts, and small group instruction will help teachers meet students' needs. Through the Readers and Writers framework, teachers will also employ differentiation strategies through intentional, data driven instruction that targets and supports all learners. Ongoing conferences, anecdotal records, and formative assessments will also help teachers focus on student needs.

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiation

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles

- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiation

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Following IEP and 504 guidelines for specific modifications and accommodations, teachers can utilize the Readers and Writers frame work to help support special education students as they gain equitable access to grade level standards. Conferences, small group instruction, anchor charts, and frequent checks or understanding add and support the necessary data to ensure all students are making progress. Additionally, special education students have access to Wonder Works which supports their learning needs.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

ELLs will benefit from the use of Visual Vocabulary Cards, Language Transfer Handbook, Retelling Cards, and graphic organizers to help them make sense of the readings. Additionally, by following the Readers and Writers framework, teachers will be able to support students through intentional conferencing and small group instruction that targets their learning needs and improves comprehension and movement toward grade level mastery.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

At Risk students will benefit from the use of Visual Vocabulary Cards, Retelling Cards, and graphic organizers to help them make sense of the readings. Additionally, by following the Readers and Writers framework, teachers will be able to support students through intentional conferencing and small group instruction that targets their learning needs and improves comprehension and

movement toward grade level mastery.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Talented and Gifted Learners will benefit from learning through the Readers and Writers framework. Teachers will be able to support talented and gifted students through intentional conferencing and small group instruction that supports their interests and learning needs.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Kindergarten, Unit 3: Going Places, Week 1, Day 2

NJSLS: See Standard Linked Below

Interdisciplinary Connection: Social Studies

Statement of Objective: Students will be able to blend sounds to make words.

Anticipatory Set/Do Now: "Boys and girls, it's time to THINK NOW! As you join me in the carpet think about yesterday's skill, breaking and joining letter sounds to make words, and how you used this skill when you practiced reading on your own."

Learning Activity: The following is the outline of the lesson as per the lesson planning structure of Readers and Writers Workshop:

Connection (1 minute)

“Remember, we learned that the letters of the alphabet make different sounds. For example, I know that the letter m makes the /m/ sound. The word monkey begins with the /m/ sound. (Give additional examples as necessary). Good readers blend letter sounds to make a word. When we read, it is important to blend these letter sounds together to make a word.”

“Today I’m going to teach you that when good readers come to a word they do not know, they take the time to sound it out.”

Teaching (5 min)

Give Students a Brief Description of Strategy and Why It’s Important

- “Boys and girls, sometimes when I am reading,I come across a word I do not know. Instead of skipping the word, I take the time to sound it out by blending the letter sounds.”
- “Good readers do this because it helps them understand what they are reading.”

Let me show you what I mean ……

- Teacher: Turn back and show pages 14 and 15 of How Do Dinosaurs Go to School. The teacher should read part of this page out loud and model struggling to read a word and then sound it out by blending the letter sounds.

  “Does a dinosaur...hmmm... I don’t know that word.../y/ /e/ /l/ /l/...yell?”

(Model with additional words as necessary)

Recap ….. Did you see what I did?

“Did you see how when I came to a word I did not know that I stopped, sounded out the word by blending the letter sounds?”

Active Engagement (3 min) Allows for guided practice

Now it's your turn to try this…..

Teacher: Open up the Readers Writers Workshop Book on the Smart TV to the story Can I Pat It? (p. 8-13). To mimic this strategy, use a post it note to cover the word "pat" on the Smart TV to indicate a word that the reader is struggling with. Then begin reading the page. Uncover the post it.

"Boys and girls turn and talk with your partner and practice blending out these letter sounds to make a word."

After 2 minutes, purposefully choose two readers to share how they blended the letter sounds to make the word "pat".

Allow for additional practice as necessary.

Link (1 min)

Linking mini lesson to their independent work

"Today, I just taught you that when good readers come to a word they do not know, they take the time to sound it out."

"When you go off to read today, you're going to practice blending the letter sounds to make a word while you read your own books. Now that you know this is something that good readers do, you can use this skill whenever you read."

*Note: Add this strategy to your Unit anchor chart.

Independent Reading

Suggested time: Build to 30 minutes over the school year.

- Students are reading independently.
- Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

Share

End of workshop - Whole Group Share

Options:

- Have students share a word they were struggling with and how they blended letter sounds to make the word.
- Praise behaviors that were observed during students' independent reading.

Sample talk: "Suzie, I really loved that when you came to a word that you were struggling with, you took the time to sound it out instead of skipping it. I know you were really trying to apply the strategy of sounding out unknown words. Nice job, Suzie!!"

- Review previously taught strategies and skills.

Sample talk: " You all did such a great job blending the sounds of unknown words today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as…."

Student Assessment/CFU's: Turn and Talk, Thumbs Up/Down

Materials: Smart TV, Projection of Wonders story "Can I Pat It?", Post-It Notes

21st Century Themes and Skills: Communication

Differentiation/Modifications: Visual Display, Turn and Talk, Student Choice during Independent Reading

Integration of Technology: Smart TV, Wonders story online

LA.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.