Unit 1: Take a New Step

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Unit 1: Take a New Step

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten English Language Learners (ELL)

Unit 1: Take a New Step

Belleville Board of Education

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Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

Unit One takes ELLs through the discovery of trying new things. It asks children to think about activities they like to do with their friends, describe different types of animals and how they move, and how children can uses their senses to describe objects around them. Topics covered in Unit One include friends, baby animals and five senses.

Enduring Understandings

Week 1. Understand the importance of getting along with others through play and sharing their feelings.

Week 2. Compare and contrast how baby animals move and how their movements are interesting.

Week 3. Learn about their five senses, how they are used and what they learn from them.

Essential Questions

During Unit 1, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "What can we learn when we try new things?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

Week 1:

Concept: Make New Friends

Essential Question: How can we get along with new friends?

Week 2:

Concept: Get Up and Go!

Essential Question: How do baby animals move?

Week 3:

Concept: Use your Senses

Essential Question: How can your senses help you learn?

Exit Skills

By the end of the unit, students will be able to:

- Use reading strategies to a comprehend text
- Use reading strategies to ask questions about text
- Identify characteristics of different types of genres
- Read and write grade level specific high-frequency words
- Apply grade level phonics skills
- Utilize writing traits to create grade appropriate writing pieces

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

LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.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.
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.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.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.
LA.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).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.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).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
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	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
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.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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.
LA.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.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.10	(Begins in grade 3)
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.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.B	Recognize and name end punctuation.
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.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
LA.L.K.4.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LA.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

LA.L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
K-ESS3-3.8	Obtaining, Evaluating, and Communicating Information
K-ESS3-1.ESS3.A.1	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.

Learning Objectives

- Listen actively to an oral presentation.
- Develop oral language and listening skills.
- Retell a story.
- Collaborate to read and respond to a text.
- Modify sentences to add details.
- Develop oral vocabulary
- Collaborate to converse about a topic
- Ask and answer questions about key details in a text
- Discuss activities and events that occur in a story
- Develop language to use when talking about a topic
- Identify and read High-Frequency Words
- Identify and practice phonemes within words
- Create words with Word Building Cards
- Draw conclusions about a character's feelings
- Participate in an interactive Read Aloud
- Identify similarities and differences

Suggested Activities & Best Practices

Unit 1, Week 1

- Read: How To Be A Good Friend by Laurie Krasny Brown. Afterwards have a class discussion about what the students learned about how to be a friend.
- Our Friendship Web: Have the students sit a circle and take turns throwing a ball of yarn around so it creates a web. Before they throw the yarn, students have to say something such as: say the name of the person they are throwing it to and

something nice about them, say something about themselves so others get to know them, or what they are wanting to learn in school.

- My New Friend: Have students pair up with a new friend and fill out a "Get to Know You" worksheet so that they get to know each other, they can then teach the class something they learned about their new friend.
- Have children draw themselves doing each of their favorite activities with friends. Have them dictate labels, captions or sentences as they are able, using the words and frames they have been learning.

Unit 1, Week 2

- Youtube: Watch These Baby Animals Move (Elmo at the Zoo #7) https://www.youtube.com/watch?v=LzmcNlftNxs
- Create an animal book about how different animals move. Each worksheet should have a picture of the animal and then a sentence starter for the students to fill in about the movement. For example: A baby gorilla can _____.
- Have children draw pictures of themselves moving as any one of the animals in the picture, an animal on the chart, or another animal. Help them complete the caption:I like to ____ like ____.
- Read: Baby Animals Move by Suzi Eszterhas

Unit 1, Week 3

- Read: The Magic School Bus Explores the Senses by Joanna Cole
- Build sentences by printing out a set of words. Then have the students put together the words to form sentences and then use a pointer to read them aloud. The sentences will need to include one of the five senses: "I can see the...", "I can smell the...", "I can touch the...", "I can taste the...", "I can hear the..."
- Have children draw a picture of the body parts related to the five senses (ears, nose, eyes, hand, mouth). Then have them look around the room for items they can hear, smell, see, touch, and taste. Have them draw a picture of an object next to the body part/sense they use to learn about that object. For example, they might draw a stuffed animal next to a hand to show that it's something they can feel. Guide children to add labels, using the words and frames they have been learning.

Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment (Summative):

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing
- Option for Paper/Pencil and Digital Assessments

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Informative/Explantory Writing (Summative)
- DRA2 Results (Benchmark)

- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- 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

- My Language Book
- Literature Big Books
- Big Book and Little Book Reading/Writing Workshop
- Retelling Cards
- Interactive Read-Aloud Cards
- Visual Vocabulary Cards
- Decodable Readers
- Leveled Readers

Ancillary Resources

- Sound-Spelling Cards
- High-Frequency Cards
- Photo Cards
- eBooks
- Differentiated Texts
- Student Practice Worksheets

Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

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.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

Differentiations:

- 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 Differentiations:

- 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 Differentiations

- 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)

- If children are unable to respond with phrases or short sentences then provide frames to help them.
- If children struggle to label their drawings then review with them the list of theme words from Day 4.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program.

It mirrors all of the skills and strategies of the Wonders reading series.

- 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)

- Have children draw and label/caption pictures.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- Retelling Cards - Students can retell their favorite selection using the retelling prompts.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- 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

- Use online Reteaching lessons for phonemic awareness, phonics, high-frequency words, and vocabulary.
- Use the Language Development Cards for grammar and vocabulary.

- 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)

Unit 1, Week 1

- Say: Let's talk about what it means to get along with new friends. What do you think it means? What happens when you get along? What happens if someone doesn't get along? How can you make sure friends get along?
- Have children draw and write about how Bear feels at the beginning, middle, and end of What About Bear? Encourage them to use complete sentences as they are able.

Unit 1, Week 2

- Say: Let's talk about interesting ways baby animals move. Tell me about one of these movements and why it is interesting. Can you move like this? What baby animal's movement do you also make? How do you move this way?
- Have children draw and write sentences about the movements of one of the animals from Pouch! They should draw the pictures in a sequence that show how the motion is made. Encourage children to use complete sentences.

Unit 1, Week 3

- Say: Let's talk about how you use your five senses. Tell me about things you like to explore with each of your senses.
- Have children draw and write about five things from Senses at the Seashore to describe different things you can see, hear, taste, smell, and touch. Encourage children to use complete sentences.

- 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: Unit 1, Week 1**:** How Can We Get Along with New Friends? (Day 1, Language Support)

NJSLS:

Interdisciplinary Connection: Reading and Writing

Statement of Objective:

Develop oral language to use when talking about getting along with friends.
Collaborate to express ideas about doing activities with friends.
Listen actively to an oral presentation about getting along with new friends.
Understand the importance of getting along with others.
Identify ways to share and get along.

Anticipatory Set/Do Now:

Say: Today you will learn words to use when you meet new friends and play with both new and old friends. I will work with you on these words and then you will complete My Language Book pages and talk about them with each other. The pages have pictures of children during playtime. You will also use language from the story What About Bear?, which will help you talk about the story.

Learning Activity:

To begin, we are go to listen to the rhyme "The More We Get Together" which the students can chant or sing, accompanied by body movements. Ask: *Why are children happier the more they get together? Point out that many activities are more enjoyable when they are done together. Guide children to name some of their favorite activities. Make a list using their suggestions. Ask: Which activities are better to do together? To help children answer the question, guide them to talk about what they do with friends, using sentence frames and prompts such as the following. I like to play _____ with _____. Guide small groups to talk about things they like to do with friends. Provide language frames for children to use to sum up their discussions, such as:*

I like to play _____ with friends because it is _____.
One thing that happens when we do things together is _____.
I like to _____ with _____ because _____.

Write About It: Have children draw themselves doing each of their favorite activities with friends. Have them dictate labels, captions or sentences as they are able, using the words and frames they have been learning.

Student Assessment/CFU's:

Observation
Thumb Up, Thumb Down
Green, Yellow, Red Cards

Materials:

My Language Book, p.2

21st Century Themes and Skills:

Communication
Collaboration

Differentiation/Modifications:

Leveled Readers
Differentiated Text
The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
Student Practice Worksheets

Integration of Technology:

https://my.mheducation.com/login

Interactive Read Alouds
Digital Visual Vocabulary Cards
Laptops
Smartboard
Multimedia Library
Listening Library
Weekly and Unit Video Clip Openers

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LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.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.

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