Unit 2: Let's Explore

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Unit 2: Let's Explore

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten English Language Learners (ELL)

Unit 2: Let's Explore

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 Two takes ELLs through new discoveries when exploring. It asks children to think about different tools people use to complete a task, identify shapes in the classroom and in nature, and describe the ways bugs look and move. Topics covered in Unit One include tools, shapes, and bugs.

Enduring Understandings

Week 1. Compare different tools and how they are helpful

Week 2. Recognize circles, squares, rectangles, and triangles and identify their attributes.

Week 3. Understand how insects are alike and different.

Essential Questions

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 you find out when you explore?" 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: Tools We Use
Essential Question: How do tools help us explore?

Week 2:
Concept: Shapes All Around
Essential Question: What shapes do you see around you?

Week 3:
Concept: World of Bugs
Essential Question: What kind of bugs do you know about?

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.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.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

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-PS2-1.3	Planning and Carrying Out Investigations
K-PS2-2.4	Analyzing and Interpreting Data
K-PS2-2.4.1	Analyze data from tests of an object or tool to determine if it works as intended.
K-PS3-1.2.1	students learn that events have causes that generate observable patterns. They design simple tests to gather evidence to support or refute their own ideas about causes.

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 2, Week 1

- Make a chart of classroom tools - invite children to look around the classroom for tools they use every day to help them in school. Guide them to describe the tools they see and how they help using the sentences frames and questions they learned earlier.
- Have children draw themselves holding a tool that they use. Depending on children's proficiency levels, guide them to add labels, captions, or sentences, using the words and frames they have been learning. Allow children to dictate or write their ideas as needed.

Unit 2, Week 2

- Explain that objects with different shapes can move in different ways. Make a list of different shapes that can be seen on a bus. Talk about the way in which the objects (shapes) move and why they move that way.
- Have children draw four objects, one for each shape. Have them dictate labels, captions, or sentences about each object's shape, using the words and frames they have been learning.
- Color the room - students will look around the room to find certain shapes and once they find the shape, color the worksheet.

Unit 2, Week 3

- Invite children to suggest the names of other bugs and how they move. Talk about other bugs they have seen, where they have seen them, and how the bugs move. Make a three-column chart, and include the bugs in the picture to help children get started.
- Have children work with partners to create their own versions of the song, "Eensy Weensey Spider" with a bug and gestures of their own. Then invite them to perform their version for the group. Provide language frames for partners to introduce their work.
- Read: Bugs A to Z by Caroline Lawton

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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
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 2, Week 1

- Say: Let's talk about tools that you use. Tell me about some of your favorite tools. How do they help help? Which tools help you explore the world?
- Have children draw and write about how they use three different tools from The Handiest Tools in the World. Encourage children to use complete sentences.

Unit 2, Week 2

- Say: Let's talk about shapes. Why are there different shapes? What do shapes do? Where do you find shapes? How can we use shapes?
- Have children draw and write about where each of the four shapes described in Shapes All Around are found in nature and

other places. Encourage them to use complete sentences as they are able.

Unit 2, Week 3

- Say: Let's talk about different kinds of bugs. First, tell me as much as you can about a bug that flies. Then let's talk about a bug that crawls.
- Have children draw and write about one or more animals from I Love Bugs! Their work should show how it moves and where it lives. Encourage them to write sentences that describe the bug and how it moves, and tell where children see this bug.

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: