# Unit 9: How Things Change

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Course(s): **ELL Gr. K**
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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Kindergarten English Language Learners (ELL)

# Unit 9: How Things Change

**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 Nine takes ELLs through the understanding of how living things change . It asks children to think chores they can do to help out at home, ways to be a good citizen, and the importance of natural resources. Topics covered in Unit Nine include chores, citizenship, and natural resources.

## Enduring Understandings

Week 1. Identify household chores.

Week 2. Identify ways to be a good citizen in different environments.

Week 3. Identify natural resources.

## Essential Questions

During Unit 9, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "How do things change?" 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. u

**Week 1:**

**Concept**: Growing Up

**Essential Question**:  How can you help out at home?

**Week 2:**

**Concept**: Good Citizens

**Essential Question**:  How can you be a good citizen?

**Week 3:**

**Concept**: Our Natural Resources

**Essential Question**: How can things in Nature be used to make new things?

## 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)

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| 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. |

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| 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.4 | (Begins in grade 3) |
| 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 |

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| | 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

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| SOC.6.1.4 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.4.A.11 | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. |
| SOC.6.1.4.B.8 | Compare ways people choose to use and distribute natural resources. |
| SOC.6.1.4.C.14 | Compare different regions of New Jersey to determine the role that geography, natural |

resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

## 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 9, Week 1

- Have children draw themselves doing a job or chore at home that they do on a regular basis. Assist them to add labels, captions, or sentences to describe the chore they help with. Allow children to dictate their ideas to you as needed.
- Read: The Berenstain Bears and the Trouble With Chores
- Read: These Are the Chores We Do by Blake Hoena

Unit 9, Week 2

- Have children turn to a partner and tell about a time they were good citizens at school. Invite them to describe the situation and what they did.
- Have children draw themselves doing something that shows them being a good citizen. Guide them to add labels, using the words and frames they have been learning.

Unit 9, Week 3

- Provide a physical example of something made from the following materials: wood, glass, metal, clay. Divide children into four groups and give each group one of the objects. Have children work together to think of other things made of the same material. Work with the groups to identify the raw material used to make each item. Have groups share the information about their natural resource with the other groups.
- Have children draw a picture of something they have seen in nature such as trees, plants, rocks or water. Then next to their natural resource, have them draw a picture of something they might have been made from their resource. For example, if

children draw a body of water, they might show someone drinking a glass of water or brushing their teeth. Then have children write a label, caption, or sentences describing their work, dictating their ideas to you as needed.

## Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

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

- 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.

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| 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 |

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| | 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. |
| 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 9, Week 1

- Say: Tell me about how you help out at your home. What chores do you do at home to help your family now? What chores will you do when you are older? How do you feel about the chores you do now?
- Have children draw and write about two ways Peter helps with his baby sister Susie. Have children write sentences about how they think each way of helping makes him feel.

Unit 9, Week 2

- Say: Tell about being a good citizen. How can you be a good citizen at school? In the community? Why is it important for people to be good citizens?
- Have children draw two pictures that show how Hen's gossip causes a problem. Have children write several sentences to explain how and why Hen's gossip caused trouble.

Unit 9, Week 3

- Say: Tell me about some natural resources. What is the most interesting natural resource? Why do you think so? What do you know about it?

- Have children draw three pictures showing how wheat becomes a loaf of bread, writing sentences to accompany each picture, and adding information not represented by their drawings as well.

- 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: