

NEPTUNE CITY SCHOOL DISTRICT

NEPTUNE CITY SCHOOL DISTRICT

# Multilingual Learner Tools of the Mind Curriculum Kindergarten



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune City School District to properly prepare the Neptune City students for successful integration into the Neptune City High School Educational Program.*

April 1, 2025

Document \*

# NEPTUNE CITY SCHOOL DISTRICT

## MLL – TOOLS OF THE MIND CURRICULUM KINDERGARTEN

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# **NEPTUNE CITY SCHOOL DISTRICT**

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Supervisor of Special Services

## **SCHOOL DISTRICT MISSION STATEMENT**

# NEPTUNE CITY SCHOOL DISTRICT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

## MLL

### Kindergarten

#### Acknowledgements

Neptune City Township School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to think critically and are effective communicators.

The curriculum developers have designed a curriculum that supports the Tools of the Mind program used in kindergarten. The document is designed to help students build background knowledge and vocabulary that is necessary for listening and reading comprehension. Lessons help develop cognitive, social-emotional, and self-regulatory skills as well as foundational academic skills that all students need to succeed.

#### **Educational Outcome Goals**

# NEPTUNE CITY SCHOOL DISTRICT

The students in the Neptune City School District will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

## ENGLISH AS A SECOND LANGUAGE

# **NEPTUNE CITY SCHOOL DISTRICT**

## **(MLL) TOOLS OF THE MIND KINDERGARTEN CURRICULUM COURSE DESCRIPTION**

The goal of an MLL program is to improve the students' level of English through a rich curriculum that values thinking and understanding. The "Tools of the Mind" curriculum engages all students in various activities and strategies using the Magic Three House series. During the first half of the kindergarten year play is the key activity based on fairy tales and the Magic Treehouse themes. This provides avenues to experience role-playing and self-regulation, which will enhance a positive classroom atmosphere. In the second half of the year when self-regulation should be at the highest point, emphasis turns to the process of learning and not just learning the content. Learning plans, study buddies, learning games, and teacher conferences are part of the daily schedule to enhance the idea of "thinking about thinking."

Early Literacy development activities promote Phonemic/Phonological awareness (Elkonin boxes); emergent word recognition skills; story fluency (Buddy Reading); comprehension expansion (Storyboards); and writing skills (sound map). This program also supports English comprehension for the English Language Learners because it provides visual aids, manipulatives and cooperative groupings. In addition, the TOOLS materials are available in Spanish, which can support students with limited English proficiency as well. All students with different levels of English Proficiency can enjoy and be part of the exciting stories and adventures with the Magic Tree House series.

The MLL curriculum is based on the New Jersey Student Learning Standards (NJSLS) and the New Jersey English Language Proficiency Standards for English as a Second Language Students (WIDA). The MLL curriculum will also provide teachers with instructional practices and strategies to enable students to prepare for the ACCESS 2.0 assessment as well as for the challenges of the 21st century in the community at large. The goal of the Neptune City District is to empower all our students to reach their highest academic potential and have a successful future.

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The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### **Anchor Standards: Reading**

#### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and

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different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

### **Kindergarten**

#### **Progress Indicators Reading Literature Text**

##### Key Ideas and Details

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).

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

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

##### Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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.

##### Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

##### Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

### **Kindergarten**

#### **Progress Indicators for Reading Informational Text**

##### Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

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.

##### Integration of Knowledge and Ideas

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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).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

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).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

### **Kindergarten**

#### **Progress Indicators for Reading Foundation Skills**

##### **Print Concepts**

RF.K.1. Demonstrate understanding of the organization and basic features of print.

A. Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

##### **Phonological Awareness**

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

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/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### **Phonics and Word Recognition**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

##### **Fluency**

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

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A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

### **Anchor Standards: Writing**

#### Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended timeframes throughout the year.

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## Kindergarten

### Progress Indicators for Writing

#### Text Types and Purposes

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...).

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.

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.

#### Production and Distribution of Writing

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).

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.

#### Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

W.K.9. (Begins in grade 4)

#### Range of Writing

W.K.10. (Begins in grade 3)

### Anchor Standards: Speaking and Listening

#### Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating

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command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten

## **Progress Indicators for Speaking and Listening**

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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).

B. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

## **Anchor Standards: Language**

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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## Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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### **Progress Indicators for Language**

#### Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### Knowledge of Language

L.K.3. (Begins in grade 2)

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## Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### **Incorporate WIDA CAN DO DESCRIPTORS**

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>

|                             |                     |
|-----------------------------|---------------------|
| <b>Unit Plan Title</b>      | Unit 1: Fairy Tales |
| <b>Suggested Time Frame</b> | 3-4 weeks           |

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|---------------------------------|--|
| <b>Target Proficiency Level</b> | Level 1 Entering – Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |
|---------------------------------|--|

|  |
|--|
| <b>Overview / Rationale</b>  |
| <p>Fairy Tales are used to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.</p> <p>To promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play through the use of fairy tales. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension.</p> |

|  |
|--|
| <b>Stage 1 – Desired Results</b>   |
| <p><b>Established Goals:</b><br/><b>New Jersey Student Learning Standards for English Language Arts</b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, when, where, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>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.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading Informational Text</b></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> |

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RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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## **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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..).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

## **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## **Language**

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L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

WIDA Standard 2 – Levels 1-6

<https://www.wida.us/standards/eld.aspx>

WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner

Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner

Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner

Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner

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|  |  |
|--|--|
| Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging   |  |
| <p><b>Essential Questions:</b><br/>           Students will know... How do stories help our minds? · How do we gain information from texts? · Who are the characters in the stories? · Which characters do you identify with? · How are the fairy tales the same/different? · What are the sequence of events in the stories? · How can the ending be different?</p>                     | <p><b>Enduring Understandings:</b><br/>           Students will be able to... Working and talking with partners help us to learn. · Letters have symbols and sounds that create words for reading and writing. · Stories provide opportunities for listening and remembering.</p>  |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> · Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p> | <p><b>Skills:</b><br/> <i>Students will be able to...</i> · Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write a response to specific part of a story. · Sustain meaningful dramatic play in the center. · Make text-text connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |

| In this unit plan, the following 21st Century Life and Careers skills are addressed: |   |   |  |
|--|---|---|--|
| Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes                        |   | Indicate whether these skills are:  |  |
|  |   | <ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul> Career Ready Practices |  |
| <b>9.1</b>   | <b>Personal Financial Literacy</b>                | E   | CRP1. Act as a responsible and contributing citizen and employee.                        |
|  | Incomes and Careers                               | E   | CRP2. Apply appropriate academic and technical skills.                                   |
|  | Money Management                                  |   | CRP3. Attend to personal health and financial well-being.                                |
|  | Credit and Debt Management                        | T   | CRP4. Communicate clearly and effectively and with reason.                               |
|  | Planning, Saving, and Investing                   | E   | CRP5. Consider the environmental, social and economic impacts of decisions.              |
| X  | Becoming a Critical Consumer                      | E   | CRP6. Demonstrate creativity and innovation.   |
|  | Civic Financial Responsibility                    |   | CRP7. Employ valid and reliable research strategies.                                     |
|  | Insuring and Protecting                           | E   | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b>   | <b>Career Awareness, Exploration, Preparation</b> | E   | CRP9. Model integrity, ethical leadership and effective management.                      |

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|   |                    |  |  |   |
|---|--------------------|--|--|---|
| X | Career Awareness   |  |  | CRP10. Plan education and career paths aligned to personal goals.         |
|   | Career Exploration |  |  | CRP11. Use technology to enhance productivity.                            |
|   | Career Preparation |  |  | CRP12. Work productively in teams while using cultural global competence. |

### **Career Connections**

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students

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- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

**Interdisciplinary Standards:**

**New Jersey Student Learning Standards for Social Studies**

- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

**Self-Awareness**

- |   |  |
|---|--|
| X | Recognize one’s own feelings and thoughts  |
| X | Recognize the impact of one’s feelings and thoughts on one’s own behavior          |
| X | Recognize one’s personal traits, strengths and limitations                         |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

**Self-Management**

- |   |  |
|---|--|
| X | Understand and practice strategies for managing one’s own emotions, thoughts and behaviors                   |
| X | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals |

**Social Awareness**

- |   |   |
|---|---|
| X | Recognize and identify the thoughts, feelings, and perspectives of others                               |
| X | Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds |
| X | Demonstrate an understanding of the need for mutual respect when viewpoints differ                      |

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|                                    |   |
|------------------------------------|---|
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| <b>Responsible Decision Making</b> |   |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills           |
| X                                  | Identify the consequences associated with one's action in order to make constructive choices  |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions                              |
| <b>Relationship Skills</b>         |   |
| X                                  | Establish and maintain healthy relationships  |
| X                                  | Utilize positive communication and social skills to interact effectively with others          |
| X                                  | Identify ways to resist inappropriate social pressure   |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways   |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed              |

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

-  Raz Kids
-  Reading Eggs
-  Imagine Learning

| <b>Student Resources</b>  |  |
|---|--|
| <b>Primary Source Readings</b>  | · The Tales of the Three (Goldilocks and the Three Bears, · The Three Billy Goats and The Three Little Pigs) by Marilyn Helmer · The Three Little Pigs by Steven Kellogg · The Three Billy Goats Gruff by Paul Galdone |
| <b>Secondary Source Readings</b>  | The Three Little Wolves and the Big Bad Pig by Eugene Trivizas, · Goldilocks and the Three Bears Retelling by Violet Findley   |
| <b>Teacher Resources</b>  |  |
| <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Differentiating Instruction and Assessment for English Language Learners • Making Content Comprehensible for English Learners: The SIOP Model / Edition 4 • 99 More Ideas and Activities for Teaching English Learners • Reading Strategies Book • Imaging Learning Reading Comprehension Grade K • Neptune City Kindergarten TOOLS and ELA Curriculum</li> <li><i>Tools of the Mind Teachers' Manual</i></li> <li><i>Tools of the Mind Pacing Guide</i> (<a href="http://toolsofthemind.org">toolsofthemind.org</a>)</li> <li><i>Goldilocks and the Three Bears</i> by James Marshall</li> <li><i>Goldie and the Three Bears</i> by Diane Stanley or <i>Goldilocks Returns</i> by Lisa Campbell Earnst</li> <li><i>The Three Little Pigs</i> by Patricia Seibert</li> <li><i>The True Story of the three Little Pigs</i> by John Scieszka or <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas and Helen Oxenbury</li> <li><i>The Three Billy Goats Gruff</i> by Paul Galdone</li> <li><i>The Three Silly Billies</i> by Margie Palatini or <i>Three Billy Goats Gruff</i> by Alison Edgson</li> </ul> |  |

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**Websites:** toolsofthemind.org

- <https://my.imaginelearning.com/login/form?returnUrl=~2Fdashboard>
- <https://www.raz-plus.com/>
- <https://www.readinga-z.com>
- <https://www.writinga-z.com>
- <http://www.state.nj.us/education/bilingual/resources/>
- <https://www.wida.us/standards/eld.aspx>
- <http://www.gigglepoetry.com>
- [http://www.familyplayandlearn.com/January-Winter-Toddler-Rhymes-Fingerplays.](http://www.familyplayandlearn.com/January-Winter-Toddler-Rhymes-Fingerplays)
- <http://www.speakaboos.com/stories/fairy-tales>

Supplemental Workbooks/ Worksheets:

- Imagine Learning website all subjects printable
- Reading a-z website printable
- Side by Side Teacher’s Resource Books
- Reading logs

Videos:

- Foundational Reading Skills: Fluency (K-2)  
<https://www.youtube.com/watch?v=pMC27Y7rMug>
- Units of Study for Reading: Structures of Reading Workshops  
<https://www.youtube.com/watch?v=cgN2WUMW6zM>
- How to Be a Good Reading Teacher  
<https://www.youtube.com/watch?v=WJr75IVTpB8>

## Stage 2 – Assessment Evidence

|  |   |
|--|---|
| <p><b>Performance Task(s):</b><br/>Performance Task(s):</p> <ul style="list-style-type: none"> <li>● Play plans</li> <li>● Storyboards</li> </ul> <p>Student will create props and drawings to represent other things developing symbolic thinking. · Students will follow several stepped directions and listen for various purposes in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.</p> | <p><b>Other Evidence</b> Meaningful dramatic play · Self-regulation developed during center play and mature intentional play · Deliberate memory enhanced by remembering finger plays, songs, routines, stories, plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities Participation in daily story discussion</p> |
|--|---|

## Stage 3 – Learning Plan

| Suggested Learning Activities | Descriptions |
|-------------------------------|--------------|
|                               |              |



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### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

Time/General · Extra time for assigned tasks · Adjust length of assignment  
· Timeline for assignments and schedule · Communication system between home and school  
Processing: · Extra response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions  
Comprehension: · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction  
· Emphasize multi-sensory learning · Conferring one-on-one  
Recall: · Word Wall and use visual graphic organizer · Teacher-made checklist · Reference resources to promote independence · Visual and verbal reminders

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

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*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

Level 1-2- Provide directions orally and use diagrams or pictures to make directions comprehensible. Use graphic organizers. Create a vocabulary word wall, with pictures (if possible). Use realia and manipulatives to introduce new concepts. 9 Level 3-6 - Provide age appropriate independent reading levels texts. Engage students in the same tasks assigned to grade-level peers, diminishing scaffolding and support.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency

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- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use online translator to assist students with pronunciation:

[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

Level 1-2- Provide directions orally and use diagrams or pictures to make directions comprehensible. Use graphic organizers. Create a vocabulary word wall, with pictures (if possible). Use realia and manipulatives to introduce new concepts. 9 Level 3-6 - Provide age appropriate independent reading levels texts. Engage students in the same tasks assigned to grade-level peers, diminishing scaffolding and support.

### **Students at Risk of Failure:**

Students at Risk of Failure: Modifications may include but are not limited to: preferential seating, extra time on tests or quizzes, materials shared through Google or copies provided, and extended due dates.

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

Gifted Students: Modifications may include but are not limited to: additional readings and assignments provided, additional technology resources suggested, and class leadership roles assigned.

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### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning  
Strategy:<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

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|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
|--|---|

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|                                 |  |
|---------------------------------|--|
| <b>Unit Plan Title</b>          | Unit 2: Magic Tree House Book 2 - <i>The Knight at Dawn</i> by Mary Pope Osborne   |
| <b>Suggested Time Frame</b>     | 3 weeks  |
| <b>Target Proficiency Level</b> | Level 1 Entering – Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

### Overview / Rationale

In this unit the teacher will use background building interactive read alouds and *Magic Tree House* book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.

To promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play through the use of The Magic Tree House Chapter Book, *The Knight at Dawn*. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

### Stage 1 – Desired Results

#### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

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## **Reading Informational Text**

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- 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).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- 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).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

## **Reading Foundational Skills**

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
  - B. Recognize that spoken words are represented in written language by specific sequences of letters.
  - C. Understand that words are separated by spaces in print.
  - D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- A. Recognize and produce rhyming words.
  - B. Count, pronounce, blend, and segment syllables in spoken words.
  - C. Blend and segment onsets and rimes of single-syllable spoken words.
  - 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/.)
  - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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....).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

### WIDA Standards

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language

Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner

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Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner  
 Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner  
 Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner  
 Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

**Essential Questions:** What is a Chapter Book? · What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?

**Enduring Understandings:**  
*Students will understand that...* Chapter books build memory of a story over a period of time. · Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.

**Knowledge:**  
*Students will know...* Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn

**Skills:**  
*Students will be able to...* Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write a R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary

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|  |  |
|--|--|
| <p>from others by talking and listening to each other.</p> | <p>through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self Connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letter for use in scaffold writing. · Explain extinction. · Identify a Triceratops/T-Rex/ Pteranodon.</p> |
|--|--|

| In this unit plan, the following 21st Century Life and Careers skills are addressed: |   |  |  |
|--|---|--|--|
| Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes                        |   | Indicate whether these skills are:   |  |
|  |   | <ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul> <b>Career Ready Practices</b> |  |
| <b>9.1</b>   | <b>Personal Financial Literacy</b>                | E  | CRP1. Act as a responsible and contributing citizen and employee.                        |
|  | Incomes and Careers                               | E  | CRP2. Apply appropriate academic and technical skills.                                   |
|  | Money Management                                  |  | CRP3. Attend to personal health and financial well-being.                                |
|  | Credit and Debt Management                        | E  | CRP4. Communicate clearly and effectively and with reason.                               |
|  | Planning, Saving, and Investing                   | E  | CRP5. Consider the environmental, social and economic impacts of decisions.              |
| E  | Becoming a Critical Consumer                      |  | CRP6. Demonstrate creativity and innovation.   |
|  | Civic Financial Responsibility                    | T  | CRP7. Employ valid and reliable research strategies.                                     |
|  | Insuring and Protecting                           | E  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b>   | <b>Career Awareness, Exploration, Preparation</b> | E  | CRP9. Model integrity, ethical leadership and effective management.                      |
| X  | Career Awareness                                  |  | CRP10. Plan education and career paths aligned to personal goals.                        |
|  | Career Exploration                                |  | CRP11. Use technology to enhance productivity.   |
|  | Career Preparation                                |  | CRP12. Work productively in teams while using cultural global competence.                |
| <b>Career Connections</b>  |   |  |  |

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Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge

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- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

#### 8.1 Educational Technology:

**All students will use digital tools to access, manage, evaluate, and synthesize information in order**

**to solve problems individually and collaborate and create and communicate knowledge.**

 **Raz Kids**

 **Reading Eggs**

 **Imagine Learning**

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

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8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

### Self-Awareness

|   |  |
|---|--|
| X | Recognize one's own feelings and thoughts  |
| X | Recognize the impact of one's feelings and thoughts on one's own behavior          |
| X | Recognize one's personal traits, strengths and limitations                         |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

### Self-Management

|   |  |
|---|--|
| X | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |

### Social Awareness

|   |   |
|---|---|
| X | Recognize and identify the thoughts, feelings, and perspectives of others                               |
| X | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds |
| X | Demonstrate an understanding of the need for mutual respect when viewpoints differ                      |
| X | Demonstrate an awareness of the expectations for social interactions in a variety of settings           |

### Responsible Decision Making

|   |  |
|---|--|
| X | Develop, implement and model effective problem solving and critical thinking skills          |
| X | Identify the consequences associated with one's action in order to make constructive choices |
| X | Evaluate personal, ethical, safety and civic impact of decisions                             |

### Relationship Skills

|   |   |
|---|---|
| X | Establish and maintain healthy relationships  |
| X | Utilize positive communication and social skills to interact effectively with others        |
| X | Identify ways to resist inappropriate social pressure                                       |
| X | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways |
| X | Identify who, when, where, or how to seek help for oneself or others when needed            |

### Student Resources

|                                |   |
|--------------------------------|---|
| <b>Primary Source Readings</b> | Use Power point as background knowledge:..\TOM Power points\Knights_and_Castles-Lewert_Smith.ppt<br><a href="http://magictreehouse.wikia.com/wiki/The_Knight_at_Dawn">http://magictreehouse.wikia.com/wiki/The_Knight_at_Dawn</a> |
|--------------------------------|---|

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|  |   |
|--|---|
| <p><b>Secondary Source Readings</b></p>  | <p>Stories on <i>Power Tools</i> app (for those who are reading)</p> <ul style="list-style-type: none"> <li>■ A Year in Castles by Rachel Coombs</li> <li>■ The Knight and the Dragon by Tomie dePaola</li> <li>■ The Making of a Knight by Patrick O'Brien</li> <li>■ Eye Wonder: Castle and Knight by Fleur Star</li> <li>■ The Historical Atlas of Knights and Castles by Ian Barnes</li> <li>■ Knight's Castle by N.M. Bodecker and Edward Eager</li> <li>■ Navigators: Knights and Castles by Philip Steele</li> <li>■ 1-2-3 Draw: Knights, Castles, and Dragons by Freddie Levin</li> </ul> |
| <p><b>Teacher Resources</b></p>  |   |
| <p><b>Texts:</b></p> <p><i>Tools of the Mind Teachers' Manual</i><br/> <i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br/> <i>The Knight at Dawn</i> by Mary Pope Osborne<br/> <i>Knights and Castles</i> by Will Osborne and Mary Pope Osborne<br/> Interactive Read Alouds available on toolsofthemind.org<br/> Theme related books available on <i>Power Tools</i> app</p> <p><b>Websites:</b> toolsofthemind.org</p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Differentiating Instruction and Assessment for English Language Learners</li> <li>• Making Content Comprehensible for English Learners: The SIOP Model / Edition 4</li> <li>• 99 More Ideas and Activities for Teaching English Learners</li> <li>• Reading Strategies Book</li> <li>• Imaging Learning Reading Comprehension Grade K</li> <li>• Neptune City Kindergarten TOOLS and ELA Curriculum</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>■ <a href="https://my.imaginelearning.com/login/form?returnUrl=~2Fdashboard">https://my.imaginelearning.com/login/form?returnUrl=~2Fdashboard</a></li> <li>■ <a href="https://www.raz-plus.com/">https://www.raz-plus.com/</a></li> <li>■ <a href="https://www.readinga-z.com">https://www.readinga-z.com</a></li> <li>■ <a href="https://www.writinga-z.com">https://www.writinga-z.com</a></li> <li>■ <a href="http://www.state.nj.us/education/bilingual/resources/">http://www.state.nj.us/education/bilingual/resources/</a></li> <li>■ <a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a></li> <li>■ <a href="http://www.gigglepoetry.com">http://www.gigglepoetry.com</a></li> <li>■ <a href="http://www.familyplayandlearn.com/January-Winter-Toddler-Rhymes-Fingerplays">http://www.familyplayandlearn.com/January-Winter-Toddler-Rhymes-Fingerplays.</a></li> <li>■ <a href="http://www.speakaboos.com/stories/fairy-tales">http://www.speakaboos.com/stories/fairy-tales</a></li> <li>■ <a href="http://bogglesworldesl.com/medievalflashcards.htm">http://bogglesworldesl.com/medievalflashcards.htm</a></li> <li>■ <a href="http://ictgames.com/knightarmour.html">http://ictgames.com/knightarmour.html</a></li> <li>■ <a href="http://heraldry.ca/kidsen/heraldrymakeshield.htm">http://heraldry.ca/kidsen/heraldrymakeshield.htm</a></li> <li>■ <a href="http://medievaleurope.mrdonn.org/">http://medievaleurope.mrdonn.org/</a></li> </ul> <p>Supplemental Workbooks/ Worksheets:</p> <ul style="list-style-type: none"> <li>■ Imagine Learning website all subjects printable</li> <li>■ Reading a-z website printable</li> <li>■ Side by Side Teacher's Resource Books</li> <li>■ Reading logs</li> </ul> <p>Videos:</p> |   |

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- 🎬 Foundational Reading Skills: Fluency (K-2)  
<https://www.youtube.com/watch?v=pMC27Y7rMug>
- 🎬 Units of Study for Reading: Structures of Reading Workshops  
<https://www.youtube.com/watch?v=cgN2WUMW6zM>
- 🎬 How to Be a Good Reading Teacher  
<https://www.youtube.com/watch?v=WJr75IVTpB8>

| Stage 2 – Assessment Evidence  |   |
|--|---|
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● <i>Read Write Learn</i> fact writing</li> <li>● Chapter Summaries</li> <li>● Storyboards</li> <li>● <i>Shared Scaffolded Writing</i></li> <li>● <i>Tools of the Mind Mystery Games</i></li> <li>● <i>Tools of the Mind</i> small group games</li> <li>● Prop Making</li> <li>● Dramatic play according to role(s)</li> </ul> | <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Meaningful dramatic play</li> <li>● Participation in daily story discussion</li> <li>● Participation in small group literacy activities</li> <li>● Participation in self regulation games and activities.</li> <li>● <i>Tools of the Mind</i> Benchmark - Voice to Line match (Week 6)</li> </ul> |

| Stage 3 – Learning Plan       |   |
|-------------------------------|---|
| Suggested Learning Activities | Descriptions  |
|                               | <p>The following activities are to be completed using each MTH chapter book:</p> <ul style="list-style-type: none"> <li>🎬 Visualization: Encourage imagination</li> <li>🎬 Vocabulary: How did ____ feel?</li> <li>🎬 What did you like about the story?</li> <li>🎬 What was interesting?</li> <li>🎬 What was your favorite part?</li> <li>🎬 Inferencing: What was ____ thinking?</li> <li>🎬 Prediction: What will happen next?</li> <li>🎬 Connections: text-me/text-text/text-world</li> </ul> <p>TOM Recommendations:</p> <ul style="list-style-type: none"> <li>🎬 Create props for dramatic play</li> <li>🎬 Use role cards to complete play plans</li> <li>🎬 Act out events in story using props</li> <li>🎬 Read/discuss/research different kinds of dinosaurs (focus on Pternanadon/TRex/Triceratops)</li> <li>🎬 Discuss extinction</li> <li>🎬 Explain “before” in relation to time and place</li> <li>🎬 Draw/write facts about dinosaurs</li> <li>🎬 Make dinosaur props</li> <li>🎬 Visit MTH website: <a href="http://www.magictreehouse.com">http://www.magictreehouse.com</a></li> </ul> |



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|---|--|
| <p><b>Centers:</b></p> <p><b>Buddy Reading:</b></p> <p><b>Small Group Literacy:</b></p> | <ul style="list-style-type: none"> <li>● Use storyboards to draw and write about beginning/middle/end of story.</li> <li>● Encourage dramatic play in centers.</li> <li>● Use lips/ears mediator cards for Buddy Reading.</li> <li>● Introduce Tools of the Mind games:             <ul style="list-style-type: none"> <li>○ <i>Forbidden Words</i></li> <li>○ <i>Elkonin Boxes II</i></li> <li>○ <i>I Have, Who Has Sounds</i></li> </ul> </li> <li>● Continue to play Tools of the Mind games             <ul style="list-style-type: none"> <li>○ <i>Look and Remember</i></li> <li>○ <i>I Have, Who Has? (names, colors &amp; letters)</i></li> <li>○ <i>Memory Game</i></li> <li>○ <i>Elkonin Boxes I</i></li> </ul> </li> </ul>  |
| <p><b>Accommodations and Modifications</b></p>  | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below. See Unit 1</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.</p> <p><b><u>Special Education and 504 Plans</u></b></p> <p><i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <p>Time/General</p> <ul style="list-style-type: none"> <li>■ Extra time for assigned tasks</li> <li>■ Adjust length of assignment</li> <li>■ Timeline for assignments and schedule</li> <li>■ Communication system between home and school</li> </ul> <p>Processing:</p> <ul style="list-style-type: none"> <li>■ Extra response time</li> <li>■ Have students verbalize steps</li> <li>■ Repeat, clarify or reword directions</li> <li>■ Mini-breaks between tasks</li> <li>■ Provide a warning for transitions</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>■ Precise step-by-step directions</li> <li>■ Short manageable tasks</li> <li>■ Brief and concrete directions</li> <li>■ Provide immediate feedback</li> <li>■ Small group instruction</li> </ul> |

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- Emphasize multi-sensory learning
- Conferring one-on-one
- Recall:
  - Word Wall and use visual graphic organizer
  - Teacher-made checklist
  - Reference resources to promote independence
  - Visual and verbal reminders
    - Pre-teach or preview vocabulary
    - Repeat or reword directions
    - Have students repeat directions
    - Use of small group instruction
    - Pair visual prompts with verbal presentations
    - Ask students to restate information, directions, and assignments
    - Repetition and time for additional practice
    - Model skills/techniques to be mastered
    - Extended time to complete task/assignment/work
    - Provide a copy of class notes
    - Strategic seating (with a purpose - eg. less distraction)
    - Flexible seating
    - Repetition and additional practice
    - Use of manipulatives
    - Use of assistive technology (as appropriate)
    - Assign a peer buddy
    - Emphasize key words or critical information by highlighting
    - Use of graphic organizers
    - Scaffold with prompts for sentence starters
    - Check for understanding with more frequency
    - Provide oral reminders and check student work during independent practice
    - Chunk the assignment - broken up into smaller units, work submitted in phases
    - Encourage student to proofread assignments and tests
    - Provide regular home/school communication
    - Teacher checks student planner
    - Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page

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- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Unit 1

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

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- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

Level 1-2- Provide directions orally and use diagrams or pictures to make directions comprehensible. Use graphic organizers. Create a vocabulary word wall, with pictures (if possible). Use realia and manipulatives to introduce new concepts.

Level 3-6 - Provide age appropriate independent reading levels texts. Engage students in the same tasks assigned to grade-level peers, diminishing scaffolding and support.

### **Students at Risk of Failure:**

Students at Risk of Failure: Modifications may include but are not limited to: preferential seating, extra time on tests or quizzes, materials shared through Google or copies provided, and extended due dates.

See Unit 1

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

See Unit 1

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

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- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

**Gifted Students:** Modifications may include but are not limited to: additional readings and assignments provided, additional technology resources suggested, and class leadership roles assigned

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
- <http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

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|  | <ul style="list-style-type: none"> <li>Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li> <li>Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li> </ul> |
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|                                 |   |
|---------------------------------|---|
| <b>Unit Plan Title</b>          | Unit 3: Magic Tree House Book 3 - <i>Mummies in the Morning</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

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| <b>Overview / Rationale</b>  |
| <p>Use background building interactive read alouds and <i>Magic Tree House</i> book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.</p> <p>To promote the children’s self-regulation, fluency of literacy skills (concept of print, early writing skills, phonemic awareness, sound/symbol correspondence, oral language skills), use of scaffold writing, story sequencing, decoding strategies, and meaningful dramatic play through the use of The Magic Tree House Chapter Book, <i>Mummies in the Morning</i>. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.</p> |

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| <b>Stage 1 – Desired Results</b>  |
| <p><b>Established Goals:</b><br/><b>New Jersey Student Learning Standards for English Language Arts</b></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, when, where, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> |

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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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.

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- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

WIDA Standards

ELD Standard 2: The Language of Language Arts-English language learners communicate

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information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner

Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner

Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner

Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner

Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

**Essential Questions:** What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?

**Enduring Understandings:**

*Students will understand that...* Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.

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| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p> | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |
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| In this unit plan, the following 21st Century Life and Careers skills are addressed: |   |                                    |   |
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| Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes                        |   | Indicate whether these skills are: |   |
|  |   |                                    | <ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul> <p style="text-align: center;"><b>Career Ready Practices</b></p> |
| <b>9.1</b>   | <b>Personal Financial Literacy</b>                | E                                  | CRP1. Act as a responsible and contributing citizen and employee.   |
|  | Incomes and Careers                               | E                                  | CRP2. Apply appropriate academic and technical skills.  |
|  | Money Management                                  |                                    | CRP3. Attend to personal health and financial well-being.   |
|  | Credit and Debt Management                        | T                                  | CRP4. Communicate clearly and effectively and with reason.  |
|  | Planning, Saving, and Investing                   | E                                  | CRP5. Consider the environmental, social and economic impacts of decisions.   |
| X  | Becoming a Critical Consumer                      | E                                  | CRP6. Demonstrate creativity and innovation.  |
|  | Civic Financial Responsibility                    | T                                  | CRP7. Employ valid and reliable research strategies.  |
|  | Insuring and Protecting                           | E                                  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  |
| <b>9.2</b>   | <b>Career Awareness, Exploration, Preparation</b> | E                                  | CRP9. Model integrity, ethical leadership and effective management.   |
| X  | Career Awareness                                  |                                    | CRP10. Plan education and career paths aligned to personal goals.   |
|  | Career Exploration                                |                                    | CRP11. Use technology to enhance productivity.  |

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|  | Career Preparation |  | CRP12. Work productively in teams while using cultural global competence. |
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### **Career Connections**

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager

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- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ·  
Raz Kids · Reading Eggs · Imagine Learning

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| <b>INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES</b>                                       |  |
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| <i>The following social and emotional competencies are integrated in this curriculum document:</i> |  |
| <b>Self-Awareness</b>  |  |
| X  | Recognize one's own feelings and thoughts  |
| X  | Recognize the impact of one's feelings and thoughts on one's own behavior                                    |
| X  | Recognize one's personal traits, strengths and limitations   |
| X  | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| <b>Self-Management</b>   |  |
| X  | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X  | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X  | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| <b>Social Awareness</b>  |  |
| X  | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X  | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds      |
| X  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| <b>Responsible Decision Making</b>   |  |
| X  | Develop, implement and model effective problem solving and critical thinking skills                          |
| X  | Identify the consequences associated with one's action in order to make constructive choices                 |
| X  | Evaluate personal, ethical, safety and civic impact of decisions   |
| <b>Relationship Skills</b>   |  |
| X  | Establish and maintain healthy relationships   |
| X  | Utilize positive communication and social skills to interact effectively with others                         |
| X  | Identify ways to resist inappropriate social pressure  |
| X  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X  | Identify who, when, where, or how to seek help for oneself or others when needed                             |

| <b>Student Resources</b>         |  |
|----------------------------------|--|
| <b>Primary Source Readings</b>   | Primary Source Readings<br><a href="http://magictreehouse.wikia.com/wiki/Mummies_in_the_Morning">http://magictreehouse.wikia.com/wiki/Mummies_in_the_Morning</a>                           |
| <b>Secondary Source Readings</b> | Stories on <i>Power Tools</i> app (for those who are reading)<br>· Mummies Made in Egypt (Reading Rainbow Book) by Aliko and Aliko<br>· The Everything Kids Mummies, Pharaohs and Pyramids |

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(Puzzle and Activity Book) by Beth Blair and Jennifer Ericsson ·  
Mummies, Tombs and Treasure: Secrets of Ancient Egypt by Lila  
Perl · Egyptian Mummies: A Pop-Up Book by Milbry Polk

## Teacher Resources

### Texts:

*Tools of the Mind Teachers' Manual*

*Tools of the Mind Pacing Guide* (toolsofthemind.org)

*Mummies in the Morning* by Mary Pope Osborne

*Mummies and Pyramids* by Will Osborne and Mary Pope Osborne

Interactive Read Alouds available on toolsofthemind.org

Theme related books available on *Power Tools* app

### Websites: toolsofthemind.org

#### Texts:

- Differentiating Instruction and Assessment for English Language Learners
- Making Content Comprehensible for English Learners: The SIOP Model / Edition 4
- 99 More Ideas and Activities for Teaching English Learners
- Reading Strategies Book
- Imaging Learning Reading Comprehension Grade K
- Neptune City Kindergarten TOOLS and ELA Curriculum

#### Websites:

- 📺 <https://my.imaginelearning.com/login/form?returnUrl=~2Fdashboard>
- 📺 <https://www.raz-plus.com/>
- 📺 <https://www.readinga-z.com>
- 📺 <https://www.writinga-z.com>
- 📺 <http://www.state.nj.us/education/bilingual/resources/>
- 📺 <https://www.wida.us/standards/eld.aspx>
- 📺 <http://www.gigglepoetry.com>
- 📺 <http://www.nationalgeographic.com/ngyoungexplorer/egypt.mrdonn.org>
- 📺 [home.freeuk.net/elloughton13/egypt.htm](http://home.freeuk.net/elloughton13/egypt.htm)
- 📺 <http://www.ancientegypt.co.uk/menu.htm>
- 📺 <http://guardians.net/egypt/kids/index.htm>

#### Supplemental Workbooks/ Worksheets:

- 📺 Imagine Learning website all subjects printable
- 📺 Reading a-z website printable
- 📺 Side by Side Teacher's Resource Books
- 📺 Reading logs

#### Videos:

- 📺 Foundational Reading Skills: Fluency (K-2)  
<https://www.youtube.com/watch?v=pMC27Y7rMug>
- 📺 Units of Study for Reading: Structures of Reading Workshops  
<https://www.youtube.com/watch?v=cgN2WUMW6zM>
- 📺 How to Be a Good Reading Teacher  
<https://www.youtube.com/watch?v=WJr75IVTpB8>

## Stage 2 - Assessment Evidence





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### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides

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- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

Level 1-2- Provide directions orally and use diagrams or pictures to make directions comprehensible. Use graphic organizers. Create a vocabulary word wall, with pictures (if possible). Use realia and manipulatives to

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introduce new concepts. Level 3-6 - Provide age appropriate independent reading levels texts. Engage students in the same tasks assigned to grade-level peers, diminishing scaffolding and support. Students at Risk of Failure: Modifications may include but are not limited to preferential seating, extra time on tests or quizzes, materials shared through Google or copies provided, and extended due dates. Gifted Students: Modifications may include but are not limited to additional readings and assignments provided, additional technology resources suggested, and class leadership roles assigned.

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

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### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
- <http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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|                                 |  |
|---------------------------------|--|
| <b>Unit Plan Title</b>          | Unit 4: Magic Tree House Book 4 - Pirates <i>Past Noon</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks  |
| <b>Target Proficiency Level</b> | <b>Level 1 Entering –Level 6 Reaching</b><br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

## Overview / Rationale

Use background building interactive read alouds and *Magic Tree House* book series to promote the children's concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students' self-regulation skills.

This unit is based on Magic Tree House book Pirates Past Noon. The main characters, Jack and Annie, will travel in their magic tree house to an island where they will have an encounter with pirates. One week will be used for research of pirates, and two weeks will be dedicated to reading Pirates Past Noon (a chapter a day). In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

## Stage 1 – Desired Results

### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

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RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)

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- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Writing

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

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SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

**Essential Questions:** What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make

**Enduring Understandings:**  
*Students will understand that...* Chapter books build memory of a story over a period of time. Background knowledge helps in the continued

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| <p>us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?</p> | <p>learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.</p> |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p>  | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p>  |

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| In this unit plan, the following 21st Century Life and Careers skills are addressed: |  |
|--|--|
| <p>Check ALL that apply –</p>  | <p>Indicate whether these skills are:</p> <ul style="list-style-type: none"> <li>● E – encouraged</li> </ul> |

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| 21 <sup>st</sup> Century Themes |   |   | <ul style="list-style-type: none"> <li>● T – taught</li> <li>● A – assessed</li> </ul> <b>Career Ready Practices</b> |
|---------------------------------|---|---|--|
| <b>9.1</b>                      | <b>Personal Financial Literacy</b>                |   |  |
| X                               | Incomes and Careers                               | E | CRP1. Act as a responsible and contributing citizen and employee.  |
| X                               | Money Management                                  |   | CRP2. Apply appropriate academic and technical skills.   |
|                                 | Credit and Debt Management                        | T | CRP3. Attend to personal health and financial well-being.  |
| X                               | Planning, Saving, and Investing                   | E | CRP4. Communicate clearly and effectively and with reason.   |
|                                 | Becoming a Critical Consumer                      |   | CRP5. Consider the environmental, social and economic impacts of decisions.  |
| X                               | Civic Financial Responsibility                    | E | CRP6. Demonstrate creativity and innovation.   |
|                                 | Insuring and Protecting                           | E | CRP7. Employ valid and reliable research strategies.   |
| <b>9.2</b>                      | <b>Career Awareness, Exploration, Preparation</b> | E | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.                             |
| X                               | Career Awareness                                  |   | CRP9. Model integrity, ethical leadership and effective management.  |
|                                 | Career Exploration                                |   | CRP10. Plan education and career paths aligned to personal goals.  |
|                                 | Career Preparation                                |   | CRP11. Use technology to enhance productivity.   |
|                                 |   |   | CRP12. Work productively in teams while using cultural global competence.  |

### **Career Connections**

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting

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- **Illustrator**- a person who draws or creates pictures for magazines, books, advertising, etc.
- **Landscape Architect** - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- **Librarian** - a person who works professionally in a library and gives access to information and resources
- **Medical Assistant** - a person who works alongside physicians in medical facilities
- **Military Police** - a person who serves as a law enforcement officer for both the military and civilian population
- **Nurse** - a person trained to care for sick people, especially in a hospital
- **Pediatrician** - a person who treats children and their diseases
- **Photographer** - a person who makes photographs
- **Policeman/Policewoman** - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- **Preschool Teacher** - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- **School Principal** - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- **Store Manager** - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- **Teacher** - a person who helps others acquire knowledge
- **Tractor-Trailer-Truck Drivers** - a person who delivers goods from one location to another
- **Train Conductor** - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## **Interdisciplinary Connections**

### **Interdisciplinary Standards:**

#### **New Jersey Student Learning Standards for Social Studies**

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

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- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Technology Standards:**

- 8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- See Units 1-3*

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

**Self-Awareness**

- |   |  |
|---|--|
| X | Recognize one’s own feelings and thoughts  |
| X | Recognize the impact of one’s feelings and thoughts on one’s own behavior          |
| X | Recognize one’s personal traits, strengths and limitations                         |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

**Self-Management**

- |   |  |
|---|--|
| X | Understand and practice strategies for managing one’s own emotions, thoughts and behaviors                   |
| X | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals |

**Social Awareness**

- |   |   |
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| X | Recognize and identify the thoughts, feelings, and perspectives of others |
|---|---|

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|                                    |   |
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| X                                  | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds |
| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                      |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings           |
| <b>Responsible Decision Making</b> |   |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills                     |
| X                                  | Identify the consequences associated with one's action in order to make constructive choices            |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions  |
| <b>Relationship Skills</b>         |   |
| X                                  | Establish and maintain healthy relationships  |
| X                                  | Utilize positive communication and social skills to interact effectively with others                    |
| X                                  | Identify ways to resist inappropriate social pressure   |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways             |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed                        |

| <b>Student Resources</b>  |  |
|---|--|
| <b>Primary Source Readings</b>  | Classroom Library<br><a href="http://magictreehouse.wikia.com/wiki/Pirates_Past_Noon">http://magictreehouse.wikia.com/wiki/Pirates_Past_Noon</a>   |
| <b>Secondary Source Readings</b>  | Stories on Power Tools app (for those who are reading)<br>· Anastasio, D. Pirates · Lock, D. Pirate (Eye Wonder) · Kennedy, K. Pirate Pete (book and audio cd) · Kennedy, K. Pirate Pete's Giant Adventure (Book and Audio CD) · Kennedy, K. Pirate Pete's Talk Like a Pirate (book and audio cd) · Long, M. How I Became a Pirate · Long, M. Pirates Don't Change Diapers · Maynard, C. DK Readers: Pirates: Raiders of the High Seas (Level 4: Proficient) |
| <b>Teacher Resources</b>  |  |
| <p><b>Texts:</b><br/> <i>Tools of the Mind Teachers' Manual</i><br/> <i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br/> <i>Pirates Past Noon</i> by Mary Pope Osborne<br/> <i>Pirates</i> by Will Osborne and Mary Pope Osborne<br/>                     Interactive Read Alouds available on toolsofthemind.org<br/>                     Theme related books available on <i>Power Tools</i> app</p> <p><b>Websites:</b> toolsofthemind.org<br/>                     See Unit 1-3</p> |  |

| <b>Stage 2 – Assessment Evidence</b>   |  |
|--|--|
| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● <i>Read Write Learn</i> fact writing</li> <li>● Chapter Summaries</li> </ul> | <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Meaningful dramatic play</li> <li>● Participation in daily story discussion</li> </ul> |



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| <p><b>Centers:</b></p> <p><b>Buddy Reading:</b></p> <p><b>Small Group Literacy:</b></p> <p><b>After Lunch Block:</b></p> | <ul style="list-style-type: none"> <li>● Use Venger/How to Draw to complete character pictures.</li> <li>● Use storyboards to draw and write about beginning/middle/end of story.</li> <li>● Encourage dramatic play in centers.</li> <li>● Act out events from interactive read alouds and/or story using props.</li> <li>● Use lips/ears mediator cards for Buddy Reading.</li> <li>● Continue to play TOM games             <ul style="list-style-type: none"> <li>○ <i>Look and Remember</i></li> <li>○ <i>I Have, Who Has?</i> (sounds &amp; letters)</li> <li>○ <i>Elkonin Boxes II, II, IV</i></li> <li>○ <i>Forbidden Words</i></li> <li>○ <i>Word Building: Make a Word, Can You Read This Word, Write This Word</i></li> </ul> </li> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● <i>Reading Strategies Card</i></li> <li>● <i>Memory Bank</i></li> </ul> |
|--|--|

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| <p><b>Accommodations and Modifications (See Unit 1)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectations.</p> <p>See Units 1-3</p> <p><b><u>Special Education and 504 Plans</u></b><br/> <i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete task/assignment/work</li> </ul> |
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- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

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*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes

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- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)

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|  | <ul style="list-style-type: none"><li>• Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.</li><li>• Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.</li><li>• Think Pair Share Write</li><li>• Think Talk Write</li><li>• Think Pair Share</li><li>• Note-taking -can be done through words, pictures, phrases, and sentences depending on level</li><li>• KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts</li><li>• Corners Cooperative Learning Strategy:</li><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
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|---------------------------------|---|
| <b>Unit Plan Title</b>          | Unit 5: Magic Tree House Book 5 - <i>Night of the Ninja</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

### Overview / Rationale

Use background building interactive read aloud and *Magic Tree House* book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.

This unit is based on the Magic Tree House book *Night of the Ninjas*. The main characters, Jack and Annie, will travel in their magic tree house to Japan where they will have an encounter with ninjas. One week will be used for research of Japan and ninjas, and two weeks will be dedicated to reading *Night of the Ninjas* (a chapter a day). In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

### Stage 1 – Desired Results

#### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

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## **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

## **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner

Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner

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Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner

Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner

Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

**Essential Questions:** What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?

**Enduring Understandings:**  
*Students will understand that...* Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.

**Knowledge:**  
*Students will know...* Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.

**Skills:**  
*Students will be able to...* Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain

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|  | <p>meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |
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**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

| Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes |   |  | Indicate whether these skills are:<br><br><ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b> |  |
|---|---|--|--|--|
| <b>9.1</b>  | <b>Personal Financial Literacy</b>                |  |  | CRP1. Act as a responsible and contributing citizen and employee.                        |
|   | Incomes and Careers                               |  | E  | CRP2. Apply appropriate academic and technical skills.                                   |
|   | Money Management                                  |  |  | CRP3. Attend to personal health and financial well-being.                                |
|   | Credit and Debt Management                        |  | E  | CRP4. Communicate clearly and effectively and with reason.                               |
|   | Planning, Saving, and Investing                   |  |  | CRP5. Consider the environmental, social and economic impacts of decisions.              |
| X   | Becoming a Critical Consumer                      |  | E  | CRP6. Demonstrate creativity and innovation.   |
| X   | Civic Financial Responsibility                    |  |  | CRP7. Employ valid and reliable research strategies.                                     |
|   | Insuring and Protecting                           |  | E  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b>  | <b>Career Awareness, Exploration, Preparation</b> |  |  | CRP9. Model integrity, ethical leadership and effective management.                      |
| X   | Career Awareness                                  |  |  | CRP10. Plan education and career paths aligned to personal goals.                        |
|   | Career Exploration                                |  |  | CRP11. Use technology to enhance productivity.   |
|   | Career Preparation                                |  | E  | CRP12. Work productively in teams while using cultural global competence.                |

**Career Connections**

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

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- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

### Interdisciplinary Connections

#### Interdisciplinary Standards:

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### **New Jersey Student Learning Standards for Social Studies**

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Technology Standards:**

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

*See Units 1-3*

### **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

#### Self-Awareness

|   |  |
|---|--|
| X | Recognize one's own feelings and thoughts  |
| X | Recognize the impact of one's feelings and thoughts on one's own behavior          |
| X | Recognize one's personal traits, strengths and limitations                         |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

#### Self-Management

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| X                                  | Understand and practice strategies for managing one’s own emotions, thoughts and behaviors                   |
| X                                  | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X                                  | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals |
| <b>Social Awareness</b>            |  |
| X                                  | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X                                  | Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds      |
| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| <b>Responsible Decision Making</b> |  |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills                          |
| X                                  | Identify the consequences associated with one’s action in order to make constructive choices                 |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions   |
| <b>Relationship Skills</b>         |  |
| X                                  | Establish and maintain healthy relationships   |
| X                                  | Utilize positive communication and social skills to interact effectively with others                         |
| X                                  | Identify ways to resist inappropriate social pressure  |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed                             |

| <b>Student Resources</b>  |   |
|---|---|
| <b>Primary Source Readings</b>  | Classroom Library<br><a href="http://magictreehouse.wikia.com/wiki/Night_of_the_Ninjas">http://magictreehouse.wikia.com/wiki/Night_of_the_Ninjas</a>  |
| <b>Secondary Source Readings</b>  | Stories on <i>Power Tools</i> app (for students who are reading)<br>· Discuss Japanese culture and find Japan on the map · Hiemen, Sara. <i>Japan ABCs: A Book About the People and Places of Japan</i> |
| <b>Teacher Resources</b>  |   |
| <p><b>Texts:</b><br/> <i>Tools of the Mind Teachers’ Manual</i><br/> <i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br/> <i>Night of the Ninja</i> by Mary Pope Osborne<br/>                     Interactive Read Alouds available on toolsofthemind.org<br/>                     Theme related books available on <i>Power Tools</i> app</p> <p><b>Websites:</b> toolsofthemind.org<br/>                     See Units 1-3</p> |   |

### Stage 2 – Assessment Evidence



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| <p><b>Scaffolded Writing:</b></p><br><p><b>Centers:</b></p><br><p><b>Buddy Reading: Small Group Literacy:</b></p><br><p><b>After Lunch Block:</b></p> | <ul style="list-style-type: none"> <li>● Participate in group dramatization of stories to build comprehension and self regulation skills.</li> <li>● Use role cards in conjunction with a combination of drawing and writing to complete fact writing and chapter summaries.</li> <li>● Use Venger/How to Draw to complete character pictures.</li> <li>● Use storyboards to draw and write about beginning/middle/end of story.</li> <li>● Create props for dramatic play.</li> <li>● Encourage dramatic play in centers.</li> <li>● Act out events from interactive read alouds and/or story using props.</li> <li>● Use lips/ears mediator cards for Buddy Reading.</li> <li>● Continue to play Tools of the Mind games             <ul style="list-style-type: none"> <li>○ <i>Look and Remember</i></li> <li>○ <i>I Have, Who Has?</i> (letters, sounds)</li> <li>○ <i>Memory Game</i></li> <li>○ <i>Elkonin Boxes II, II, IV</i></li> <li>○ <i>Forbidden Words</i></li> <li>○ <i>Word Building: Make a Word, Can You Read This Word, Write This Word</i></li> </ul> </li> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● <i>Reading Strategies Card</i></li> <li>● <i>Memory Bank</i></li> </ul> |
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| <p><b>Accommodations and Modifications (See Unit 1 for Additional Information)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.<br/>See Units 1-3</p> <p><b><u>Special Education and 504 Plans</u></b><br/><i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> |
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- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)

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- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered

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- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)

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|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)</li><li>• Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.</li><li>• Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.</li><li>• Think Pair Share Write</li><li>• Think Talk Write</li><li>• Think Pair Share</li><li>• Note-taking -can be done through words, pictures, phrases, and sentences depending on level</li><li>• KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts</li><li>• Corners Cooperative Learning Strategy:</li><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
|--|--|

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|                                 |  |
|---------------------------------|--|
| <b>Unit Plan Title</b>          | Unit 6: Magic Tree House Book 6 - <i>Afternoon on the Amazon</i> by Mary Pope Osborne                                  |
| <b>Suggested Time Frame</b>     | 3 weeks  |
| <b>Target Proficiency Level</b> | Entering –Level 6 Reaching <a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

### **Overview / Rationale**

Use background building interactive read alouds and *Magic Tree House* book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.

This unit is based on Magic Tree House book *Afternoon on the Amazon*. The main characters, Jack and Annie, will travel in their magic tree house to the Amazon where they will have an encounter with a variety of Amazonian animals. One week will be used for research of the Amazon, and two weeks will be dedicated to reading *Afternoon on the Amazon*. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

### **Stage 1 - Desired Results**

#### **Established Goals:**

#### **New Jersey Student Learning Standards for English Language Arts**

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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..).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

### WIDA Standards

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner

Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner

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Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner

Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner

Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

**Essential Questions:** What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?

**Enduring Understandings:**  
*Students will understand that...* Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.

**Knowledge:**  
*Students will know...* Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.

**Skills:**  
*Students will be able to...* Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain

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|  |   |
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|  | meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing. |
|--|---|

| In this unit plan, the following 21st Century Life and Careers skills are addressed: |   |   |  |  |
|--|---|---|--|--|
|  | Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes |   |  | Indicate whether these skills are:<br><br><ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b> |
| <b>9.1</b>   | <b>Personal Financial Literacy</b>                            | T |  | CRP1. Act as a responsible and contributing citizen and employee.  |
|  | Incomes and Careers   | T |  | CRP2. Apply appropriate academic and technical skills.   |
|  | Money Management  | E |  | CRP3. Attend to personal health and financial well-being.  |
|  | Credit and Debt Management                                    | T |  | CRP4. Communicate clearly and effectively and with reason.   |
|  | Planning, Saving, and Investing                               | T |  | CRP5. Consider the environmental, social and economic impacts of decisions.  |
|  | Becoming a Critical Consumer                                  | E |  | CRP6. Demonstrate creativity and innovation.   |
| X  | <b>Civic Financial Responsibility</b>                         |   |  | CRP7. Employ valid and reliable research strategies.   |
|  | Insuring and Protecting                                       | T |  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.   |
| <b>9.2</b>   | <b>Career Awareness, Exploration, Preparation</b>             | T |  | CRP9. Model integrity, ethical leadership and effective management.  |
| X  | Career Awareness  |   |  | CRP10. Plan education and career paths aligned to personal goals.  |
|  | Career Exploration  |   |  | CRP11. Use technology to enhance productivity.   |
|  | Career Preparation  |   |  | CRP12. Work productively in teams while using cultural global competence.  |
| <b>Career Connections</b>  |   |   |  |  |

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Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge

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- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

*See Units 1-3 for additional information*

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

### Self-Awareness

|   |   |
|---|---|
| X | Recognize one's own feelings and thoughts |
|---|---|

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|------------------------------------|--|
| X                                  | Recognize the impact of one's feelings and thoughts on one's own behavior                                    |
| X                                  | Recognize one's personal traits, strengths and limitations   |
| X                                  | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| <b>Self-Management</b>             |  |
| X                                  | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X                                  | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X                                  | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| <b>Social Awareness</b>            |  |
| X                                  | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X                                  | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds      |
| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| <b>Responsible Decision Making</b> |  |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills                          |
| X                                  | Identify the consequences associated with one's action in order to make constructive choices                 |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions   |
| <b>Relationship Skills</b>         |  |
| X                                  | Establish and maintain healthy relationships   |
| X                                  | Utilize positive communication and social skills to interact effectively with others                         |
| X                                  | Identify ways to resist inappropriate social pressure  |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed                             |

| <b>Student Resources</b>   |  |
|--|--|
| <b>Primary Source Readings</b>   | <a href="http://magictreehouse.wikia.com/wiki/Afternoon_on_the_Amazon">http://magictreehouse.wikia.com/wiki/Afternoon_on_the_Amazon</a><br>Make Amazonian scenes/collages See P Drive for more suggestions, pictures, etc.   |
| <b>Secondary Source Readings</b>   | Leveled readers/Stories on <i>Power Tools</i> app<br>· Aloian, Molly. Rainforest Habitat · Brett, Jan. The Umbrella · Butterfield, Moira. The Rainforest · Cherry, Lynne. The Great Kapok Tree · Chinery, Michael. Rainforest Animals · Hess, Paul. Rainforest Animals |
| <b>Teacher Resources</b>   |  |
| <b>Texts:</b><br><i>Tools of the Mind Teachers' Manual</i><br><i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br><i>Afternoon on the Amazon</i> by Mary Pope Osborne<br>Interactive Read Alouds available on toolsofthemind.org |  |

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Theme related books available on *Power Tools* app

**Websites:** [toolsofthemind.org](http://toolsofthemind.org)

See Units 1-3 for more information

### Stage 2 – Assessment Evidence

**Performance Task(s):** Student will create props and drawings to represent other things developing symbolic thinking. · Students will follow several stepped directions and listen for various purpose in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.

- *Read Write Learn* fact writing
- Chapter Summaries
- Storyboards
- *Shared Scaffolded Writing*
- Learning center activities
- *Mystery Games*
- *Learning Plan*
- *Literacy Skill Building* activities
- Learning Conferences
- Small group reading instruction

**Other Evidence:** · Self-regulation developed during center play and mature intentional play · Deliberate memory enhanced by remembering finger plays, songs, routines, stories, and plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities

- Meaningful dramatic play
- Participation in daily story discussion
- Participation in small group literacy activities
- Participation in self regulation games and activities
- Participation in *Jack and Annie's Secret Message*
- Observation of student ability to follow learning plans and work with a buddy to complete center activities and work product
- *Tools of the Mind* Benchmark - Week 18: Word Building

### Stage 3 – Learning Plan

| Suggested Activities (See Unit 1 for additional information) | Descriptions   |
|--|--|
| <b>Opening Group:</b>  | <ul style="list-style-type: none"> <li>● Students participate in <i>Share the News</i> with daily discussions related to social emotional and academic learning.</li> <li>● Students participate in <i>Shared Scaffolded Writing</i> to learn and practice the scaffolded writing process.</li> <li>● Use <i>Freeze Game</i>/finger plays/songs to develop self-regulation.</li> </ul> |
| <b>Story Lab:</b>  | <i>Week 1: Interactive Read Alouds</i> (one per day found on <a href="http://toolsofthemind.org">toolsofthemind.org</a> )  |

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| <p><b>Scaffolded Writing:</b></p> <p><b>Centers:</b></p> <p><b>Buddy Reading:</b></p> | <p><i>Week 2-3: Afternoon on the Amazon</i> by Mary Pope Osborne (one chapter per day)</p> <ul style="list-style-type: none"><li>● The following activities are to be completed using comprehension story cards for each chapter. Suggestions for each chapter are noted in the <i>Tools of the Mind</i> pacing guide.<ul style="list-style-type: none"><li>○ Visualization</li><li>○ Character Empathy</li><li>○ Inferences</li><li>○ Story Grammar</li><li>○ Story Comparison</li><li>○ Vocabulary</li><li>○ What was Interesting?</li></ul></li><br/><li>● Participate in group dramatization of stories to build comprehension and self regulation skills.</li><li>● Use a combination of drawing and writing to complete fact writing and chapter summaries.</li><li>● Use Venger/How to Draw to complete character pictures.</li><li>● Use storyboards to draw and write about beginning/middle/end of story.</li><br/><li>● Act out events from interactive read alouds and/or story using props.</li><li>● Practice fine motor skills and letter formation in <i>Penmanship Center</i>.</li><li>● Practice comprehension skills in the <i>Listening Center</i>.</li><li>● Use a writing prompt to draw and write a story in the <i>Creative Writing Center</i>.</li><li>● Practice using theme related vocabulary and knowledge in <i>Comprehension and Vocabulary Center</i>.</li><li>● Practice using word patterns to build new words in <i>Sounds and Letters Center</i>.</li><li>● Practice sound by sound decoding strategy in <i>Decoding Center</i>.</li><li>● Practice letter naming/sound fluency in the <i>Fluency Center</i>.</li><br/><li>● Use lips/ears mediator cards for <i>Buddy Reading</i>.</li><li>● Begin to read grade level text with a partner.</li></ul> |
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| <p><b>Small Group Literacy:</b></p>            | <ul style="list-style-type: none"> <li>● Continue to play Tools of the Mind games               <ul style="list-style-type: none"> <li>○ <i>Look and Remember</i></li> <li>○ <i>I Have, Who Has?</i> (letters, sounds)</li> <li>○ <i>Memory Game</i></li> <li>○ <i>Elkonin Boxes II, II, IV</i></li> <li>○ <i>Forbidden Words</i></li> <li>○ <i>Word Building: Make a Word, Can You Read This Word, Write This Word</i></li> <li>○ <i>Teach learning center activity rules and procedures.</i></li> </ul> </li> </ul> |
| <p><b>After Lunch Block:</b></p>               | <ul style="list-style-type: none"> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● Reading Strategies</li> <li>● <i>Memory Bank</i> with sight words</li> <li>● <i>Graphics Practice</i> review</li> </ul>  |
| <p><b>Small Group Reading Instruction:</b></p> | <p>Once learning center routine is established, teacher will begin to pull small groups for individualized reading instruction using leveled readers and <i>Power Tools</i> app.</p>  |

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| <p><b>Accommodations and Modifications (See Unit 1 for additional information)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.</p> <p>See Units 1-3<br/> <b><u>Special Education and 504 Plans</u></b><br/> <i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> </ul> |
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- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

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See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers

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- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.

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|  | <ul style="list-style-type: none"><li>• Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.</li><li>• Think Pair Share Write</li><li>• Think Talk Write</li><li>• Think Pair Share</li><li>• Note-taking -can be done through words, pictures, phrases, and sentences depending on level</li><li>• KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts</li><li>• Corners Cooperative Learning Strategy:</li><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
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# NEPTUNE CITY SCHOOL DISTRICT

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| <b>Unit Plan Title</b>          | Unit 7: Magic Tree House Book 7 - <i>Sunset of the Sabertooth</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

## Overview / Rationale

Use background building interactive read alouds and *Magic Tree House* book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.

To promote the children’s self-regulation, fluency of literacy skills (concept of print, early writing skills, phonemic awareness, sound/symbol correspondence, oral language skills), use of scaffolded writing, story sequencing, decoding strategies, and meaningful dramatic play through the use of The Magic Tree House Chapter Books, “Sunset of the Sabertooth”. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

## Stage 1 - Desired Results

### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

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SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

### WIDA Standards

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or

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wordless picture books with a partner (e.g., “ go to park, play with friends”)  
 Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner  
 Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner  
 Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner  
 Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner  
 Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

**Essential Questions:** What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?

**Enduring Understandings:**  
*Students will understand that...* Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.

**Knowledge:**  
*Students will know...* Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to

**Skills:**  
*Students will be able to...* Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and

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| <p>help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p> | <p>write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |
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| In this unit plan, the following 21st Century Life and Careers skills are addressed: |   |  |  |
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| Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes                        |   | Indicate whether these skills are:   |  |
|  |   | <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> |  |
|  |   | <b>Career Ready Practices</b>  |  |
| <b>9.1</b>   | <b>Personal Financial Literacy</b>                | T  | CRP1. Act as a responsible and contributing citizen and employee.                        |
|  | Incomes and Careers                               | T  | CRP2. Apply appropriate academic and technical skills.                                   |
|  | Money Management                                  | E  | CRP3. Attend to personal health and financial well-being.                                |
|  | Credit and Debt Management                        | T  | CRP4. Communicate clearly and effectively and with reason.                               |
|  | Planning, Saving, and Investing                   | T  | CRP5. Consider the environmental, social and economic impacts of decisions.              |
|  | Becoming a Critical Consumer                      |  | CRP6. Demonstrate creativity and innovation.   |
|  | Civic Financial Responsibility                    | T  | CRP7. Employ valid and reliable research strategies.                                     |
|  | Insuring and Protecting                           | T  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b>   | <b>Career Awareness, Exploration, Preparation</b> | T  | CRP9. Model integrity, ethical leadership and effective management.                      |
| X  | Career Awareness                                  |  | CRP10. Plan education and career paths aligned to personal goals.                        |
|  | Career Exploration                                |  | CRP11. Use technology to enhance productivity.   |
|  | Career Preparation                                |  | CRP12. Work productively in teams while using cultural global competence.                |
| <b>Career Connections:</b>   |   |  |  |

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Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge

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- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

*See Units 1-3*

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

Self-Awareness

## NEPTUNE CITY SCHOOL DISTRICT

|                                    |  |
|------------------------------------|--|
| X                                  | Recognize one's own feelings and thoughts  |
| X                                  | Recognize the impact of one's feelings and thoughts on one's own behavior                                    |
| X                                  | Recognize one's personal traits, strengths and limitations   |
| X                                  | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| <b>Self-Management</b>             |  |
| X                                  | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X                                  | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X                                  | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| <b>Social Awareness</b>            |  |
| X                                  | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X                                  | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds      |
| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| <b>Responsible Decision Making</b> |  |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills                          |
| X                                  | Identify the consequences associated with one's action in order to make constructive choices                 |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions   |
| <b>Relationship Skills</b>         |  |
| X                                  | Establish and maintain healthy relationships   |
| X                                  | Utilize positive communication and social skills to interact effectively with others                         |
| X                                  | Identify ways to resist inappropriate social pressure  |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed                             |

| <b>Student Resources</b>         |  |
|----------------------------------|--|
| <b>Primary Source Readings</b>   | Stories on <i>Power Tools</i> app<br><a href="http://magictreehouse.wikia.com/wiki/Sunset_of_the_Sabertooth">http://magictreehouse.wikia.com/wiki/Sunset_of_the_Sabertooth</a>   |
| <b>Secondary Source Readings</b> | Leveled readers<br> Saber tooth by Patrick O'Brien<br> Polar Explorers for Kids Historic Expeditions to the Arctic and Antarctic by Maxine Snowden<br> Kids Can Draw Arctic Animals by Philippe Legendre<br> Arctic Tundra by Dinald M. Silver<br> The Arctic Habitat by Molly Aloian<br> What Lives in the Arctic? (Animal Habitats) by Oona Gaarder-Juntti |
| <b>Teacher Resources</b>         |  |

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**Texts:**

*Tools of the Mind Teachers' Manual*  
*Tools of the Mind Pacing Guide* (toolsofthemind.org)  
*Sunset of the Sabertooth* by Mary Pope Osborne  
 Interactive Read Alouds available on toolsofthemind.org  
 Theme related books available on *Power Tools* app

**Websites:** toolsofthemind.org

See Units 1-3 for additional resources

## Stage 2 – Assessment Evidence

**Performance Task(s):**

- Prop Making
- Dramatic play according to role(s)
- *Read Write Learn* fact writing
- Chapter Summaries
- Storyboards
- *Shared Scaffolded Writing*
- Learning center activities
- *Mystery Games*
- *Learning Plan*
- *Literacy Skill Building* activities
- Learning Conferences
- Small group reading instruction

**Other Evidence:**

- Meaningful dramatic play
- Participation in daily story discussion
- Participation in small group literacy activities
- Participation in self regulation games and activities
- Participation in *Jack and Annie's Secret Message*
- Observation of student ability to follow learning plans and work with a buddy to complete center activities and work products

## Stage 3 – Learning Plan

**Suggested Activities (See unit 1 for additional information)**

**Descriptions**

**Opening Group:**

- Students participate in *Share the News* with daily discussions related to social emotional and academic learning.
- Students participate in *Shared Scaffolded Writing* to learn and practice the scaffolded writing process.
- Use *Freeze Game*/finger plays/songs to develop self-regulation.

**Story Lab:**

*Week 1: Interactive Read Alouds* (one per day found on toolsofthemind.org)  
  
*Week 2-3: Sunset of the Sabertooth* by Mary Pope Osborne (one chapter per day)

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| <p><b>Scaffolded Writing:</b></p> <p><b>Centers:</b></p> <p><b>Buddy Reading:</b></p> | <ul style="list-style-type: none"><li>● The following activities are to be completed using comprehension story cards for each chapter. Suggestions for each chapter are noted in the <i>Tools of the Mind</i> pacing guide.<ul style="list-style-type: none"><li>○ Visualization</li><li>○ Character Empathy</li><li>○ Inferences</li><li>○ Story Grammar</li><li>○ Story Comparison</li><li>○ Vocabulary</li><li>○ What was Interesting?</li></ul></li><li>● Participate in group dramatization of stories to build comprehension and self regulation skills.</li><li>● Use a combination of drawing and writing to complete fact writing and chapter summaries.</li><li>● Use Venger/How to Draw to complete character pictures.</li><li>● Use storyboards to draw and write about beginning/middle/end of story.</li><li>● Act out events from interactive read alouds and/or story using props.</li><li>● Practice fine motor skills and letter formation in <i>Penmanship Center</i>.</li><li>● Practice comprehension skills in the <i>Listening Center</i>.</li><li>● Use a writing prompt to draw and write a story in the <i>Creative Writing Center</i>.</li><li>● Practice using theme related vocabulary and knowledge in <i>Comprehension and Vocabulary Center</i>.</li><li>● Practice using word patterns to build new words in <i>Sounds and Letters Center</i>.</li><li>● Practice sound by sound decoding strategy in <i>Decoding Center</i>.</li><li>● Practice letter naming/sound fluency in the <i>Fluency Center</i>.</li><li>● Use lips/ears mediator cards for <i>Buddy Reading</i>.</li><li>● Begin to read grade level text with a partner.</li><li>● Continue to play Tools of the Mind games</li></ul> |
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## NEPTUNE CITY SCHOOL DISTRICT

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| <p><b>Small Group Literacy:</b></p> | <ul style="list-style-type: none"> <li>○ <i>Writing Thicker</i></li> <li>○ <i>Relay Games</i></li> <li>○ <i>Memory Bank Deposit</i></li> <li>○ <i>Paired Buddy Reading</i></li> <li>○ <i>Decoding Detectives</i></li> <li>○ <i>Teach learning center activity rules and procedures.</i></li> <li>○ <i>I Have, Who Has?</i> (sounds, sight words, word patterns as needed)</li> </ul> |
| <p><b>After Lunch Block:</b></p>    | <ul style="list-style-type: none"> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● Reading Strategies</li> <li>● <i>Memory Bank with sight words</i></li> <li>● <i>Graphics Practice</i> review</li> </ul>   |
| <p><b>Small Group Reading:</b></p>  | <p>Teacher will pull small groups for individualized reading instruction using leveled readers and <i>Power Tools</i> app. Students will be pulled in groups of four and teacher will work with pairs at similar reading levels.</p>   |

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| <p><b>Accommodations and Modifications (See Unit 1 for additional information)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.<br/>See Units 1=3</p> <p><b><u>Special Education and 504 Plans</u></b><br/><i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> </ul> |
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- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

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- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills

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- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.

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|  | <ul style="list-style-type: none"><li>• Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.</li><li>• Think Pair Share Write</li><li>• Think Talk Write</li><li>• Think Pair Share</li><li>• Note-taking -can be done through words, pictures, phrases, and sentences depending on level</li><li>• KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts</li><li>• Corners Cooperative Learning Strategy:</li><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
|--|--|

## NEPTUNE CITY SCHOOL DISTRICT

|                                 |   |
|---------------------------------|---|
| <b>Unit Plan Title</b>          | Unit 8: Magic Tree House Book 8 - <i>Midnight on the Moon</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

### **Overview / Rationale**

Use background building interactive read alouds and *Magic Tree House* book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.

To promote the children’s self-regulation, fluency of literacy skills (concept of print, early writing skills, phonemic awareness, sound/symbol correspondence, oral language skills), use of scaffolded writing, story sequencing, decoding strategies, and meaningful dramatic play through the use of The Magic Tree House Chapter Book, *Midnight on the Moon* In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

### **Stage 1 - Desired Results**

Established Goals:

New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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RL.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading Informational Text

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading Foundational Skills

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/, /t/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Writing

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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..).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

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SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

### WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos,

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illustrations, or wordless picture books with a partner  
 Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner  
 Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner  
 Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner  
 Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

## **Essential Questions:**

- How do stories help our minds?
- How do we gain information from texts?
- Who are the characters in the story?
- Which characters do you identify with?
- What is the sequence of events in the stories?
- How can the ending be different?
- How does the background information help us understand the story?
- What is a chapter book?
- What do chapter book stories do to help our minds?
- What is a theme/topic?
- What is the importance of learning about a topic/theme before reading Magic Tree House books?
- Why are mediator cards used with partners?
- How does making connections make us better readers?
- How do sounds help us read and write?
- How does writing help us remember?
- How does acting out the story help with comprehension?
- How do we gain information from texts?
- Why is it important to check our work?
- How do characters solve problems?
- What is a learning plan and why do we use it?
- What is the purpose of learning centers?
- What is a learning conference?

## **Enduring Understandings:**

*Students will understand that...*

- Working and talking with partners helps us to learn.
- Letters have symbols and sounds that create words for reading and writing.
- Stories provide opportunities for listening and remembering.
- There are different rules for each activity that should be followed.
- They have ways to manage their emotions.
- The team captain and study buddies have specific roles.
- Background knowledge helps in the continued learning of a theme or topic of study.
- Remembering and attending to specific concepts is accomplished through the use of mediators, private speech and self regulation.
- Letters are symbols for sounds that create words for reading and writing.
- Acting out stories with roles helps us to better comprehend the story.
- Using comprehension strategies (visualization, character empathy, inferring, predicting) helps us to connect with the text and understand it better.
- Learning plans help us know where to go and what to do in literacy centers.
- Learning center activities allow us to practice practice self regulation while working with a buddy on reading and writing skills.

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|   | <ul style="list-style-type: none"> <li>● Study buddies help us practice other regulation.</li> <li>● Learning conferences allow us to evaluate our work and set new goals based on our evaluation.</li> </ul>  |
| <p><b>Knowledge:</b><br/><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Phonemic and phonological awareness.</li> <li>● Emergent word recognition skills.</li> <li>● Early fluency.</li> <li>● How to expand comprehension skills in response to a text.</li> <li>● Early writing skills.</li> <li>● How to retell stories.</li> <li>● Important characters from the stories.</li> <li>● Sounds on the sound map.</li> <li>● Theme specific vocabulary.</li> <li>● Concept of print.</li> <li>● Sequence of events in a story.</li> <li>● Learning Center procedures and activity rules.</li> <li>● Various ideas about how to solve problems and what tools are needed.</li> <li>● Strategies to decode an unknown word:<br/><i>Have I seen this word before? Can I build a word using a word pattern or sound by sound? Does it make sense?</i></li> </ul> | <p><b>Skills:</b><br/><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify sounds.</li> <li>● Recognize their own name and some letters.</li> <li>● Visualize and logically retell a story.</li> <li>● Draw and write a response to specific part of a story.</li> <li>● Draw and write facts learned from an interactive read aloud.</li> <li>● Sustain meaningful dramatic play in the center.</li> <li>● Make text-text, text to world and text to self connections.</li> <li>● Answer questions and discuss a variety of topics.</li> <li>● Use the sound map to find sounds/letters for use in scaffolded writing.</li> <li>● Participate in activities that practice self regulation.</li> <li>● Talk to a buddy about their emotions and ways to solve problems.</li> <li>● Work in centers to build fluency in emergent literacy and decoding skills.</li> <li>● Practice fine motor skills in <i>Graphics Practice</i> and the <i>Penmanship Center</i>.</li> <li>● Participate in a learning conference and set an individual learning goal.</li> <li>● Practice organizational skills by following their learning plans and keeping track of their work.</li> <li>● Use decoding strategies to figure out unknown words in a text.</li> <li>● Read grade level text.</li> </ul> |

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| <p><b>Essential Questions:</b> What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each</p> | <p><b>Enduring Understandings:</b><br/><i>Students will understand that...</i> Chapter books build memory of a story over a period of time.</p> |
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| <p>chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?</p> | <p>Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.</p> |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p>   | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing. Recall information about Jack and Annie’s adventure to the moon.</p>   |

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| In this unit plan, the following 21st Century Life and Careers skills are addressed:   |   |  |  |
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| Check ALL that apply –<br><br>21 <sup>st</sup> Century Themes  |   | Indicate whether these skills are:<br><ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b> |  |
| <b>9.1</b>   | <b>Personal Financial Literacy</b>                | T  | CRP1. Act as a responsible and contributing citizen and employee.                        |
|  | Incomes and Careers                               | T  | CRP2. Apply appropriate academic and technical skills.                                   |
|  | Money Management                                  | T  | CRP3. Attend to personal health and financial well-being.                                |
|  | Credit and Debt Management                        | T  | CRP4. Communicate clearly and effectively and with reason.                               |
|  | Planning, Saving, and Investing                   | E  | CRP5. Consider the environmental, social and economic impacts of decisions.              |
| X  | Becoming a Critical Consumer                      | E  | CRP6. Demonstrate creativity and innovation.   |
| X  | Civic Financial Responsibility                    |  | CRP7. Employ valid and reliable research strategies.                                     |
|  | Insuring and Protecting                           | T  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b>   | <b>Career Awareness, Exploration, Preparation</b> | T  | CRP9. Model integrity, ethical leadership and effective management.                      |
| X  | Career Awareness                                  | E  | CRP10. Plan education and career paths aligned to personal goals.                        |
|  | Career Exploration                                |  | CRP11. Use technology to enhance productivity.   |
|  | Career Preparation                                | E  | CRP12. Work productively in teams while using cultural global competence.                |
| Interdisciplinary Connections  |   |  |  |
| <p><b>Interdisciplinary Standards:</b></p> <p><b>New Jersey Student Learning Standards for Social Studies</b></p> <p>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.</p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> |   |  |  |

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6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Technology Standards:**

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

*See Units 1-3 for additional information*

### INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

**Self-Awareness**

|   |  |
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| X | Recognize one’s own feelings and thoughts  |
| X | Recognize the impact of one’s feelings and thoughts on one’s own behavior          |
| X | Recognize one’s personal traits, strengths and limitations                         |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

**Self-Management**

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| X | Understand and practice strategies for managing one’s own emotions, thoughts and behaviors                   |
| X | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals |

**Social Awareness**

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| X | Recognize and identify the thoughts, feelings, and perspectives of others                               |
| X | Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds |

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| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ            |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| <b>Responsible Decision Making</b> |   |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills           |
| X                                  | Identify the consequences associated with one's action in order to make constructive choices  |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions                              |
| <b>Relationship Skills</b>         |   |
| X                                  | Establish and maintain healthy relationships  |
| X                                  | Utilize positive communication and social skills to interact effectively with others          |
| X                                  | Identify ways to resist inappropriate social pressure   |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways   |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed              |

| <b>Student Resources</b>  |  |
|---|--|
| <b>Primary Source Readings</b>  | <a href="http://magictreehouse.wikia.com/wiki/Midnight_on_the_Moon">http://magictreehouse.wikia.com/wiki/Midnight_on_the_Moon</a><br>Stories on <i>Power Tools</i> app   |
| <b>Secondary Source Readings</b>  | Leveled readers<br>· The First Moon Landing by Steve Kortenkamp · Space by Bobbie Kalman · Space Shuttles by Margaret Friskey · What's Out There? A Book About Space by Lynn Wilson and Paige Billin-Frye · The Moon by Paulette Bourgeois · The Moon by Thomas Adamson 90<br>· Phases of the Moon by Gillia Olson |
| <b>Teacher Resources</b>  |  |
| <p><b>Texts:</b><br/> <i>Tools of the Mind Teachers' Manual</i><br/> <i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br/> <i>Midnight on the Moon</i> by Mary Pope Osborne<br/>                     Interactive Read Alouds available on toolsofthemind.org<br/>                     Theme related books available on <i>Power Tools</i> app</p> <p><b>Websites:</b> toolsofthemind.org<br/>                     See Units 1-3</p> |  |

| <b>Stage 2 – Assessment Evidence</b>  |   |
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| <p><b>Performance Task(s):</b> Student will create props and drawings to represent other things developing symbolic thinking. · Students will follow several stepped directions and listen for various purpose in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.</p> | <p><b>Other Evidence:</b> · Self-regulation developed during center play and mature intentional play · Deliberate memory enhanced by remembering finger plays, songs, routines, stories, and plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities</p> <ul style="list-style-type: none"> <li>● Meaningful dramatic play</li> <li>● Participation in daily story discussion</li> </ul> |





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| <p><b>Small Group Reading:</b></p> | <ul style="list-style-type: none"> <li>● Reading Strategies</li> <li>● <i>Memory Bank</i> with sight words</li> <li>● <i>Graphics Practice</i> review</li> <li>● <i>Editor's Eyes</i></li> </ul> <p>Teacher will pull small groups for individualized reading instruction using leveled readers and <i>Power Tools</i> app. Students will be pulled in groups of four and teacher will work with pairs at similar reading levels.</p> |
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| <p><b>Accommodations and Modifications (See Unit 1-3 for additional information)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.</p> <p>See Units 1-3</p> <p><b><u>Special Education and 504 Plans</u></b></p> <p><i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete task/assignment/work</li> <li>● Provide a copy of class notes</li> <li>● Strategic seating (with a purpose - eg. less distraction)</li> <li>● Flexible seating</li> <li>● Repetition and additional practice</li> <li>● Use of manipulatives</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Emphasize key words or critical information by highlighting</li> <li>● Use of graphic organizers</li> <li>● Scaffold with prompts for sentence starters</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> <li>● Encourage student to proofread assignments and tests</li> </ul> |
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- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters

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- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

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- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
- <http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of

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|  | the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a> . |
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# NEPTUNE CITY SCHOOL DISTRICT

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| <b>Unit Plan Title</b>          | Unit 9: Magic Tree House Book 9 - <i>Dolphins at Daybreak</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

## Overview / Rationale

Use background building interactive read alouds and *Magic Tree House* book series to promote the children’s concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students’ self-regulation skills.

To promote the children’s self-regulation, fluency of literacy skills (concept of print, early writing skills, phonemic awareness, sound/symbol correspondence, oral language skills), use of scaffold writing, story sequencing, decoding strategies, and meaningful dramatic play through the use of The Magic Tree House Chapter Books, “Dolphins at Daybreak”. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

## Stage 1 - Desired Results

### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

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SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos,

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illustrations, or wordless picture books with a partner  
 Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner  
 Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner  
 Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner  
 Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

|   |  |
|---|--|
| <p><b>Essential Questions:</b> What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?</p> | <p><b>Enduring Understandings:</b><br/> <i>Students will understand that...</i> Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.</p> |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. ·</p>  | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and write an R-W-L using the factual information</p>  |

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| <p>Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p> | <p>learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |
|--|--|

| <b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b> |  |   |   |
|---|--|---|---|
|   | <b>Check ALL that apply –<br/>21<sup>st</sup> Century Themes</b> |   | <b>Indicate whether these skills are:</b><br><ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul> <b>Career Ready Practices</b> |
| <b>9.1</b>  | <b>Personal Financial Literacy</b>                               |   | CRP1. Act as a responsible and contributing citizen and employee.   |
|   | Incomes and Careers  | T | CRP2. Apply appropriate academic and technical skills.  |
|   | Money Management   | T | CRP3. Attend to personal health and financial well-being.   |
|   | Credit and Debt Management                                       | T | CRP4. Communicate clearly and effectively and with reason.  |
|   | Planning, Saving, and Investing                                  | E | CRP5. Consider the environmental, social and economic impacts of decisions.   |
| X   | Becoming a Critical Consumer                                     |   | CRP6. Demonstrate creativity and innovation.  |
|   | Civic Financial Responsibility                                   |   | CRP7. Employ valid and reliable research strategies.  |
|   | Insuring and Protecting  | T | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  |
| <b>9.2</b>  | <b>Career Awareness, Exploration, Preparation</b>                | T | CRP9. Model integrity, ethical leadership and effective management.   |
| X   | Career Awareness   |   | CRP10. Plan education and career paths aligned to personal goals.   |
|   | Career Exploration   |   | CRP11. Use technology to enhance productivity.  |
|   | Career Preparation   | T | CRP12. Work productively in teams while using cultural global competence.   |

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### Career Connections

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another

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- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

*See Units 1-3*

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

### Self-Awareness

|   |   |
|---|---|
| X | Recognize one's own feelings and thoughts |
|---|---|

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|                                    |  |
|------------------------------------|--|
| X                                  | Recognize the impact of one’s feelings and thoughts on one’s own behavior                                    |
| X                                  | Recognize one’s personal traits, strengths and limitations   |
| X                                  | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| <b>Self-Management</b>             |  |
| X                                  | Understand and practice strategies for managing one’s own emotions, thoughts and behaviors                   |
| X                                  | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X                                  | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals |
| <b>Social Awareness</b>            |  |
| X                                  | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X                                  | Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds      |
| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| <b>Responsible Decision Making</b> |  |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills                          |
| X                                  | Identify the consequences associated with one’s action in order to make constructive choices                 |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions   |
| <b>Relationship Skills</b>         |  |
| X                                  | Establish and maintain healthy relationships   |
| X                                  | Utilize positive communication and social skills to interact effectively with others                         |
| X                                  | Identify ways to resist inappropriate social pressure  |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed.                            |

| <b>Student Resources</b>                       |   |
|--|---|
| <b>Primary &amp; Secondary Source Readings</b> | Stories on <i>Power Tools</i> app<br>Student Resources<br><a href="http://magictreehouse.wikia.com/wiki/Dolphins_at_Daybreak">http://magictreehouse.wikia.com/wiki/Dolphins_at_Daybreak</a>   |
| <b>Secondary Source Readings</b>               | Secondary Source Readings · Everything Dolphins: What Kids Really Want to Know about Dolphins by Marty Crisp · National Geographic Kids Everything Dolphins: Dolphin Facts, Photos, and Fun that Will Make You Flip by Elizabeth Carney · Face to Face with Dolphins by Flip Nicklin · Dolphins for Kids (Wildlife for Kids Series) by Patricia Corrigan Encantado: Pink Dolphin of the Amazon by Sy Montgomery · Dolphins by Sylvia M. James · How to Draw Dolphins and Other Sea Animals by Dan Green · Eye Wonder: Ocean by Samantha Gray · Awesome Ocean Science (Kids Can! Series) by Cindy A. Littlefield · Science Kids: Oceans and Seas by Nicola Davies · Crafts for Kids Who Are Wild About |

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|  | Oceans by Kathy Ross · Down in the Deep, Deep Ocean by Joann Cleland · Tom Swift and his Submarine Boat Under the Ocean Sunken Treasure by Victor Appleton · Super Submarines (Amazing Machines) by Tony Milton<br>Leveled readers |
| <b>Teacher Resources</b>   |  |
| <p><b>Texts:</b><br/> <i>Tools of the Mind Teachers' Manual</i><br/> <i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br/> <i>Dolphins at Daybreak</i> by Mary Pope Osborne<br/>                     Interactive Read Alouds available on toolsofthemind.org<br/>                     Theme related books available on <i>Power Tools</i> app</p> <p><b>Websites:</b> toolsofthemind.org<br/>                     See Units 1-3 for additional information</p> |  |

| Stage 2 – Assessment Evidence   |   |
|---|---|
| <p><b>Performance Task(s):</b> Student will create props and drawings to represent other things developing symbolic thinking. · Students will follow several stepped directions and listen for various purpose in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.</p> <ul style="list-style-type: none"> <li>● Prop Making</li> <li>● Dramatic play according to role(s)</li> <li>● <i>Read Write Learn</i> fact writing</li> <li>● Chapter Summaries</li> <li>● Storyboards</li> <li>● <i>Shared Scaffolded Writing</i></li> <li>● Learning center activities</li> <li>● <i>Mystery Games</i></li> <li>● <i>Learning Plan</i></li> <li>● <i>Literacy Skill Building</i> activities</li> <li>● Learning Conferences</li> <li>● Small group reading instruction</li> </ul> | <p><b>Other Evidence:</b> · Self-regulation developed during center play and mature intentional play · Deliberate memory enhanced by remembering finger plays, songs, routines, stories, and plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities</p> <ul style="list-style-type: none"> <li>● Meaningful dramatic play</li> <li>● Participation in daily story discussion</li> <li>● Participation in small group literacy activities</li> <li>● Participation in self regulation games and activities.</li> <li>● Participation in <i>Jack and Annie's Secret Message &amp; Editor's Eyes</i></li> <li>● Observation of student ability to follow learning plans and work with a buddy to complete center activities and work products.</li> <li>● <i>Tools of the Mind</i> Benchmark - Decoding Level A-B (Week 25)</li> </ul> |

| Stage 3 – Learning Plan                        |                     |
|--|---------------------|
| <b>Suggested Activities (See Units 1-3 for</b> | <b>Descriptions</b> |

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| additional activities)     |   |
|----------------------------|---|
| <b>Opening Group:</b>      | <ul style="list-style-type: none"> <li>● Students participate in <i>Share the News</i> with daily discussions related to social emotional and academic learning.</li> <li>● Students participate in <i>Shared Scaffolded Writing</i> to learn and practice the scaffolded writing process.</li> <li>● Use <i>Freeze Game</i>/finger plays/songs to develop self-regulation</li> </ul>   |
| <b>Story Lab:</b>          | <p><i>Week 1: Interactive Read Alouds</i> (one per day found on <a href="http://toolsofthemind.org">toolsofthemind.org</a>)</p> <p><i>Week 2-3: Dolphins at Daybreak</i> by Mary Pope Osborne (one chapter per day)</p> <ul style="list-style-type: none"> <li>● The following activities are to be completed using comprehension story cards for each chapter. Suggestions for each chapter are noted in the <i>Tools of the Mind</i> pacing guide.               <ul style="list-style-type: none"> <li>○ Visualization</li> <li>○ Character Empathy</li> <li>○ Inferences</li> <li>○ Story Grammar</li> <li>○ Story Comparison</li> <li>○ Vocabulary</li> <li>○ What was Interesting?</li> </ul> </li> <li>● Participate in group dramatization of stories to build comprehension and self regulation skills.</li> </ul> |
| <b>Scaffolded Writing:</b> | <ul style="list-style-type: none"> <li>● Use a combination of drawing and writing to complete fact writing and chapter summaries.</li> <li>● Use Venger/How to Draw to complete character pictures.</li> <li>● Use storyboards to draw and write about beginning/middle/end of story.</li> </ul>  |
| <b>Centers:</b>            | <ul style="list-style-type: none"> <li>● Act out events from interactive read alouds and/or story using props.</li> <li>● Practice fine motor skills and letter formation in <i>Penmanship Center</i>.</li> <li>● Practice comprehension skills in the <i>Listening Center</i>.</li> </ul>  |



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|  | <p>Message of the Day · Write Along · Share the News with daily discussions · Story lab activities (see page 34 of TOM Manual) · Scaffold writing: RWL Write About · Scaffold writing: Chapter Summary · Scaffold writing: Storyboard · Create props for dramatic play · Use Venger/How to Draw to complete character pictures · Role play in centers · Buddy Reading · Play TOM games · Graphics Practice · Use Freeze Game/finger plays/songs to develop self-regulation</p> |
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|   |   |
|---|---|
| <p><b>Accommodations and Modifications</b><br/>(See Units 1-3 for additional information)</p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.<br/>See Units 1-3</p> <p><b><u>Special Education and 504 Plans</u></b><br/><i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete task/assignment/work</li> <li>● Provide a copy of class notes</li> <li>● Strategic seating (with a purpose - eg. less distraction)</li> <li>● Flexible seating</li> <li>● Repetition and additional practice</li> <li>● Use of manipulatives</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Emphasize key words or critical information by highlighting</li> <li>● Use of graphic organizers</li> <li>● Scaffold with prompts for sentence starters</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> <li>● Chunk the assignment - broken up into smaller units, work submitted in phases</li> </ul> |
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- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered

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- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities

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- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

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|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
|--|--|

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|                                 |   |
|---------------------------------|---|
| <b>Unit Plan Title</b>          | Unit 10: Magic Tree House Book 10 - <i>Ghost Town at Sundown</i> by Mary Pope Osborne   |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

### Overview / Rationale

Use background building interactive read alouds and *Magic Tree House* book series to promote the children's concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students' self-regulation skills.

This unit is based on Magic Tree House book *Ghost Town at Sundown*. The main characters, Jack and Annie, will travel in their magic tree house to the Wild West where they will have an encounter with a variety characters. One week will be used for research of the Wild West, and two weeks will be dedicated to reading *Ghost Town at Sundown*. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

### Stage 1 - Desired Results

Established Goals:

New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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RL.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading Informational Text

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### Reading Foundational Skills

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Writing

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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..).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

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SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

### WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos,

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illustrations, or wordless picture books with a partner  
 Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner  
 Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner  
 Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner  
 Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

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| <p><b>Essential Questions:</b> What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?</p> | <p><b>Enduring Understandings:</b><br/> <i>Students will understand that...</i> Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.</p> |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to</p>  | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and</p>   |

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| <p>help them understand characters and events. ·<br/>         Readers relate to their character by paying attention to how characters feel and why. ·<br/>         Readers learn from others by talking and listening to each other.</p> | <p>write an R-W-L using the factual information learned in the background knowledge building. ·<br/>         · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |
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| <b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b> |   |   |   |
|---|---|---|---|
| Check ALL that apply –  | 21 <sup>st</sup> Century Themes                   |   | Indicate whether these skills are:  |
|   |   |   | <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <p><b>Career Ready Practices</b></p> |
| <b>9.1</b>  | <b>Personal Financial Literacy</b>                | T | CRP1. Act as a responsible and contributing citizen and employee.   |
|   | Incomes and Careers                               | T | CRP2. Apply appropriate academic and technical skills.  |
|   | Money Management                                  | T | CRP3. Attend to personal health and financial well-being.   |
|   | Credit and Debt Management                        | T | CRP4. Communicate clearly and effectively and with reason.  |
|   | Planning, Saving, and Investing                   | T | CRP5. Consider the environmental, social and economic impacts of decisions.   |
| X   | Becoming a Critical Consumer                      | T | CRP6. Demonstrate creativity and innovation.  |
|   | Civic Financial Responsibility                    |   | CRP7. Employ valid and reliable research strategies.  |
|   | Insuring and Protecting                           | T | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  |
| <b>9.2</b>  | <b>Career Awareness, Exploration, Preparation</b> | T | CRP9. Model integrity, ethical leadership and effective management.   |
| X   | Career Awareness                                  |   | CRP10. Plan education and career paths aligned to personal goals.   |
|   | Career Exploration                                | E | CRP11. Use technology to enhance productivity.  |

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|  | Career Preparation |  | CRP12. Work productively in teams while using cultural global competence. |
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### **Career Connections**

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs
- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager

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- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

Self-Awareness

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|                                    |  |
|------------------------------------|--|
| X                                  | Recognize one's own feelings and thoughts  |
| X                                  | Recognize the impact of one's feelings and thoughts on one's own behavior                                    |
| X                                  | Recognize one's personal traits, strengths and limitations   |
| X                                  | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| <b>Self-Management</b>             |  |
| X                                  | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X                                  | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X                                  | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| <b>Social Awareness</b>            |  |
| X                                  | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X                                  | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds      |
| X                                  | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X                                  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| <b>Responsible Decision Making</b> |  |
| X                                  | Develop, implement and model effective problem solving and critical thinking skills                          |
| X                                  | Identify the consequences associated with one's action in order to make constructive choices                 |
| X                                  | Evaluate personal, ethical, safety and civic impact of decisions   |
| <b>Relationship Skills</b>         |  |
| X                                  | Establish and maintain healthy relationships   |
| X                                  | Utilize positive communication and social skills to interact effectively with others                         |
| X                                  | Identify ways to resist inappropriate social pressure  |
| X                                  | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X                                  | Identify who, when, where, or how to seek help for oneself or others when needed                             |

| <b>Student Resources</b>  |  |
|---|--|
| <b>Primary Source Readings</b>  | Stories on <i>Power Tools</i> app<br><a href="http://magictreehouse.wikia.com/wiki/Ghost_Town_at_Sundown">http://magictreehouse.wikia.com/wiki/Ghost_Town_at_Sundown</a><br>See P Drive for more suggestions, pictures, etc.     |
| <b>Secondary Source Readings</b>  | Leveled readers<br>· Henderson, Carolyn. DK Horse and Pony Book · Ling, Mary. See How They Grow: Pony (on wegivebooks.org) · Lock, Fiona. DK Readers Ponies and Horses (on wegivebooks.org) · Townsend, Emily Rose. Rattlesnakes |
| <b>Teacher Resources</b>  |  |
| <b>Texts:</b><br><i>Tools of the Mind Teachers' Manual</i><br><i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br><i>Ghost Town at Sundown</i> by Mary Pope Osborne |  |

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Interactive Read Alouds available on [toolsofthemind.org](http://toolsofthemind.org)  
 Theme related books available on *Power Tools* app

**Websites:** [toolsofthemind.org](http://toolsofthemind.org)

Texts:

- Differentiating Instruction and Assessment for English Language Learners
- Making Content Comprehensible for English Learners: The SIOP Model / Edition 4
- 99 More Ideas and Activities for Teaching English Learners
- Reading Strategies Book
- Imaging Learning Reading Comprehension Grade K
- Neptune City Kindergarten TOOLS and ELA Curriculum

Websites:

- 📺 <https://my.imaginelearning.com/login/form?returnUrl=~2Fdashboard>
- 📺 <https://www.raz-plus.com/>
- 📺 <https://www.readinga-z.com>
- 📺 <https://www.writinga-z.com>
- 📺 <http://www.state.nj.us/education/bilingual/resources/>
- 📺 <https://www.wida.us/standards/eld.aspx>
- 📺 <http://www.gigglepoetry.com>
- 📺 <http://www.familyplayandlearn.com/January-Winter-Toddler-Rhymes-Fingerplays>.
- 📺 <http://www.speakaboos.com/stories/fairy-tales>
- 📺 <http://makinglearningfun.com/themepages/CowboyTheme.htm>

Supplemental Workbooks/ Worksheets:

- 📺 Imagine Learning website all subjects printable
- 📺 Reading a-z website printable
- 📺 Side by Side Teacher's Resource Books
- 📺 Reading logs

Videos:

- 📺 Foundational Reading Skills: Fluency (K-2)  
<https://www.youtube.com/watch?v=pMC27Y7rMug>
- 📺 Units of Study for Reading: Structures of Reading Workshops  
<https://www.youtube.com/watch?v=cgN2WUMW6zM>
- 📺 How to Be a Good Reading Teacher  
<https://www.youtube.com/watch?v=WJr75IVTpB8>

## Stage 2 – Assessment Evidence

**Performance Task(s):** Student will create props and drawings to represent other things developing symbolic thinking. · Students will follow several stepped directions and listen for various purpose in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.

**Other Evidence:** · Self-regulation developed during center play and mature intentional play · Deliberate memory enhanced by remembering finger plays, songs, routines, stories, and plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities

- Meaningful dramatic play
- Participation in daily story discussion



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| <b>Scaffolded Writing:</b>   | <ul style="list-style-type: none"><li>● Use a combination of drawing and writing to complete fact writing and chapter summaries.</li><li>● Use Venger/How to Draw to complete character pictures.</li><li>● Use storyboards to draw and write about beginning/middle/end of story.</li></ul>   |
| <b>Centers:</b>              | <ul style="list-style-type: none"><li>● Act out events from interactive read alouds and/or story using props.</li><li>● Practice fine motor skills and letter formation in <i>Penmanship Center</i>.</li><li>● Practice comprehension skills in the <i>Listening Center</i>.</li><li>● Use a writing prompt to draw and write a story in the <i>Creative Writing Center</i>.</li><li>● Practice using theme related vocabulary and knowledge in <i>Comprehension and Vocabulary Center</i>.</li><li>● Practice identifying phonemes in words in <i>Sounds and Letters Center</i>.</li><li>● Practice sound by sound and using word patterns to decode in <i>Decoding Center</i>.</li><li>● Practice sight word fluency in the <i>Fluency Center</i>.</li></ul> |
| <b>Buddy Reading:</b>        | <ul style="list-style-type: none"><li>● Use lips/ears mediator cards for <i>Buddy Reading</i>.</li><li>● Begin to read grade level text with a partner.</li></ul>  |
| <b>Small Group Literacy:</b> | <ul style="list-style-type: none"><li>● Continue to play Tools of the Mind games<ul style="list-style-type: none"><li>○ <i>I Have, Who Has?</i> (sounds, word patterns, sight words as needed)</li><li>○ <i>Writing Thicker</i></li><li>○ <i>Relay Games</i></li><li>○ <i>Memory Bank Deposit</i></li><li>○ <i>Paired Buddy Reading</i></li><li>○ <i>Decoding Detectives</i></li><li>○ <i>Teach learning center activity rules and procedures.</i></li></ul></li></ul>   |

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| <p><b>After Lunch Block:</b></p>   | <ul style="list-style-type: none"> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● Reading Strategies</li> <li>● <i>Memory Bank</i> with sight words</li> <li>● <i>Graphics Practice</i> review</li> <li>● <i>Editor's Eyes</i></li> </ul> |
| <p><b>Small Group Reading:</b></p> | <p>Teacher will pull small groups for individualized reading instruction using leveled readers and <i>Power Tools</i> app. Students will be pulled in groups of four and teacher will work with pairs at similar levels.</p>                       |

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| <p><b>Accommodations and Modifications (See additional information in Units 1-3)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.</p> <p>See Units 1-3<br/> <u><b>Special Education and 504 Plans</b></u><br/> <i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and time for additional practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete task/assignment/work</li> <li>● Provide a copy of class notes</li> <li>● Strategic seating (with a purpose - eg. less distraction)</li> <li>● Flexible seating</li> <li>● Repetition and additional practice</li> <li>● Use of manipulatives</li> <li>● Use of assistive technology (as appropriate)</li> <li>● Assign a peer buddy</li> <li>● Emphasize key words or critical information by highlighting</li> <li>● Use of graphic organizers</li> <li>● Scaffold with prompts for sentence starters</li> <li>● Check for understanding with more frequency</li> <li>● Provide oral reminders and check student work during independent practice</li> </ul> |
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- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered

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- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities

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- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

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|  | <ul style="list-style-type: none"><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
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|---------------------------------|---|
| <b>Unit Plan Title</b>          | Unit 11: Magic Tree House Book 11 - <i>Lions at Lunchtime</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

## Overview / Rationale

Use background building interactive read alouds and *Magic Tree House* book series to promote the children's concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students' self-regulation skills.

This unit is based on Magic Tree House book *Lions at Lunchtime*. The main characters, Jack and Annie, will travel in their magic tree house to Africa where they will have an encounter with a variety of African animals. One week will be used for research of Africa, and two weeks will be dedicated to reading *Lions at Lunchtime*. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

## Stage 1 - Desired Results

### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

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SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos,

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illustrations, or wordless picture books with a partner  
 Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner  
 Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner  
 Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner  
 Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

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| <p><b>Essential Questions:</b> What is a Chapter Book? What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?</p> | <p><b>Enduring Understandings:</b><br/> <i>Students will understand that...</i> Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are for setting goals and review of the performance standards.</p> |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to</p>  | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Identify sounds. · Recognize own name and some letters. · Visualize and logically retell a story. · Draw and</p>   |

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| <p>help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p> | <p>write an R-W-L using the factual information learned in the background knowledge building. · Draw and write a response to specific part of a story. · Draw and write a book summary through the use of a storyboard. · Sustain meaningful dramatic play in the center. · Make: text-text/text-world/text-self connections. · Answer questions and discuss a variety of topics. · Use the sound map to find sounds/letters for use in scaffold writing.</p> |
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| <b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b> |   |   |   |
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| <b>Check ALL that apply –</b>   | <b>21<sup>st</sup> Century Themes</b>             |   | <b>Indicate whether these skills are:</b>   |
|   |   |   | <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <p><b>Career Ready Practices</b></p> |
| <b>9.1</b>  | <b>Personal Financial Literacy</b>                | T | CRP1. Act as a responsible and contributing citizen and employee.   |
|   | Incomes and Careers                               | T | CRP2. Apply appropriate academic and technical skills.  |
|   | Money Management                                  |   | CRP3. Attend to personal health and financial well-being.   |
|   | Credit and Debt Management                        | T | CRP4. Communicate clearly and effectively and with reason.  |
|   | Planning, Saving, and Investing                   | T | CRP5. Consider the environmental, social and economic impacts of decisions.   |
|   | Becoming a Critical Consumer                      | T | CRP6. Demonstrate creativity and innovation.  |
| X   | Civic Financial Responsibility                    |   | CRP7. Employ valid and reliable research strategies.  |
|   | Insuring and Protecting                           |   | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  |
| <b>9.2</b>  | <b>Career Awareness, Exploration, Preparation</b> | T | CRP9. Model integrity, ethical leadership and effective management.   |
| X   | Career Awareness                                  |   | CRP10. Plan education and career paths aligned to personal goals.   |
|   | Career Exploration                                | T | CRP11. Use technology to enhance productivity.  |

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|  | Career Preparation |  | CRP12. Work productively in teams while using cultural global competence. |
| <p><b>Career Connections</b></p> <p>Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Author - a writer of a book, article, or report</li> <li>● Chef - a professional cook, especially in a restaurant or hotel</li> <li>● Fashion Designer - a person who creates clothes, accessories, and shoes</li> <li>● Firefighter - a person who serves as a rescue trained in firefighting</li> <li>● Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.</li> <li>● Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items</li> <li>● Librarian - a person who works professionally in a library and gives access to information and resources</li> <li>● Medical Assistant - a person who works alongside physicians in medical facilities</li> <li>● Military Police - a person who serves as a law enforcement officer for both the military and civilian population</li> <li>● Nurse - a person trained to care for sick people, especially in a hospital</li> <li>● Pediatrician - a person who treats children and their diseases</li> <li>● Photographer - a person who makes photographs</li> <li>● Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes</li> <li>● Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills</li> <li>● School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students</li> <li>● Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager</li> </ul> |                    |  |   |

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- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

## Interdisciplinary Connections

### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Technology Standards:

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

*See Units 1-3*

## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

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|                             |  |
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| Self-Awareness              |  |
| X                           | Recognize one's own feelings and thoughts  |
| X                           | Recognize the impact of one's feelings and thoughts on one's own behavior                                    |
| X                           | Recognize one's personal traits, strengths and limitations   |
| X                           | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| Self-Management             |  |
| X                           | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X                           | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X                           | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| Social Awareness            |  |
| X                           | Recognize and identify the thoughts, feelings, and perspectives of others                                    |
| X                           | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds      |
| X                           | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| X                           | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| Responsible Decision Making |  |
| X                           | Develop, implement and model effective problem solving and critical thinking skills                          |
| X                           | Identify the consequences associated with one's action in order to make constructive choices                 |
| X                           | Evaluate personal, ethical, safety and civic impact of decisions   |
| Relationship Skills         |  |
| X                           | Establish and maintain healthy relationships   |
| X                           | Utilize positive communication and social skills to interact effectively with others                         |
| X                           | Identify ways to resist inappropriate social pressure  |
| X                           | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways                  |
| X                           | Identify who, when, where, or how to seek help for oneself or others when needed                             |

| Student Resources  |  |
|--|--|
| <b>Primary Source Readings</b>                             | Stories on <i>Power Tools</i> app<br><a href="http://magictreehouse.wikia.com/wiki/Lions_at_Lunchtime">http://magictreehouse.wikia.com/wiki/Lions_at_Lunchtime</a><br>See P Drive for more suggestions, pictures, etc. |
| <b>Secondary Source Readings</b>                           | Leveled readers<br>· Brett, Jan. Honey, Honey, Lion · Hapka, Catherine. African Cats: A Lion's Pride · Ipcizade, Catherine. Lions. · Joosse, Barbara. Papa Do You Love Me?   |
| Teacher Resources  |  |
| <b>Texts:</b><br><i>Tools of the Mind Teachers' Manual</i> |  |

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*Tools of the Mind Pacing Guide* (toolsofthemind.org)  
*Lions at Lunchtime* by Mary Pope Osborne  
 Interactive Read Alouds available on toolsofthemind.org  
 Theme related books available on *Power Tools* app

**Websites:** toolsofthemind.org  
 See Units 1-3

## Stage 2 – Assessment Evidence

**Performance Task(s):** Student will create props and drawings to represent other things developing symbolic thinking. · Students will follow several stepped directions and listen for various purpose in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.

- Prop Making
- Dramatic play according to role(s)
- *Read Write Learn* fact writing
- Chapter Summaries
- Storyboards
- *Shared Scaffolded Writing*
- Learning center activities
- *Mystery Games*
- *Learning Plan*
- *Literacy Skill Building* activities
- Learning Conferences
- Small group reading instruction

**Other Evidence:** Self-regulation developed during center play and mature intentional play · Deliberate memory enhanced by remembering finger plays, songs, routines, stories, and plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities

- Meaningful dramatic play
- Participation in daily story discussion
- Participation in small group literacy activities
- Participation in self regulation games and activities.
- Participation in *Jack and Annie’s Secret Message & Editor’s Eyes*
- Observation of student ability to follow learning plans and work with a buddy to complete center activities and work products.

## Stage 3 – Learning Plan

| Suggested Activities (See Units 1-3 for additional activities) | Descriptions  |
|--|---|
| <b>Opening Group:</b>  | <ul style="list-style-type: none"> <li>● Students participate in <i>Share the News</i> with daily discussions related to social emotional and academic learning.</li> <li>● Students participate in <i>Shared Scaffolded Writing</i> to learn and practice the scaffolded writing process.</li> </ul> |



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| <p><b>Buddy Reading:</b></p> <p><b>Small Group Literacy:</b></p> <p><b>After Lunch Block:</b></p> <p><b>Small Group Reading:</b></p> | <ul style="list-style-type: none"> <li>● Begin to read grade level text with a partner.</li> <li>● Continue to play Tools of the Mind games             <ul style="list-style-type: none"> <li>○ <i>Writing Thicker</i></li> <li>○ <i>Relay Games</i></li> <li>○ <i>Memory Bank Deposit</i></li> <li>○ <i>Paired Buddy Reading</i></li> <li>○ <i>Decoding Detectives</i></li> <li>○ <i>Teach learning center activity rules and procedures.</i></li> </ul> </li> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● Reading Strategies</li> <li>● <i>Memory Bank with sight words</i></li> <li>● <i>Graphics Practice</i> review</li> <li>● <i>Editor's Eyes</i></li> </ul> <p>Teacher will pull small groups for individualized reading instruction using leveled readers and <i>Power Tools</i> app. Students will be pulled in groups of four and teacher will work with pairs at similar reading levels.</p> |
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| <p><b>Accommodations and Modifications (See Units 1-3 for additional information)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>An <b>accommodation</b> <i>changes HOW a student learns</i>; the change needed does not alter the grade-level standard. A <b>modification</b> <i>changes WHAT a student learns</i>; the change alters the grade-level expectation.</p> <p>See Units 1-3<br/> <b><u>Special Education and 504 Plans</u></b><br/> <i>All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.</i></p> <ul style="list-style-type: none"> <li>● Pre-teach or preview vocabulary</li> <li>● Repeat or reword directions</li> <li>● Have students repeat directions</li> <li>● Use of small group instruction</li> <li>● Pair visual prompts with verbal presentations</li> </ul> |
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- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

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*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes

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- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)

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|  | <ul style="list-style-type: none"><li>• Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.</li><li>• Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.</li><li>• Think Pair Share Write</li><li>• Think Talk Write</li><li>• Think Pair Share</li><li>• Note-taking -can be done through words, pictures, phrases, and sentences depending on level</li><li>• KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts</li><li>• Corners Cooperative Learning Strategy:</li><li>• <a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
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| <b>Unit Plan Title</b>          | Unit 12: Magic Tree House Book 12 - <i>Polar Bears Past Bedtime</i> by Mary Pope Osborne  |
| <b>Suggested Time Frame</b>     | 3 weeks   |
| <b>Target Proficiency Level</b> | Level 1 Entering –Level 6 Reaching<br><a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a> |

## Overview / Rationale

Use background building interactive read alouds and *Magic Tree House* book series to promote the children's concept of print, early writing, phonemic awareness, oral language skills, story sequence, and meaningful dramatic play to increase students' self-regulation skills.

This unit is based on Magic Tree House book *Polar Bears Past Bedtime*. The main characters, Jack and Annie, will travel in their magic tree house to the North Pole where they will have an encounter with a variety of natives of the Arctic. One week will be used for research of the North Pole, and two weeks will be dedicated to reading *Polar Bears Past Bedtime*. In addition, Imagine Learning will be utilized to provide comprehensive instruction to students in phonemic awareness word study, spelling, and reading fluency. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text in the English language. All are necessary for the successful development of reading comprehension through the use of The Magic Treehouse series.

## Stage 1 - Desired Results

### Established Goals:

#### New Jersey Student Learning Standards for English Language Arts

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, when, where, why, how).

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

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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.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Informational Text**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

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).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading Foundational Skills**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.

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- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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...).

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.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

### **Speaking and Listening**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Continue a conversation through multiple exchanges.

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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.

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to , and responding to text.

WIDA Standards:

ELD Standard 2: The Language of Language Arts-English language learners communicate

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information, ideas and concepts necessary for academic success in the content area of Language Arts. Students will learn to: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at the appropriate level of ELP.

Level 1 (Entering)- Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “ go to park, play with friends”)

Level 2 (Emerging)-Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner

Level 3 (Developing)-Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner

Level 4 (Expanding)-Tell detailed stories using photos, illustrations, or wordless picture books with a partner

Level 5 (Bridging)- Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner

Level 6 (Reaching)- Language that meets all criteria through Level 5, Bridging

### **Essential Questions:** What is a Chapter Book?

What do Chapter Book stories do to help our minds? · What does the end of each chapter of the Magic Tree House Books make us do? · What is a theme/topic? What is the importance of learning about a topic/theme before reading Magic Tree House Books? · Why are mediator cards like “ear/mouth” used during activities with partners? · How does making connections help us become better readers? · How do sounds help us read and write? · What other literacy skills are needed for this process to occur? · What is scaffolded writing? · Why is it important to act out stories? · What is the sequence of events in the stories? · How do we gain information from texts? · What is a learning plan and why do we use this? · What is the role of Team Captain? Of Study Buddies? · What is the purpose of learning centers and what do the activities provide? · Why must we check our work and how do we know “what we do or do not know”? · What is a learning conference and why is this done? · Who are the characters in the stories? · Which characters do you identify with? · How do Jack and Annie travel through time? · What is the meaning of adventure? · How do Jack and Annie solve the problems they deal with in the chapter/story? · How can writing help us?

### **Enduring Understandings:**

*Students will understand that...* Chapter books build memory of a story over a period of time. Background knowledge helps in the continued learning of a theme or topic of study. · Working and talking with partners help us to learn. · Remembering and attending to specific concepts is accomplished through the use of mediators, private speech, and self-regulation. · Letters have symbols and sounds that create words for reading and writing, and this is used in scaffolded writing. · Stories provide opportunities for listening and remembering. · Acting out stories with roles helps us to better comprehend the story. · “Painting a picture in the mind” through story visualization, discussing characters’ feelings, and inferring helps us to connect with the text and understand it better. · Using context clues will foreshadow a series of events in a story. · Learning Plans follow a set procedure. · Team Captains keep order to the Literacy Block. · Literacy Center Activities help us learn to work independently using self-regulation and also to practice fluency with reading comprehension and decoding skills. · Internalization of the standard of performance and evaluating this is done through Study Buddy interactions. · Answers must be checked to evaluate if rules were followed in order to determine what is correct/incorrect. · Learning Conferences are

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|  | for setting goals and review of the performance standards.   |
| <p><b>Knowledge:</b><br/> <i>Students will know...</i> Readers use academic language to communicate their thoughts about a text/topic. · Readers use pictures from text to help them understand characters and events. · Readers relate to their character by paying attention to how characters feel and why. · Readers learn from others by talking and listening to each other.</p> | <p><b>Skills:</b><br/> <i>Students will be able to...</i> Recall sequence and information about the MTH book or knowledge about the North Pole. · Recall information about Jack and Annie’s adventure at the North Pole. · Identify a problem and work on ways and means to solve the issues. · Use the sound map to identify sounds/letters for use in scaffold writing. · Recognize own name, some letters and some familiar vocabulary words. · Actively listen to a story being read aloud. · Build fluency in emergent literacy skills and decoding skills. · Draw and write a specific response to a specific part of the story based on comprehension of a book. 130 · Sustain meaningful dramatic play in centers. · Create props for dramatic play. · Make connections (text-text, text- self, text-world). · Draw and write about factual information gathered during background building through RWL activities. · Draw and write a book summary through the use of storyboards. · Answer questions and discuss a variety of topics or theme related ideas. · Practice penmanship activities such as graphics practice and learn to draw to facilitate letter formation</p> |

| <b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b> |                                    |   |  |
|---|------------------------------------|---|--|
| <b>Check ALL that apply –<br/>21<sup>st</sup> Century Themes</b>                            |                                    | <b>Indicate whether these skills are:</b> |  |
|   |                                    |   | <ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul> |
|   |                                    | <b>Career Ready Practices</b>             |  |
| <b>9.1</b>  | <b>Personal Financial Literacy</b> |   | CRP1. Act as a responsible and contributing citizen and employee.  |
|   | Incomes and Careers                | T   | CRP2. Apply appropriate academic and technical skills.   |
|   | Money Management                   | T   | CRP3. Attend to personal health and financial well-being.  |
|   | Credit and Debt Management         | T   | CRP4. Communicate clearly and effectively and with reason.   |
|   | Planning, Saving, and Investing    | T   | CRP5. Consider the environmental, social and economic impacts of decisions.                                      |
| X   | Becoming a Critical Consumer       | T   | CRP6. Demonstrate creativity and innovation.   |

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|            | Civic Financial Responsibility                    |  | T | CRP7. Employ valid and reliable research strategies.                                     |
|            | Insuring and Protecting                           |  | T | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b> | <b>Career Awareness, Exploration, Preparation</b> |  | T | CRP9. Model integrity, ethical leadership and effective management.                      |
| X          | Career Awareness                                  |  |   | CRP10. Plan education and career paths aligned to personal goals.                        |
| X          | Career Exploration                                |  | T | CRP11. Use technology to enhance productivity.   |
|            | Career Preparation                                |  |   | CRP12. Work productively in teams while using cultural global competence.                |

### **Career Connections**

Below is a common list of jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author - a writer of a book, article, or report
- Chef - a professional cook, especially in a restaurant or hotel
- Fashion Designer - a person who creates clothes, accessories, and shoes
- Firefighter - a person who serves as a rescue trained in firefighting
- Illustrator- a person who draws or creates pictures for magazines, books, advertising, etc.
- Landscape Architect - a person familiar with plants, land, geographic location, and specific local, state and national laws regarding each of these items
- Librarian - a person who works professionally in a library and gives access to information and resources
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases
- Photographer - a person who makes photographs

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- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Preschool Teacher - a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills
- School Principal - a person who runs a school and is responsible for schools running smoothly, is safe and supports learning for students
- Store Manager - a person responsible for the day-to-day operations of a store that sells items; all workers in that store report to the store manager
- Teacher - a person who helps others acquire knowledge
- Tractor-Trailer-Truck Drivers - a person who delivers goods from one location to another
- Train Conductor - a person who is responsible for safety and operation of a train but NOT the actual operation of the train

### Interdisciplinary Connections

#### Interdisciplinary Standards:

#### New Jersey Student Learning Standards for Social Studies

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.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Technology Standards:**

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

### INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

**Self-Awareness**

|   |  |
|---|--|
| X | Recognize one's own feelings and thoughts  |
| X | Recognize the impact of one's feelings and thoughts on one's own behavior          |
| X | Recognize one's personal traits, strengths and limitations                         |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

**Self-Management**

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|---|--|
| X | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                   |
| X | Recognize the skills needed to establish and achieve personal and educational goals                          |
| X | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |

**Social Awareness**

|   |   |
|---|---|
| X | Recognize and identify the thoughts, feelings, and perspectives of others                               |
| X | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds |
| X | Demonstrate an understanding of the need for mutual respect when viewpoints differ                      |
| X | Demonstrate an awareness of the expectations for social interactions in a variety of settings           |

**Responsible Decision Making**

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| X | Develop, implement and model effective problem solving and critical thinking skills          |
| X | Identify the consequences associated with one's action in order to make constructive choices |
| X | Evaluate personal, ethical, safety and civic impact of decisions                             |

**Relationship Skills**

|   |   |
|---|---|
| X | Establish and maintain healthy relationships  |
| X | Utilize positive communication and social skills to interact effectively with others        |
| X | Identify ways to resist inappropriate social pressure                                       |
| X | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways |
| X | Identify who, when, where, or how to seek help for oneself or others when needed            |

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| Student Resources   |  |
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| <b>Primary Source Readings</b>  | Student Resources<br><a href="http://magictreehouse.wikia.com/wiki/Polar_Bears_Past_Bedtime">http://magictreehouse.wikia.com/wiki/Polar_Bears_Past_Bedtime</a>   |
| <b>Secondary Source Readings</b>  | · Brett, Jan. The Three Snow Bears · Bender, Lionel. Polar Bear · Berger, Melvin and Gilda. Discovering My World: Polar Bears · Lindeen, Carol. Seals/Focas · Brett, Jan. The Three Snow Bears · Bender, Lionel. Polar Bear · Berger, Melvin and Gilda. Discovering My World: Polar Bears · Lindeen, Carol. Seals/Focas · Longnecker, Theresa. Who Grows Up in the Snow? A Book About Snow Animals and Their Offspring · Martin, Bill. Polar Bear, Polar Bear, What Do You Hear? |
| Teacher Resources   |  |
| <p><b>Texts:</b><br/> <i>Tools of the Mind Teachers' Manual</i><br/> <i>Tools of the Mind Pacing Guide</i> (toolsofthemind.org)<br/> <i>Polar Bears Past Bedtime</i> by Mary Pope Osborne<br/>                     Interactive Read Alouds available on toolsofthemind.org<br/>                     Theme related books available on <i>Power Tools</i> app</p> <p><b>Websites:</b> toolsofthemind.org<br/>                     See Units 1-3</p> |  |

| Stage 2 – Assessment Evidence   |  |
|---|--|
| <p><b>Performance Task(s):</b> Student will create props and drawings to represent other things developing symbolic thinking. Students will follow several stepped directions and listen for various purpose in developing oral language. · During center play and dramatization, students will develop roles through planning and questioning. · Descriptive vocabulary will be used to express details.</p> <ul style="list-style-type: none"> <li>● Prop Making</li> <li>● Dramatic play according to role(s)</li> <li>● <i>Read Write Learn</i> fact writing</li> <li>● Chapter Summaries</li> <li>● Storyboards</li> <li>● <i>Shared Scaffolded Writing</i></li> <li>● Learning center activities</li> <li>● <i>Mystery Games</i></li> <li>● <i>Learning Plan</i></li> <li>● <i>Literacy Skill Building</i> activities</li> <li>● Learning Conferences</li> <li>● Small group reading instruction</li> </ul> | <p><b>Other Evidence:</b> · Self-regulation developed during center play and mature intentional play<br/>                     Deliberate memory enhanced by remembering finger plays, songs, routines, stories, plans · Visualization skills broadened by listening to chapter books · Focused attention practiced through use of mediators, language, and shared activities</p> <ul style="list-style-type: none"> <li>● Meaningful dramatic play</li> <li>● Participation in daily story discussion</li> <li>● Participation in small group literacy activities</li> <li>● Participation in self regulation games and activities.</li> <li>● Participation in <i>Jack and Annie's Secret Message &amp; Editor's Eyes</i></li> <li>● Observation of student ability to follow learning plans and work with a buddy to complete center activities and work products.</li> <li>● <i>Tools of the Mind</i> Benchmark - Decoding Level C-D (Week 35)</li> </ul> |



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| <p><b>Buddy Reading:</b></p><br><p><b>Small Group Literacy:</b></p><br><p><b>After Lunch Block:</b></p><br><p><b>Small Group Reading:</b></p> | <ul style="list-style-type: none"> <li>● Practice fine motor skills and letter formation in <i>Penmanship Center</i>.</li> <li>● Practice comprehension skills in the <i>Listening Center</i>.</li> <li>● Use a writing prompt to draw and write a story in the <i>Creative Writing Center</i>.</li> <li>● Practice using theme related vocabulary and knowledge in <i>Comprehension and Vocabulary Center</i>.</li> <li>● Practice using word patterns to make new words in <i>Sounds and Letters Center</i>.</li> <li>● Practice decoding strategies in <i>Decoding Center</i>.</li> <li>● Practice letter naming and sight word fluency in the <i>Fluency Center</i>.</li> <li>● Use lips/ears mediator cards for <i>Buddy Reading</i>.</li> <li>● Read grade level text with a partner.</li> <li>● Continue to play Tools of the Mind games             <ul style="list-style-type: none"> <li>○ <i>Writing Thicker</i></li> <li>○ <i>Relay Games</i></li> <li>○ <i>Memory Bank Deposit</i></li> <li>○ <i>Paired Buddy Reading</i></li> <li>○ <i>Decoding Detectives</i></li> <li>○ <i>Teach learning center activity rules and procedures.</i></li> </ul> </li> <li>● <i>Jack and Annie's Secret Message</i></li> <li>● Reading Strategies</li> <li>● <i>Memory Bank with sight words</i></li> <li>● <i>Graphics Practice review</i></li> <li>● <i>Editor's Eyes</i></li> </ul> <p>Teacher will pull small groups for individualized reading instruction using leveled readers and <i>Power Tools</i> app. Students will be pulled in groups of four and teacher will work with pairs at similar reading levels.</p> |
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| <p><b>Accommodations and Modifications (See Units 1-3 for additional information)</b></p> | <p><i>Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.</i></p> <p>See Units 1-3</p> <p>An <b>accommodation</b> changes HOW a student learns; the change needed does not alter the grade-level standard. A <b>modification</b> changes WHAT a student learns; the change alters the grade-level expectation.</p> |
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### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodation for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides

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- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

See Units 1-3

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)  
Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
- <http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
- [http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

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- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses

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|  | <ul style="list-style-type: none"><li>• Role Play-students create or participate in role playing situations or Reader's Theater</li><li>• Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)</li><li>• Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)</li><li>• Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.</li><li>• Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.</li><li>• Think Pair Share Write</li><li>• Think Talk Write</li><li>• Think Pair Share</li><li>• Note-taking -can be done through words, pictures, phrases, and sentences depending on level</li><li>• KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts</li><li>• Corners Cooperative Learning Strategy:<br/><a href="http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners">http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</a>.</li><li>• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.</li><li>• Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:<br/><a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.</li><li>• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.</li></ul> |
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