

CURRICULUM

E.S.L.

GRADE K

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
ESL
Kindergarten

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL - Kindergarten

PACING GUIDE

Unit	Title	Pacing
1	Self, Family, and Home	10 weeks
2	Community	10 weeks
3	Making Good choices	10 weeks
4	People and Places Around the World	10 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: Self, Family, and Home

Target Course/Grade Level: Kindergarten

Unit Summary: Students will learn about their home. Students will discuss and explore people and family in a home and how to speak, write, read and listen about things pertaining to the home.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA.K.Narrate.Interpretive
- ELD-LA.K.Narrate.Expressive
- ELD-LA.K.Inform.Interpretive
- ELD-LA.K.Inform.Expressive

Standard 3: Language for Mathematics

- ELD-MA.K.Inform.Interpretive
- ELD-MA.K.Inform.Expressive

Standard 4: Language for Science

- ELD-SC.K.Inform.Interpretive
- ELD-SC.K.Inform.Expressive
- ELD-SC.K.Explain.Interpretive
- ELD-SC.K.Explain.Expressive

Standard 5: Language for Social Studies

- ELD-SS.K.Inform.Interpretive
- ELD-SS.K.Inform.Expressive

Career Readiness, Life Literacies, and Key Skills:

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.Geo.GI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections and Standards: (NJSLA)

Reading:

- 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.
- 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.5: Identify the front cover, back cover, and title page of a book.
- 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.
- RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing:

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

Speaking and Listening:

- SL.K.1: Participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.4: Describe familiar people, places, things, and events with prompting and support, provide additional detail.

Math:

Counting and Cardinality K.CC

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

C. Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Demonstrate fluency for addition and subtraction within 5.

Numbers and Base Operations of 10 K.NBT

A. Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
- B. Classify objects and count the number of objects in each category.
 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.B

- A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.*
 2. Correctly name shapes regardless of their orientations or overall size.
 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)
- B. Analyze, compare, create, and compose shapes.
 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
 6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Social Studies:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Understandings:

Students will understand that...

- All people are special and unique.
- Everyone has likes and dislikes.
- People change over time.
- People have needs and wants.
- Families are important.
- Families have many members.
- Families live in different homes.

Unit Essential Questions:

- What makes me special?
- How have I changed over time?
- How do I feel and how do others feel?
- How can we use language to learn more about how someone is feeling?
- How is your family special?
- How are my family and other families alike/different? What are some things people need and want?
- How do families celebrate special times?
- How are your classroom, home and local environments similar and different?

Knowledge and Skills:

Students will know...

- Different ways to compare and contrast with similarities and differences
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem
- To use illustrations and/or short sentences for stories about self or family

Students will be able to...

- Describe feelings of various literary characters, as well as those of other people in their lives
- Orally recount their personal narratives to a partner using sequencing words, frequently occurring pronouns, simple present and past verb tenses, and adjectives used to describe emotions.
- Students will retell and summarize stories they have read.
- Uses single words to identify context (floating, sinking)
- Relating verbs (have, be) to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon
- Provide a detail about important information through:
 - Nouns to label visuals or cultural items (family members, weather words, food, events)
 - Verbs to label actions and activities (talking, dancing, cooking)
 - Prepositional phrases to tell about location (on the block, in the house, next to the store, at Grandpa's house, on the bus)
 - Adjectives to add description to labeled nouns and simple sentences (It is a sunny day.)
 -

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
 - Speaking
 - Audio recording/and or video recording of students comparing and contrasting family members
 - Present a project or work to the class
 - Reading
 - Students will recount the story from one of the books introduced in the lessons using targeted academic language
 - Students will read or listen to a on-level text and answer questions about the text
 - Writing
 - Sequencing content- related processes by drawing and describing objects
 - Students will draw, write, and/or dictate a personal narrative recounting a time when they felt a strong emotion
 - Creating their own peek-a-boo page to create their own first books
 - Listening
 - Teacher will read aloud one story from Raz-kids, Big Books or other resource and answer comprehension questions about the story
- One Sentence Summary
- Participation in TPR activities
- KWL charts
- Dialogue/Reflective Journals
- Conferencing
- [ELL Tools for Progress Monitoring](#)
- [Benchmark Books](#)
- [Benchmark Passages & Running Records](#)
- [Retelling Rubrics](#)
- [Alphabet Letter Naming](#)
- [Phonological Awareness](#)
- [Phonics](#)
- [High-Frequency Words](#)
- [Fluency Timed Reading](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Write and illustrate “I Am Special” and “All About Me” books
- Compare and contrast families from different cultures through a variety of literature.
- Create and label family portrait (each member engaged in an activity).
- Graphing things about me
- Measuring the self with standard/nonstandard units

- Create a timeline with an entry for each year from birth to present
- Count how many people live in your home
- Identify appropriate clothing for different family members throughout the seasons.
- Count classrooms on each grade level and graph them
- Using a multicultural book explore typical days in other cultures
- Working in pairs, create a Venn diagram using words or pictures comparing yourself to your partner
- Listen to stories about different cultures and chart similarities and Differences
- Compare and contrast family structures (number, gender, relationship to self) with a partner
- Compile a list of words/phrases that describe you
- Role play a way that you help out in your family
- Research the family history of a favorite family song
- Students bring in photographs of family, friends, or places, focusing either on their current home or on their homeland. Discuss the pictures, comparing and contrasting what they see.
- Create a photo album that includes captions and labels
- Draw a map of home
- [Meaningful Conversations: Families](#)
- [Meaningful Conversations: You Are Marvelous](#)
- [Meaningful Conversations: Differences in Abilities](#)
- [Sound/Symbol Books](#)
- [Decodable Passages](#)
- [Alphabet Chants](#)
- [Writing Centers](#)
- [GetEpic Family Book Collection](#)
- [GetEpic Self & Feelings Book Collection](#)
- [ELL Vocabulary Book Series-Clothing](#)
- [ELL Vocabulary Book Series-Holidays](#)
- [ELL Vocabulary Book Series-Daily Routines](#)
- [ELL Vocabulary Book Series-Feelings](#)
- [School and Family Vocabulary Google Slides](#)
- [Flipgrid “Describe Your Body”](#)

RESOURCES

Teacher Resources:

- Raz-kids
- Slide presentations (links in activity section above)
- Flipgrid and Documents (links in activity section above)
- Starfall <http://www.starfall.com/>

Equipment Needed:

- Computer
- Pencils
- card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: Community

Target Course/Grade Level: Kindergarten

Unit Summary: Students will learn the importance of how a community works and what it takes to be part of a community. Students will explore different community helpers and the tools they use to aid other members of the community.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
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- ELD-SC.K.Inform.Expressive
- ELD-SC.K.Explain.Interpretive
- ELD-SC.K.Explain.Expressive

Standard 5: Language for Social Studies

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- ELD-SS.K.Inform.Expressive

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9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

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9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

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- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
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- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
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- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
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- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections and Standards: (NJSLA)

- NJLSA.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.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading:

- 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.
- 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.5 Identify the front cover, back cover, and title page of a book.
- 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.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing:

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

Speaking and Listening:

- SL.K.1 Participation collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

Math:

Counting and Cardinality K.CC

- A. Know number names and the count sequence.
1. Count to 100 by ones and by tens.
 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- B. Count to tell the number of objects.
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- C. Compare numbers.
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
 7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

- A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
 5. Demonstrate fluency for addition and subtraction within 5.

Numbers and Base Operations of 10 K.NBT

- A. Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K. MD

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.B

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)

B. Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Social Studies:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Understandings:

Students will understand that...

- There are many parts of a community.
- There are different people that are a part of a community.
- There are many different jobs in a community.

Unit Essential Questions:

- How can you be a good citizen?
- How do rules help a community?
- Who lives and works in my neighborhood?
- Who are some leaders and helpers in your community?
- How can you solve problems in your community?

Knowledge and Skills:

Students will know...

- People in a community do different jobs.
- locations and places in the school and community.
- Different types of jobs people do need tools or equipment to aid them in their jobs

Students will be able to...

- Explain why people in a community do different jobs.
- Locate and describe places in the school and community.
- Use prepositional phrases to specify location and time.
- Describe story events through verbs to describe character feelings, actions, and behaviors
- Describe story events through connectors to establish sequence (after, then, and)
- Describe different kinds of jobs that people do and the tools or equipment used in these jobs
- Students will retell and summarize stories they have read.
- With prompting and support, identify the main topic and retell key details of a text
- Recognize and reproduce the complete alphabet using both upper and lower case letters.
- Reproduce illustrated word pairs by families
- Interpret graphs, charts, and diagrams.
- Use language to construct language arts narratives that orient audience to story and describe story events
- Students will 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.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
 - Speaking
 - Audio recording/and or video recording of students comparing and contrasting community members
 - Reading
 - Students will recount the story from one of the books introduced in the lessons using targeted academic language
 - Students will read or listen to a on-level text and answer questions about the text
 - Writing
 - Students will write short sentences from personal preferences using pictures
 - Create sequencing content- related processes by drawing and describing objects
 - Listening
 - Teacher will read aloud one story from Raz-kids, Big Books, or other resource and answer comprehension questions about the story

- Construct a model of the immediate school neighborhood
- [ELL Tools for Progress Monitoring](#)
- [Benchmark Books](#)
- [Benchmark Passages & Running Records](#)
- [Retelling Rubrics](#)
- [Alphabet Letter Naming](#)
- [Phonological Awareness](#)
- [Phonics](#)
- [High-Frequency Words](#)
- [Fluency Timed Reading](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Tour the school and interview a member of the school community.
- Develop rules and job positions necessary for best classroom functioning.
- Explore the roles and functions of various community helpers through fiction and nonfiction texts.
- Compare and contrast how information on community helpers is presented in 2 different text
- Create a map of classroom
- Read a pattern book and create a pattern story

Levels 1 & 2:

- [GetEpic Community Books Collection](#)
- [ELL: Level Reader Packs](#)
- [ELL Vocabulary Books Series: Jobs](#)
- [Sound/Symbol Books](#)

- [Alphabet Chants](#)

Levels 3 & 4:

- [ELL: Level Reader Packs](#)

RESOURCES

Teacher Resources:

- Raz-kids, Slide presentations, Getepic.com (links in activity section above)

Equipment Needed:

- Computer
- Pencils
- card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted
- Magnet letters
- Playdoh
- Shaving cream
- Wiki-Sticks
- Letter puzzles
- Letter tiles
- Teacher chosen material
- Letter matching games for upper/lowercase letters
- Alphabet stamps
- Rhyming word picture match game

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: Making Good Choices

Target Course/Grade Level: Kindergarten

Unit Summary: Students will understand that making good choices keeps them safe and healthy. Students will understand making good choices also involves recognizing the differences between needs and wants and the effects our choices can have on others.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA.K.Narrate.Interpretive
- ELD-LA.K.Narrate.Expressive
- ELD-LA.K.Inform.Interpretive
- ELD-LA.K.Inform.Expressive

Standard 3: Language for Mathematics

- ELD-MA.K.Inform.Interpretive
- ELD-MA.K.Inform.Expressive

Standard 4: Language for Science

- ELD-SC.K.Inform.Interpretive
- ELD-SC.K.Inform.Expressive
- ELD-SC.K.Explain.Interpretive
- ELD-SC.K.Explain.Expressive

Standard 5: Language for Social Studies

- ELD-SS.K.Inform.Interpretive
- ELD-SS.K.Inform.Expressive

Career Readiness, Life Literacies, and Key Skills:

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections and Standards: (NJSLA)

- NJLSA.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.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading:

- 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.
- 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.5 Identify the front cover, back cover, and title page of a book.
- 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.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing:

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

Speaking and Listening:

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

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

Math:

Counting and Cardinality K.CC

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.

2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

C. Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹

7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

5. Demonstrate fluency for addition and subtraction within 5.

Numbers and Base Operations of 10 K.NBT

A. Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K. MD

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.B

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)

B. Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Social Studies:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Understandings:

Students will understand that...

- Thinking before acting gives you time to make the best decision.
- Your words and actions tell and show what kind of a person you are.
- Choices give us responsibility for positive (good) decisions.
- We can learn from making negative (wrong) decisions.
- Individual respect toward others' thoughts, empathy toward others and positive choices and decisions will provide responsible growth and high self- esteem

Unit Essential Questions:

- How can we make good choices in our daily routines?
- How can we be a good friend to others?
- What are some kinds of feelings we have, and how can we handle them?
- How can we show kindness to others?
- How can you be respectful and responsible citizen in the classroom?
- What is the meaning of a positive choice or decision?
- What is the meaning of a negative choice of decision?
- What are ways you can show you are a good listener?
- What are things about you that show you are a thoughtful friend and neighbor?
- How do my food choices make a difference in my health, and how does my health affect others?

Knowledge and Skills:

Students will know...

- Thinking before acting gives you time to make the best decision.
- Your words and actions tell and show what kind of a person you are.
- Choices give us responsibility for positive (good) decisions.
- We can learn from making negative (wrong) decisions.
- Individual respect toward other thoughts, empathy toward others and positive choices and decisions will provide responsible growth and high self- esteem

Students will be able to...

- Speak about the words positive and negative and give examples of how each word would apply to decisions.
- Exchange in ongoing ideas about which decisions will challenge you to be a good listener, follow directions, follow rules, speak and act as you want others to speak and act toward you, apply effort in all you do, and respect another's thoughts.
- Identify positive qualities in classmates and understand it is not just how a person looks that makes them a respected friend.
- Students will retell and summarize stories they have read.
- Students will retell and summarize informational texts they have read

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
 - Speaking
 - Audio recording/and or video recording of students comparing and contrasting community members
 - Reading
 - Students will recount the story from one of the books introduced in the lessons using targeted academic language
 - Students will read or listen to a on-level text and answer questions about the text
 - Writing
 - Students will write short sentences from personal preferences using pictures
 - Create sequencing content- related processes by drawing and describing objects
 - Listening
 - Teacher will read aloud one story from Raz-kids, Big Books, or other resource and answer comprehension questions about the story
 -
- Students prepare a class play around a well known story with puppets which portrays a story problem and any decisions that had to be made in the story.
- [ELL Tools for Progress Monitoring](#)
- [Benchmark Books](#)
- [Benchmark Passages & Running Records](#)
- [Retelling Rubrics](#)
- [Alphabet Letter Naming](#)
- [Phonological Awareness](#)
- [Phonics](#)
- [High-Frequency Words](#)
- [Fluency Timed Reading](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- [Sound/Symbol Books](#)
- [Alphabet Chants](#)
- [Phonogram Flashcards](#)

- [Phonics Centers](#)
- [Read Aloud Books](#)
- [Poetry Books, Nursery Rhymes, & Song Books](#)
- [Get Epic Making Choices Book Collection](#)
- [Get Epic Food book Collection](#)
- Students create and dramatize a role play activity which shows an awareness of positive and negative decisions using puppets
- Read a pattern book and create a pattern story
- Mystery object in a paper bag (Students guess what the object is by feeling it & asking questions)
- Create a subtraction/addition situation (including the solution) using two manipulatives baskets.

RESOURCES

Teacher Resources:

- Raz-kids
- Slide presentations
- Getepic.com (links in activity section above)

Equipment Needed:

- Computer
- Pencils
- card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted
- Magnet letters
- Playdoh
- Shaving cream
- Wiki-Sticks
- Letter puzzles
- Letter tiles
- Teacher chosen material
- Letter matching games for upper/lowercase letters
- Alphabet stamps
- Rhyming word picture match game

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: ESL

Unit Title: My World and People and Places Around the World

Target Course/Grade Level: Kindergarten

Unit Summary: Students will learn about the world around them and how there are many different places and cultures in the world.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA ELD Standards:

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA.K.Narrate.Interpretive
- ELD-LA.K.Narrate.Expressive
- ELD-LA.K.Inform.Interpretive
- ELD-LA.K.Inform.Expressive

Standard 3: Language for Mathematics

- ELD-MA.K.Inform.Interpretive
- ELD-MA.K.Inform.Expressive

Standard 4: Language for Science

- ELD-SC.K.Inform.Interpretive
- ELD-SC.K.Inform.Expressive
- ELD-SC.K.Explain.Interpretive
- ELD-SC.K.Explain.Expressive

Standard 5: Language for Social Studies

- ELD-SS.K.Inform.Interpretive
- ELD-SS.K.Inform.Expressive

Career Readiness, Life Literacies, and Key Skills:

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary Connections and Standards: (NJSLA)

- NJLSA.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.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading:

- 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.
- 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.5 Identify the front cover, back cover, and title page of a book.
- 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.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing:

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

Speaking and Listening:

- SL.K.1 Participation collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

Math:

Counting and Cardinality K.CC

- A. Know number names and the count sequence.
1. Count to 100 by ones and by tens.
 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- B. Count to tell the number of objects.
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- C. Compare numbers.
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
 7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

- A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
 5. Demonstrate fluency for addition and subtraction within 5.

Numbers and Base Operations of 10 K.NBT

- A. Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K. MD

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry K.B

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)

B. Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Science:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Social Studies:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Understandings:

Students will understand that...

- Students are in a world with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences
- Our family culture and traditions make us unique.

Unit Essential Questions:

- What are some familiar places in your community, and how can we get to them using a map?
- What are some physical features of different places?
- What are some different kinds of transportation used to get to different places?
- What kinds of things do people build on land that others visit or use to travel different places?
- What is culture?
- What are the functions of a culture?
- How are cultures similar and different?
- What country/countries do your customs and traditions come from?

Knowledge and Skills:

Students will know...

- Students are in a world with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences

Students will be able to...

- Students will retell and summarize stories they have read.
- Students will retell and summarize informational texts they have read
- Recognize and reproduce the complete alphabet using both upper and lower case letters.
- Recognize, name and correctly employ end punctuation marks.
- Repeat new language related to story pictures modeled by teachers.
- Listen to recognize types of language by context and tone
- Recognize and reproduce the complete alphabet using both upper and lower case letters.
- Match voice to print by pointing to icons, letters, or illustrated words.
- Match illustrations (icons and pictures) to target vocabulary items
- Recognize and reproduce the complete alphabet using both upper and lower case letters
- Match illustrations to target vocabulary items
- Students will compare stories and make connections with their own experiences.

- Reproduce illustrated word pairs by families

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Assessment
 - Speaking
 - Students will record an audio/or visual recording describing a family tradition
 - Reading
 - Teacher will read aloud one story from Raz-kids, big books, or other resource and answer comprehension questions about the story.
 - Writing
 - Students will write short sentences from personal preferences using pictures
 - Create sequencing content- related processes by drawing and describing objects
 -
 - Listening
 - Teacher will read aloud one story from Raz-kids, Big Books, or other resource and answer comprehension questions about the story
- [ELL Tools for Progress Monitoring](#)
- [Benchmark Books](#)
- [Benchmark Passages & Running Records](#)
- [Retelling Rubrics](#)
- [Alphabet Letter Naming](#)
- [Phonological Awareness](#)
- [Phonics](#)
- [High-Frequency Words](#)
- [Fluency Timed Reading](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ["Following the Map" Book](#)
- [Get Epic Cultures Around the World Around Book Collection](#)
- [Shared Reading “We’re Going to Grandma’s! Hurray!” \(about using transportation to get somewhere\)](#)
- [Get Epic Map Book Collection](#)
- [ELL Vocabulary Book Series Transportation](#)
- [ELL Vocabulary Power Pack-Musical Instruments of the World](#)
- [ELL Vocabulary Book Series-Feelings](#)
- [Sound/Symbol Books](#)
- Practice and participate in finger and song plays that help to illustrate vocabulary meaning
- Read a pattern book and create a pattern story

RESOURCES

Teacher Resources:

- Raz-kids, Slide presentations, Getepic.com (links in activity section above)

Equipment Needed:

- Computer
- Pencils
- Card stock
- Glue
- Pencils
- Colored pencils
- Crayons
- Printouts of books if wanted
- Magnet letters
- Playdoh
- Shaving cream
- Wiki-Sticks
- Letter puzzles
- Letter tiles
- Teacher chosen material
- Letter matching games for upper/lowercase letters
- Alphabet stamps
- Rhyming word picture match game