

Enrichment Unit 1: Sign Language and Storytelling

Grade Level: Kindergarten

Length of Unit: Approximately 14 sessions

Unit Rationale: Kindergarten students engage in interactive storytelling, utilizing sign language, music, movement and props, as a segue to new as well as familiar literature. Special emphasis is placed on language development, listening, recall, and vocabulary, with attention paid to geography, regional and world cultures, and common themes. The connection between storytelling and literacy development is well established; storytelling creates a love of language and motivation to read as well as developing creative thinking and problem solving. In this unit students will use questioning techniques to make predictions and identify story elements as they listen, respond and brainstorm their own stories. Students will also use sign language as an interactive tool in storytelling to help them recall characters, setting and plot in a story. Students will respond to stories in partner talk, pictures, writing and other activities.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- storytellers and authors brainstorm story ideas from their own lives.
- in order to retell a story or narrate our own story, we must think about the characters, setting and events of a story.
- sign language can help us recollect events in a story

Essential Questions:

- How can we use sign language to help us recall characters, setting and events in a story?
- Where do storytellers get their ideas from?
- What makes a “good storyteller”?
- How can we use questioning and response techniques to better understand stories?

Content:

Students will know...

- characters are the who or what that the story is about.
- setting is the where and when that the story takes place.
- using sign language can help to retell the events and key details in a story.
- we can use thoughtful pictures or use letter sounds to write words to tell a story or respond to a story.
- by turning and talking to a partner we can respectfully respond to text or stories and share our ideas.
- an opinion is what someone thinks or believes about an idea.

Skills:

Students will be able to...

- Compare and contrast characters, settings, plot and themes across stories.
- Ask and answer questions related to story elements and new vocabulary.
- Use sign language as a tool in storytelling.
- Brainstorm story ideas and engage in interactive storytelling.
- Use pictures, dictating, and writing to respond to stories or narrate own story
- Use emotions and sign language to tell own stories from their lives.

NJ Student Learning Standards

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

RL.K.2 With prompting and support, retell familiar stories, including key details.

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

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

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standard)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
3. Demonstrate creativity and innovation
5. Model integrity, ethical leadership and effective management

Explanation of how CLKs connect to the unit: Through lessons in sign language, storytelling and deaf awareness students learn how to be responsible community members and innovative thinkers.

Explanation of how 9.2 standards connect to the unit: Students are introduced to a variety of jobs through sign language and storytelling (sign language interpreter, musician, therapy dog trainer, etc).

Interdisciplinary Standards

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

Explanation of how interdisciplinary standards connect to the unit: Students will discuss the needs of the deaf community and consider what services should be provided to ensure safety of all community members.

Technology Integration (9.4 Standards) -

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work

Explanation of how 9.4 standards connect to the unit: Students will learn to understand perspectives of the deaf and blind community. Students will complete original written responses and

critical thinking activities based on stories.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, sign language games, written and pictorial responses
Summative	Student written and pictorial responses in storytelling
Alternative	Oral response to storytelling
Benchmark	Storytelling response

Stage 3 - Learning Plan

Learning Activities:

- Each class students will learn signs that are relevant to the story being told. Stories will be told from the teacher's childhood that are easily relatable to children.(Examples: story about a lost hamster, winning a Halloween costume contest, first violin recital). As the teacher tells the story strong emotional voices and actions will engage students, as well as the incorporated sign language. After story, students will practice sign language and turn and talk to a partner to retell the story (this will be modeled by the teacher for the first few classes) and ask questions. Teacher may also stop throughout story for "turn and talk" questioning discussions.
- After a story is told and students partner talk/retell, whole class discussions about story elements, common themes, etc. will ensue.
- Learning activities associated with stories may also include:
 - Drawings or writing about the story, a response to the story, students own experience or narration of a similar story.
 - Related games or websites on Chromebooks that are associated with stories in order to further students' critical thinking skills

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in pursuing additional sign language for more in-depth storytelling activities
- Propose interest-based extension activities

Special Ed:

- Utilize a multi-sensory approach during instruction
- Reinforce visual directions with verbal cues
- Extend time requirements
- Allow verbal rather than written responses
- Preferential seating as needed

504:

- Review, restate and repeat
- Frequently ask questions to engage student

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Core Instructional Resources

Teacher Pedagogical Resources: What skills, strategies, and resources helped the teacher design this unit

<https://www.signingsavvy.com>; The Gallaudet Dictionary of American Sign Language

Student Materials:

Student storytelling response sheets

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals - Understanding differences in deaf community

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes: Career Explorations: Explore all careers related to signing and promoting deaf awareness in the community(sign language interpreter,sign language teacher, teacher of the deaf, deaf awareness consultant, government advocate, etc.)

Enrichment Unit 2: Around the World in Folktales

Grade Level: Kindergarten

Length of Unit: Approximately 16 sessions

Unit Rationale: In this in-depth unit students will explore folktales from around the world, and will use inquiry-based learning to question and understand other countries' geographical, cultural and environmental characteristics. Students will understand that a folktale is a story, passed down verbally from generation to generation and that different folktales bear the characteristics of the culture, folklore and customs of the people from which they originated. Through this "trip around the world" students will learn to compare and contrast maps, cultures, climate and other themes by exploring stories, artifacts, websites, games and other hands-on activities.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- the culture, traditions, environment, weather and geographical features of places around the world and how they differ and are similar to those of the United States.
- how folktales incorporate customs of the people from which they originated.

Essential Questions:

- How can reading folktales teach us about the characteristics of other cultures around the world?
- How can we use maps, graphs, photographs, and other representations to describe the cultural and environmental characteristics of places, and the relationships amongst different places?
- How do weather, climate, and other environmental characteristics affect people's lives in a place or region?
- What are the cultural and environmental characteristics of different places and how are they different and similar from our own?

Content:

Students will know...

- a folktale is a story that is passed down verbally from generation to generation, and that different folktales bear the characteristics of the culture, folklore and customs of the people from which they originated.
- a character is the person or thing that the story is about.
- the setting is the place and time in which a story takes place.
- the plot is the events that take place in a story.
- in order to learn about different places and people we need to ask meaningful questions based off our observations and background knowledge.
- a map is a drawing that tells you about a place
- a legend or key explains what the symbols of the map stand for
- a symbol is a small drawing on a map that indicates what is in that place
- a landmark is something that is easy to find like a

Skills:

Students will be able to...

- compare and contrast characters, settings, plot and themes across folktales.
- use inquiry based questioning to gain an understanding of maps, cultures, traditions, and environment of other countries.
- ask and answer questions related to geography and/or folktales.
- use pictures, dictating, and writing to respond to folktales or content learned.
- recall information from experiences or gather information from provided sources to answer a question
- identify landmarks in various countries and explain their significance to that culture or group of people
- identify and use symbols on a map to understand new geographical information.
- identify some cultural and environmental characteristics of specific places.

<p>mountain or building</p> <ul style="list-style-type: none"> - a compass rose is a symbol that always shows north and most often also includes south, east and west - a globe is the Earth represented on a sphere - people living in different places around the world have different cultures: music, games, dress, and traditions. - weather, climate and the environment affect how and where people live around the world. -by looking at artifacts, photographs, maps, and graphs we can learn about other places and groups of people. - we can use thoughtful pictures or use letter sounds to write words to respond to a prompt. -by turning and talking to a partner we can respectfully share our ideas. 	<ul style="list-style-type: none"> - brainstorm how weather, climate, and other environmental characteristics affect people's lives in a place -compare and contrast the folktales, music, games, dress and traditions of people from different places around the world. - compare and contrast the geographical attributes, environment, and weather of different countries around the world.
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- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

C3 Framework for Social Studies State Standards

- D1.2.K-2. Identify disciplinary ideas associated with a compelling question.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.
- D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
- D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.
- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.
- D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.

D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.

D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
3. Consider the environmental, social and economic impacts of decisions
9. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Students learn how human activities affect cultural and environmental characteristics of places or regions.

Explanation of how 9.2 standards connect to the unit: Students are introduced to a variety of jobs through their studies of different cultures and countries (marine biologist, fish industry, engineers, conservationist, etc).

Interdisciplinary Standards

New Jersey Student Learning Standards for Math:

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

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

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

Explanation of how interdisciplinary standards connect to the unit: Students create several activities which integrate math standards (origami, counting objects in games, building structures with shapes, etc.)

Technology Integration (9.4 Standards) -

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

Explanation of how 9.4 standards connect to the unit: Students work in groups to complete engineering challenges, discuss issues that may affect different countries, and work to brainstorm effective solutions.

Stage 2- Assessment Evidence:

Assessment:

Formative

Informal assessment through questioning, exit tickets, written and pictorial responses

Summative	Student written and pictorial responses in end of unit center work
Alternative	Oral response
Benchmark	Questionnaire/survey

Stage 3 - Learning Plan

Learning Activities:

For each country/geographical region visited, students will participate in a variety of learning activities including:

- Learning Centers: native games, artifacts/photographs with writing/pictorial responses, musical instruments, websites,, acting out folktales/native dances
- Google slide presentations from Mrs. Leonard's travels, which include stories, movement activities, music
- Folktales from each country with written/pictorial responses
- Map learning- through whole class, partner and group activities students will learn how to read maps and understand various map features, symbols, etc.
- Discovery Education learning video clips to provide further understanding of other cultures' music, dance, weather, environmental features.

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in pursuing additional information/resources for each country
- Propose interest-based extension activities

Special Ed:

- Utilize a multi-sensory approach during instruction
- Reinforce visual directions with verbal cues
- Extend time requirements
- Allow verbal rather than written responses
- Preferential seating as needed

504:

- Review, restate and repeat
- Frequently ask questions to engage student

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure

- understanding
- Allow verbal rather than written responses

Core Instructional Resources

Teacher Pedagogical Resources: What skills, strategies, and resources helped the teacher design this unit

www.nationalgeographic.com; Folktales and non-fiction books related to each country; google slides and artifacts from Mrs. Leonard's travels.

Student Materials:

Student response sheets, center/game materials for unit

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity - Discussions on understanding cultural differences in food, clothing, traditions, etc.

Religious Tolerance -

Unconscious Bias Impact on Individuals - Discussions on understanding cultural differences

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes: Career Explorations: Students are introduced to a variety of jobs through their studies of different cultures and countries (marine biologist, fish industry, engineers, conservationist, etc).