

Voyages in English Kindergarten

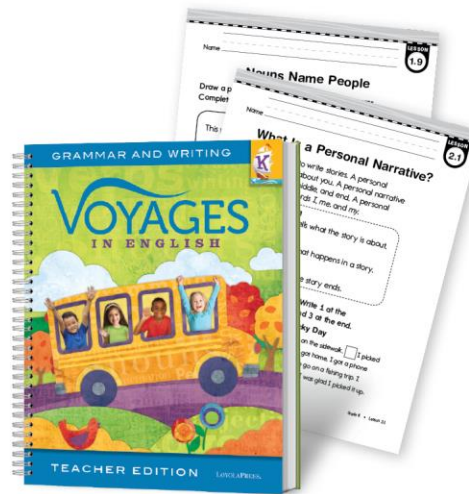
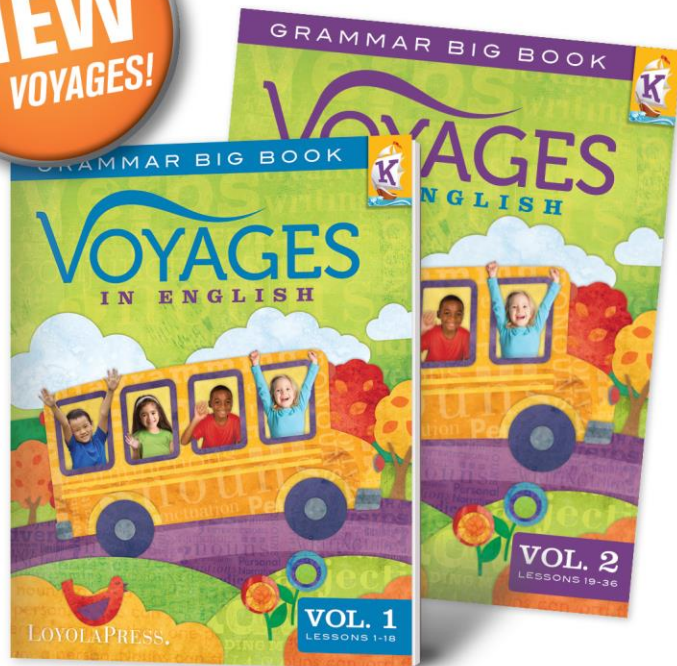
Interactive, Engaging, Joyful



VIE: Kindergarten

VIE K
Components

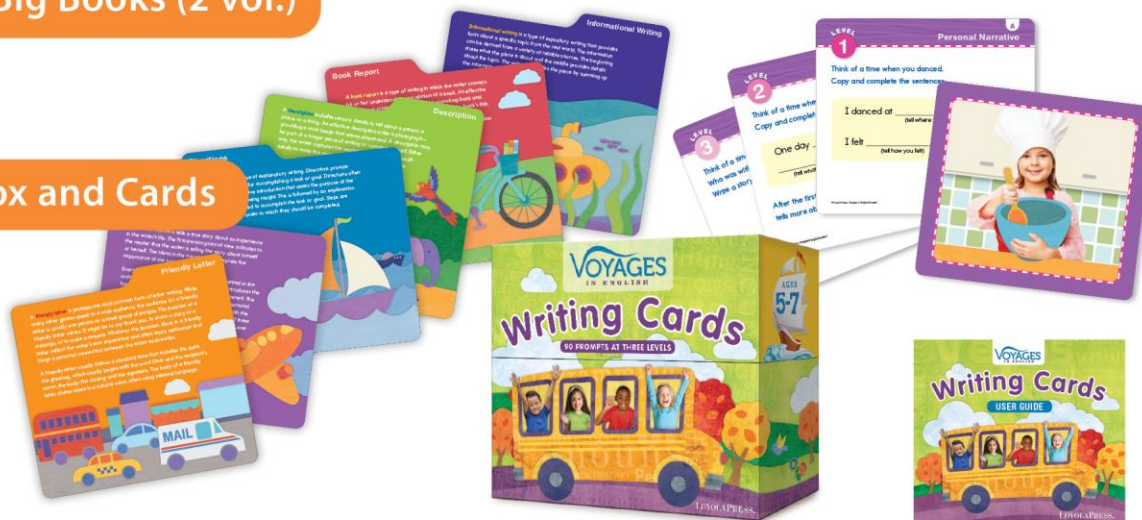
ALL
NEW
TO VOYAGES!



Teacher Edition with BLMs

Grammar Big Books (2 vol.)

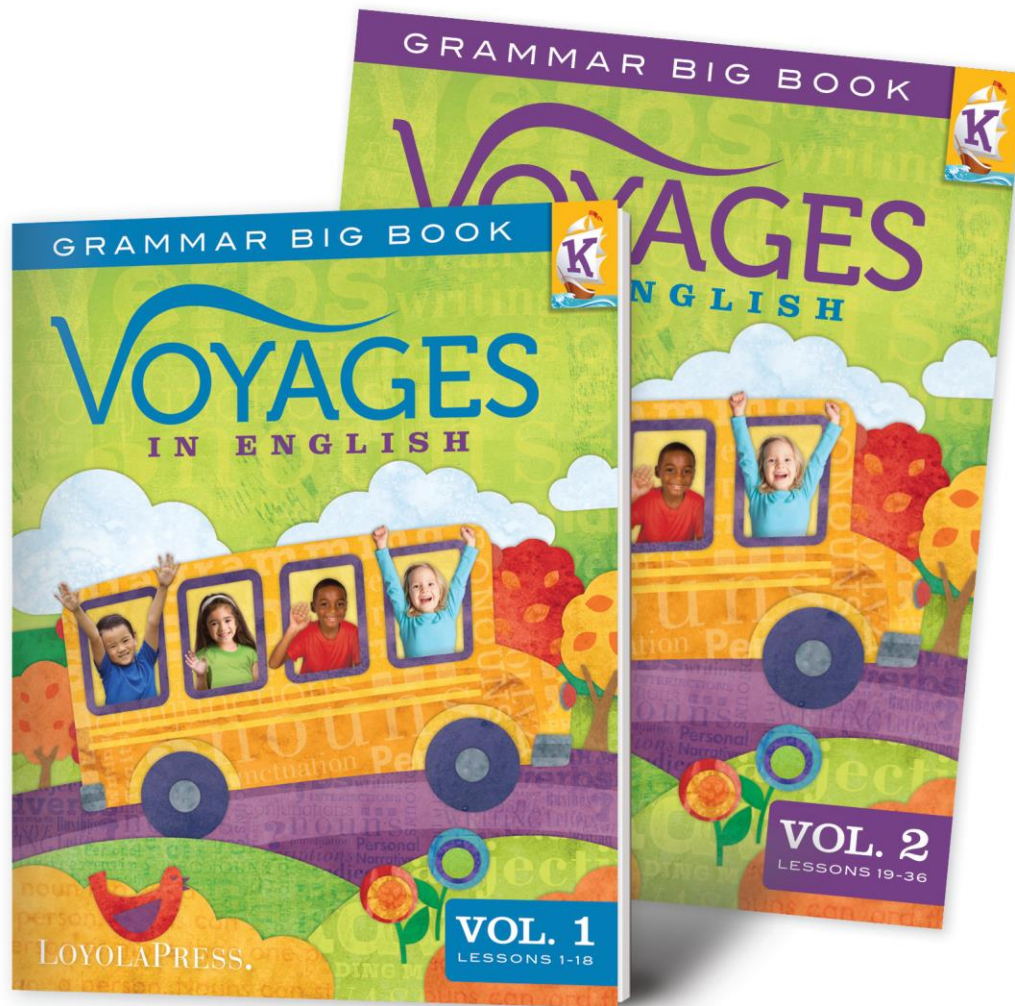
Writing Box and Cards



- Inspired by the excellence, values, and substance of the traditional *Voyages in English* program, VIE K is designed to introduce grammar and writing skills to young learners in a way that is interactive, experiential, playful, and joyful.
- Engaging, multimodal lessons are scaffolded to support children at different ability levels and learning styles.
- Skills meet and exceed the Common Core State Standards for Kindergarten.

VIEK: Grammar

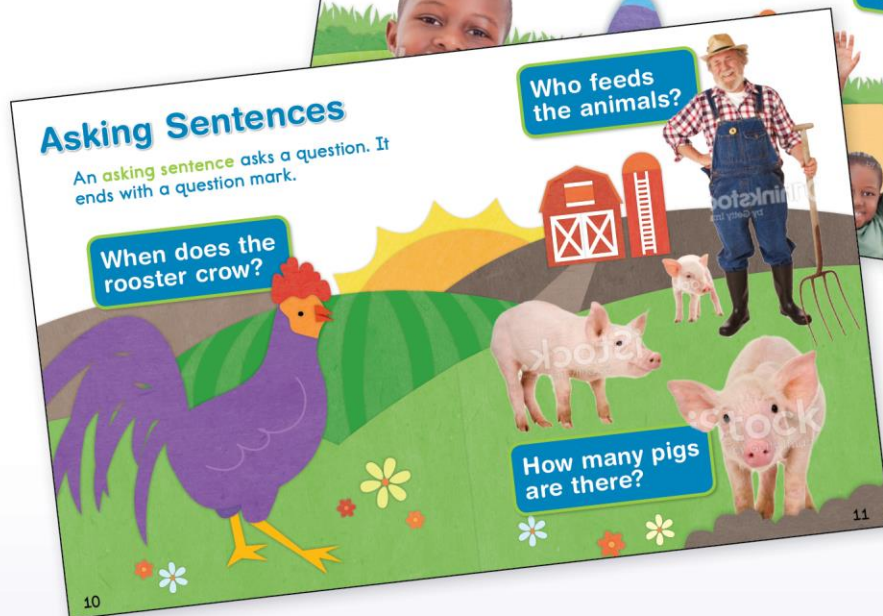
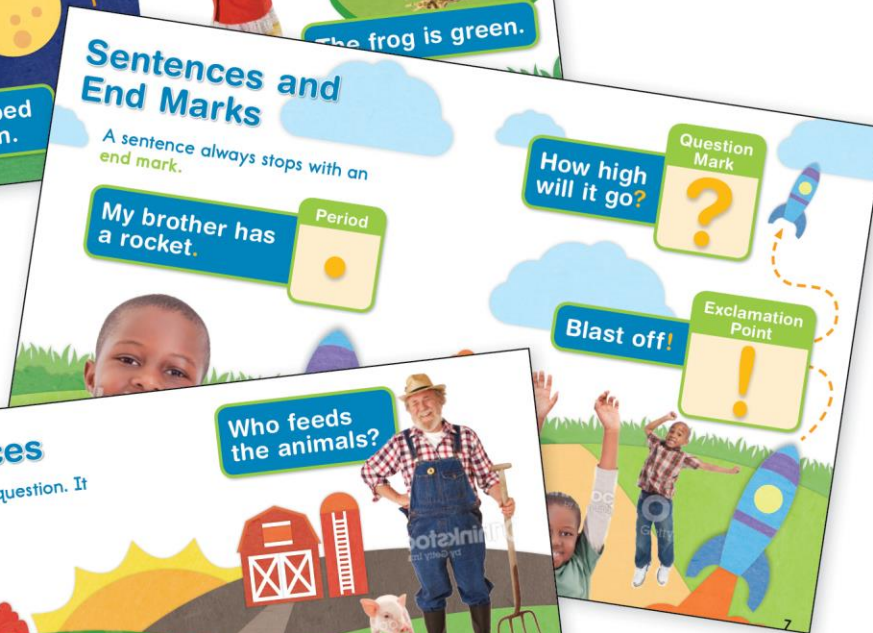
**BIG
Books**



- Designed and written for young children, the VIE K Big Books teach foundational grammar concepts.
- The size of each Big Book is 14 x 18 inches. The teacher displays the oversized book and reads aloud with students as they interact with the pages, connecting words and images to concepts.
- The Grammar Big Books consist of two volumes, each covering 18 lessons, for a total of 36 grammar concepts.

VIE K: Grammar

BIG Books



- Each Grammar Big Book lesson appears on a two-page spread that provides a simple overview of the grammar concept with clear examples.
- Grammar skills are broken down into their essential elements, while charming and brilliant graphics bring each concept to life and help students form meaning.

Action Verbs

A **verb** is a word that can show action.

dance



skip



ride



run



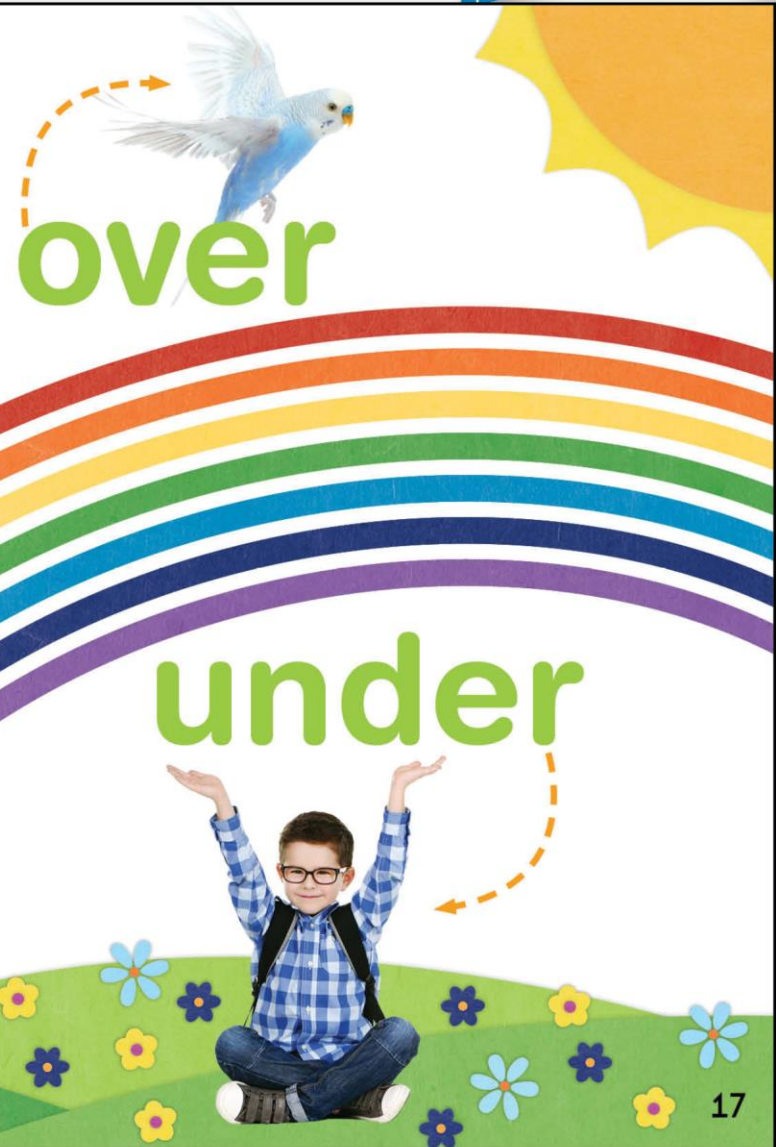
hop

hide



The Prepositions *Over* and *Under*

We use words like **over** and **under** to tell where something is or where it moves.



Verbs Ending in -ed

Add **ed** to an action verb to tell what happened before.

Look at all the things the chimp did yesterday!



The chimp **peeled** a banana.



The chimp **climbed** a tree.



The chimp **splashed** in the water.



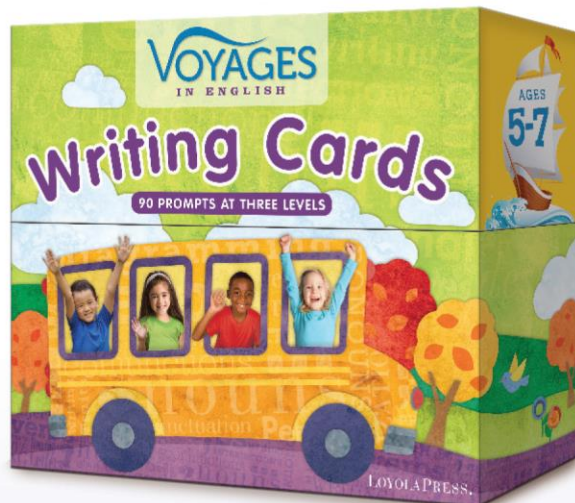
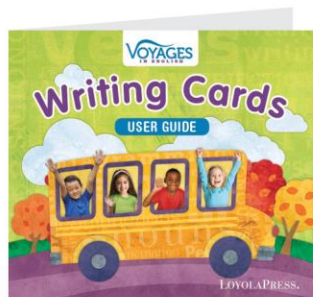
The chimp **looked** at the bird!

VIE K: Writing

Writing Cards



- The VIE K Writing Cards box includes 90 leveled prompts that activate students' imaginations as they write.
- Cards are color-coded and divided into six writing genres, with 15 writing-prompt cards for each genre. The 15 cards are further divided into three levels of writing proficiency—Levels 1, 2, and 3.
- Cards are used on the last day of each writing lesson for independent writing and assessment.



VIE K: Writing

Writing Cards

The image shows three overlapping writing cards for Level 1, 2, and 3, and a photograph of two children dancing. The cards are purple and white with a dashed pink border. The Level 1 card is the most prominent, showing the following text:

LEVEL 1 A
Personal Narrative

Think of a time when you danced.
Copy and complete the sentences.

I danced at _____.
(tell where you were)

I felt _____ when I danced.
(tell how you felt)

The photograph shows a boy in a black hat and vest dancing on the left, and a girl in a pink tutu dancing on the right. There are musical notes and a treble clef around them.

- Within each proficiency level, students can choose a card or are assigned a card from one of five topics—indicated by letters A–E—to complete an independent writing activity.
- Writing prompts at Level 1 require students to complete simple writing tasks, such as copying a sentence and filling in a blank.
- At Level 2, students copy and complete a sentence that has been started for them and then write an additional sentence.
- At Level 3, students write original sentences. The Teacher Edition includes a rubric to help teachers assess writing at this level.

WEEK: Writing

Writing Cards

ON EACH CARD

On the front of each card, you'll find the independent writing level, directions for how the student should approach writing from the prompt, and the writing prompt itself. The colorful and engaging images on the reverse side of the card help spark student interest and connect with their prior knowledge of the topic. Writing Cards are color-coded by genre.

Independent Writing Level: Five unique cards for each level within each genre are included.

Clear Directions: The prompt is written simply and all necessary instructions are given on the card.

See page 5 of this booklet for descriptions of each of the three independent writing levels.

Label: Cards are labeled A-E within each level for ease of assignment and organization.

Writing Genre: There are 15 different cards for each of the six genres.

Charming Visuals: Bright, energy-filled photos and illustrations capture student attention and interest.

Independent Writing Levels

Each genre has 15 unique cards developed to provide the kind of support emerging writers need. The 15 cards are divided into 3 levels, offering 5 unique writing prompt choices at each level. Therefore, there are plenty of choices to suit different student needs and personalities. Developmentally appropriate prompts and exciting visuals invite students to take part in the writing process at a level that is challenging but provides the support needed for students to grow as writers.

LEVEL 1
At this most basic level, writing cards provide significant support for student writing in each genre. Students copy the prompt onto a sheet of paper and complete the sentence by adding a word or words where indicated by the blank.

LEVEL 2
At this slightly more advanced level, writing cards provide support for student writing in each genre in the form of "Choose Your Answer" activities. Students copy the prompt and insert a word or phrase to complete the first part. They are then invited to add another sentence to complete the assignment.

LEVEL 3
At this more advanced level, writing cards provide support for student writing in each genre in the form of a prompt and questions that students will answer in their writing. Students are asked to write at this level without frames or additional scaffolding.

www.voyagesinenglish.com Writing Cards User Guide

ASSIGNING WRITING CARDS

Use the evaluation of the pieces you had students write on day one to assess their initial independent writing level. (See page OV-28 in the Teacher Edition.) If you don't have a writing sample for the student, see page OV-16, steps 4 and 5. Assign cards to students at the level at which they can be most successful yet continue to grow and improve.

Revisit each student's independent writing level frequently. A student who begins at Level 1 may quickly be ready for Level 2 or may continue to work at the initial level for some time. Students initially assigned a Level 5 card may need to move to Level 1 or 2 for a time to do their best work.

Who Would Use LEVEL 1
Jonah I can tell you or a friend about a picture or a story, but I can't spell enough words to write it in a way that others can understand right now. My letters are jumbled and don't always look like letters. I can label my picture with your help.

Who Would Use LEVEL 2
Valerie I can string four or five words together to tell a story or give information on paper. I know the difference between upper- and lowercase letters, but you may not always be able to see the difference. I can label my drawing using sight words and other words' letter sounds.

Who Would Use LEVEL 3
Taylor I can use words and pictures to share my ideas with others. I'm not a perfect speller, but you get the idea of what word I used without me having to explain it. Most of the time, I start a sentence with a capital letter and end it with a period, exclamation point, or question mark.

Teaching with Writing Cards

The Writing Cards are an integral part of Voyages in English Kindergarten. The cards are used on day 5 of each writing lesson as Step 2 of the instructional process. Please refer to the Teacher Edition for how to use the cards as part of the program.

Pages 10-16 of this booklet outline activities for using the Writing Cards beyond that described in the Teacher Edition.

www.voyagesinenglish.com Writing Cards User Guide

USE IN GRADES 1 AND 2

The Writing Cards can be used as a supplement to the Voyages in English Program in Grades 1 and 2. Students in these grades will likely have more phonemic awareness, are capable of attending to a task for longer sustained periods, and can work with less direction and continual support. In addition to the activities using the cards described on pages 10-16 of this booklet, consider using the cards in Grades 1 and 2 as described below:

Alternative Independent Writing Center Activities

If desired, modify the Independent Writing Center Activities on pages OV-16-OV-21 of the Teacher Edition for Grades 1 and 2 to include the use of the Writing Cards. Explain to students how and when the centers are to be used prior to asking them to work independently on center activities.

Reteach or Reinforce Concepts

Consider using the Writing Cards in place of or in addition to the activities suggested in the Apply step or as additional teaching options.

Use the chart to pair the Grades 1 and 2 writing chapters with the appropriate writing cards.

Assessment

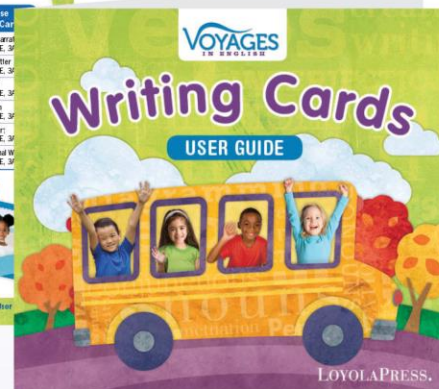
See page 17 of this booklet.

Use the pictures on the back of Writing Cards to help students generate ideas in the Planning Stage of the Writer's Workshops.

Grades 1 and 2 Writing Chapters

Grades 1 and 2 Writing Chapters	Use These Writing Cards
Chapter 1: Personal Narratives	Personal Narrative 1A-E, 2A-E, 3
Chapter 2: Friendly Letters	Friendly Letter 1A-E, 2A-E, 3
Chapter 3: How-to Articles	Directions 1A-E, 2A-E, 3
Chapter 4: Descriptions	Description 1A-E, 2A-E, 3
Chapter 5: Book Reports	Book Report 1A-E, 2A-E, 3
Chapter 6: Informational Research Reports	Informational 1A-E, 2A-E, 3

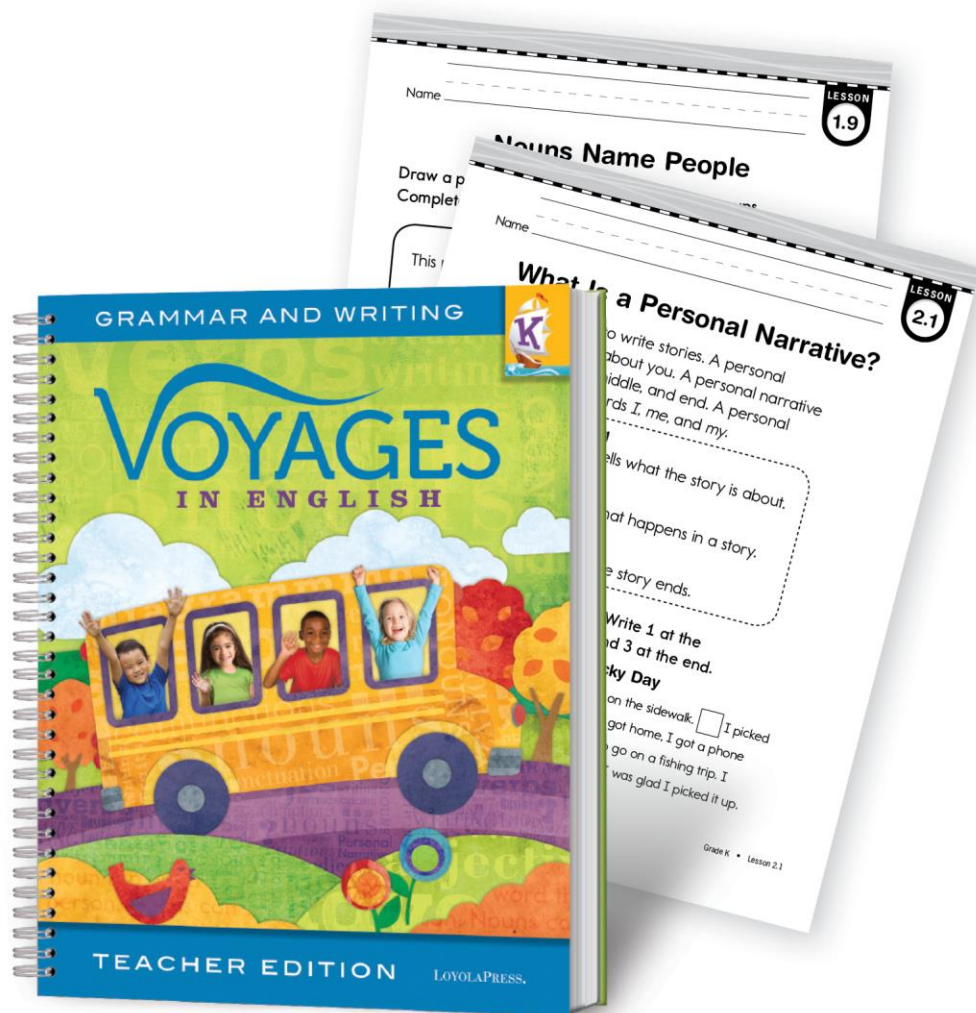
www.voyagesinenglish.com Writing Cards User Guide



- A User Guide is included in each Writing Card box that provides teachers with ideas for using the cards.
- The User Guide explains the general differences and characteristics of each of the three proficiency levels.
- The User Guide suggests ideas and tips for also incorporating the cards into writing instruction for Grades 1 and 2.

VIE K: Grammar & Writing

TE



- The VIE K Teacher Edition consists of four parts: Grammar, Writing, Blackline Masters, and Assessment.
- The TE provides instruction for 36 grammar lessons and 6 writing lessons with a Blackline Master for each lesson.
- Front matter also includes Learning Center pages that teachers can use to engage students in hands-on independent or small group activities to help them integrate grammar and writing skills.
- TE includes citations at point of use for Common Core State Standards, as well as a correlation chart for Kindergarten.

Capital and Lowercase Letters LESSON 1.1

OBJECTIVES

- To recognize capital and lowercase letters
- To write capital and lowercase letters

MATERIALS

- Day 1: online video of Dr. Seuss's ABC Book
- Day 2: Voyages in English Grammar Big Book 1 (pages 2–3), shaving cream, white board or aluminum foil
- Day 3: paper, markers
- Day 4: plastic Easter eggs, markers, Capital and Lowercase Letters blackline master (page 102)
- Day 5: Assessment materials (pages XXX–XXX)

DAY 1 Warm-Up

Show the video of Dr. Seuss's *ABC Book*. Write a few capital and lowercase letter pairs on the board, such as *Bb* and *Tt*. **SAY:** Big *T*, little *t*, what begins with *t*? Have students name people or things that begin with the letter. Record them on the board. **ASK:** Does [item] begin with a big letter or a little letter? **SAY:** We call big letters *capital letters* and little letters *lowercase letters*.

DAY 2 Teach

Point to a student in class. **SAY:** This is [student's name]. We use a capital letter to write [student's name]. Write the name on the board. Then pick up an object, such as a book or pencil. **SAY:** This is [object]. We use a lowercase letter to write [object]. Write the word on the board. Then turn to pages 2–3 in Volume 1 of the *Voyages in English Grammar Big Book*. Read the pages aloud. Point out that names of people, places, and pets are capitalized, while other words are not.

Use a white board, or cover an area of the wall with aluminum foil. Apply a smooth layer of shaving cream to create a writing surface. **SAY:** Remember to use a capital letter when you write a name. Model writing in shaving cream using a finger. Have students take turns writing in the shaving cream the capital letter that begins their name. Then encourage them to write the capital letter that begins a friend's name. Model a similar process for objects that begin with lowercase letters.

Writing Connection

Whenever students engage in writing, ask them to point out names that begin with a capital letter and other words that begin with a lowercase letter. Help students notice if they have capitalized when they should not have, and vice versa.

DAY 3 Practice

SHARED WRITING Hand out a piece of paper to each student with the following printed at the top: Big *L*, little *l*, what begins with *l*? Share the marker with each student and together fill in the blanks with the capital and lowercase forms of the letter that begins their name. Have students then draw two pictures under their sentence, one of themselves and one of something that begins with the same letter as their first name: for example, *Lily* and *lion*. Help them label both pictures, pointing out the capital and lowercase letters.

DAY 4 Apply

Using plastic Easter eggs, separate each egg into its halves. On each upper half, write a capital letter. On each lower half, write a lowercase letter. Have students match the letters correctly. For added challenge, mix up the upper- and lower-half egg colors and have students correct the pairings.

Give each student a Capital and Lowercase Letters blackline master, page 102. Point out that the entire alphabet is shown, with both capital and lowercase letters. Ask students to find the letter that begins their name and circle it. **SAY:** When we write a name, we begin with a capital letter. Then have them practice writing their name on the lines provided. If time allows, ask students to match the lettered Easter eggs to the letters on the blackline master.

To provide students with additional writing practice, make photocopies of [page XXX] at the back of this book.

DAY 5 Assess

Choose an assessment option from pages XXX–XXX. Place students' work samples in their portfolios.

COMMON CORE STANDARDS
 CCSS.ELA.L.K.1.3
 CCSS.ELA.SL.K.5

- Instead of a wrap-around Teacher Edition built on the Student Book pages (as in VIE 1–8), the Teacher Edition itself provides the structure for each lesson.
- The TE follows the same instructional format as Grades 1–8 with the sequence of Warm-Up, Teach, Practice, Apply, and Assess for both grammar and writing.
- The pacing is adjusted for Kindergarten by spreading these steps over five days instruction—one step per day.

VIE K: Grammar

TE

Sentences and End Marks

OBJECTIVES

- To recognize and name end punctuation
- To use end punctuation correctly

MATERIALS

- Day 1: (none)
- Day 2: Voyages in English Grammar Big Book 1 (pages 6–7)
- Day 3: Sentences and End Marks blackline master (page 104)
- Day 4: empty cube-shaped tissue box covered with paper, marker
- Day 5: Assessment materials (pages XXX–XXX)

DAY 1 Warm-Up

Begin a discussion about starting and stopping. **ASK:** When you have a race, how do you know when to start? How do you know when to stop? Talk about visual and audio cues that we use, such as shouting “Go,” crossing a finish line, or waving a flag. Discuss how drivers know when to stop and start their cars.

In an open space, play a game of Red Light, Green Light. Explain to students that when you shout “Green light,” they should run, and when you shout “Red light,” they should stop. After several rounds, **SAY:** Just like in the Red Light, Green Light game, there are ways we start and stop sentences. Last week, we learned that we always start a sentence with a capital letter. This week, we’ll learn ways to stop, or end, a sentence.



DAY 2 Teach

Turn to pages 6–7 in Volume 1 of the *Voyages in English Grammar Big Book*.

SAY: Let’s learn more about how we stop sentences. Read aloud the page title and explanatory sentence that follows. As you read the example sentences aloud, demonstrate the correct vocal inflection for each.

Teach the following “Punctuation Song” to students as you point to the examples in the Big Book. Sing to the tune of *Jingle Bells*.

Period, period,
Your sentence I will end.
Stop the action, finish your thought,
This little black dot is your friend.

Question mark, question mark,
A spiggle and a dot,
Who, what, when, where, why, and how?
Question marks help a lot.

Exclamation point, exclamation point,
Use me to yell and shout.
Hooway! Let’s get quiet! Stop!
Excitement is what I’m about.

Writing Connection

Whenever students engage in writing, have them point out the end marks they use. Help them understand that adding the correct end marks makes their writing easier to read.

DAY 3 Practice

Go over the lyrics of the “Punctuation Song” from yesterday, reminding students about each end mark. Then give each student a Sentences and End Marks blackline master, page 104. Review the three end marks at the top of the page. Then read the sentences aloud. **SAY:** These sentences are missing their end marks. Ask students to use the pictures of the faces as clues to help them choose the correct end mark for each sentence.



DAY 4 Apply

Cover a cube-shaped tissue box with paper. On the six faces of the cube, write two periods, two question marks, and two exclamation points. Announce a topic. Have students take turns rolling the cube and making up a sentence about the topic that ends with the end mark that they rolled. Write their sentences on the board. Continue until all students have had a turn.

SHARED WRITING Share a pencil with each student and together write on a piece of paper the sentence he or she created in the above activity. Then read the sentence aloud and have the student repeat after you, using the appropriate vocal inflection. Discuss why the end mark is correct for that sentence.



DAY 5 Assess

Choose an assessment option from pages XXX–XXX. Place students’ work samples in their portfolios.

COMMON CORE STANDARDS
CCSS.ELA.L.K.2.b

- Each grammar lesson in the TE is a two-page spread.
- The lesson begins with clearly-stated objectives and a list of needed materials.
- The lesson incorporates the corresponding Big Book spread and the BLM, which are used on separate days of instruction. Both are shown on the TE spread as minis next to the step in which each is used, which can be from Day 1 to Day 4.
- Each grammar lesson includes a Writing Connection feature that helps students connect the grammar skill to their writing.
- A box at the bottom of the right-hand page indicates the Common Core standards covered in the lesson.

Writing Connection

Whenever students engage in writing, have them point out the end marks they use. Help them understand that adding the correct end marks makes their writing easier to read.

COMMON CORE STANDARDS
CCSS.ELA.L.K.2.b

VIEK: Writing

TE

Personal Narrative LESSON **2.1**

OBJECTIVES


- Identify the basic elements of a personal narrative.
- Write a personal narrative as a shared writing experience.
- Write a personal narrative as an independent writing experience.

MATERIALS

- Day 1: photo of yourself as a child participating in a family or school event
- Day 2: What is a Personal Narrative? blackline master (p. xxx)
- Day 3: construction paper, crayons or markers
- Day 4: projector, white board, or chart paper, writing utensils
- Day 5: Writing Prompt Box, writing and drawing paper, writing utensils, crayons or markers

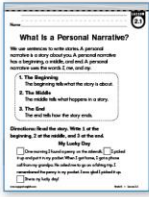
DAY 1 Warm-Up

Bring in a photo of yourself as a young child participating in a family or school event. Pass around the photo so each student has a turn holding it. Tell a brief personal narrative that explains the experience or event in the photo. Be sure your story has a beginning, a middle, and an end. Use the words *I, me, and my* in your story. **ASK: Who else had a similar experience?** Invite volunteers to share their own stories. **SAY:** When we tell a true story about something that happened to us, we call this kind of story a personal narrative. This week, we will learn about and write personal narratives.



DAY 2 Teach

Retell the personal narrative (based on the photo of yourself as a young child) that you shared with students on Day 1. Provide each student with a What is a Personal Narrative? blackline master. Together read aloud the title and first paragraph of the blackline master. **SAY:** Let's read a little more and then talk about the story I shared with you.



Next, read the section titled Beginning. **ASK: What part of my story was the beginning?** Provide guidance as needed. Repeat this activity with the sections titled Middle and End.

Read aloud the activity directions on the blackline master. Together read the story "My Lucky Day" with the students and guide them to write 1, 2, and 3 in the correct places to show the beginning, the middle, and the end of the narrative.

Grammar Connection

Help students identify action words in each personal narrative in Days 1 to 5.




DAY 3 Practice

Write the following words on separate sheets of paper and post them in different parts of the room: *Rainstorm, Snowstorm, Windstorm*. Talk about the words and invite each student to think of one storm in particular that they've been in and remember vividly. Ask students to go to the word that best describes the type of storm they were in.

Once students are in their storm-word groups, have each one find a partner. Have partners tell each other their "storm story" by following the prompts as follows:

- Create a beginning for your story. Begin by saying, *I once lived through a _____ storm.* Fill in the blank with a word that describes the storm. (Students take turns telling their story beginnings.)
- Now make a middle for your story. Tell your partner what happened. You can use as many sentences as you like to tell the middle. Don't share the end yet! (Students take turns telling the "middle" of their stories. Walk around the room and guide students to tell their stories in chronological order if they need assistance.)
- Now let's end your story. Tell your partner how the storm ended or what happened at the very end of your story. (Students take turns ending their stories.)

Provide each student with a sheet of construction paper folded into three sections. Have students draw pictures to accompany the story they just told in parts. When the pictures are complete, **SAY:** Now that you've told your story in parts and have drawn pictures for it, let's put all the parts together. Have each student retell their stories to the class from beginning to end, using their pictures as a guide for each main part.



COMMON CORE STANDARD
CCSS.ELA.WK.3

- Each writing lesson consists of two 2-page spreads. The lesson begins with clearly-stated objectives and a list of needed materials.
- The BLM for the writing lesson is always used on Day 2, Teach, to teach the elements of the writing genre.
- Writing lessons scaffold instruction: On Days 1–3 of the lesson, students learn about and practice the genre, but they generally do not write until Days 4 and 5.
- The Grammar Connection feature links the writing genre to a related grammar skill.

VIE K: Writing

TE

Personal Narrative

DAY 4 Apply with SHARED writing

step 1 Brainstorm with students a list of fun events the class has experienced together, such as fun games, field trips, special events, plays or presentations, musical performances, and so on. Together narrow the list to one shared experience. Explain to the students that you are going to write a personal narrative together about that experience.

step 2 Using a projector, white board, or chart paper, together brainstorm a personal narrative about the experience. Encourage volunteers to offer ideas for the story and to make suggestions for revisions. Be sure the story has a beginning, a middle, and an end. Invite students to "share the pen" with you to write certain letters and words.

On September 30, our class went **apple** picking at Morton Farms. We went on a hay ride out to the orchard. A **tractor** pulled our wagon. Everyone had a paper bag. We each picked **4 apples**. After apple picking, we rode back to the farm and **had lunch**. Everyone took a nap on the way home. It was a great day!

step 3 Read back the story that you wrote as a group. Help students identify the beginning, the middle, and the end. Tell students that they will write their own personal narrative tomorrow.

DAY 5 Assess with INDEPENDENT writing

step 1 Revisit with students the characteristics of a personal narrative. Write ideas on the board:

- We use sentences to write stories.
- A personal narrative is a story about you.
- A personal narrative has a beginning, a middle, and an end.
- A personal narrative uses the words I, me, and my.

Remind students that the beginning tells what the story is about, the middle tells what happens in a story, and the end tells how the story ends.

step 2 **WRITING CARDS**
Provide students with writing paper and utensils. Choose an independent writing level for each student. Have each student choose a personal narrative prompt from the Writing Card Box to match the level you chose. If cards are being shared, students can sit in groups near the card they chose. Go to each student or group of students and read the directions on the card, carefully explaining how students can complete their writing assignment. On a separate sheet of paper, have students write personal narratives based on the card directions.

step 3 Provide each student with drawing paper and crayons or markers. Invite them to draw a picture to accompany their story. If time allows, help each student read aloud his or her personal narrative for the class. For students at Level 3, assess the narrative with the rubric on page xx. Then store students' personal narratives in their writing portfolios.

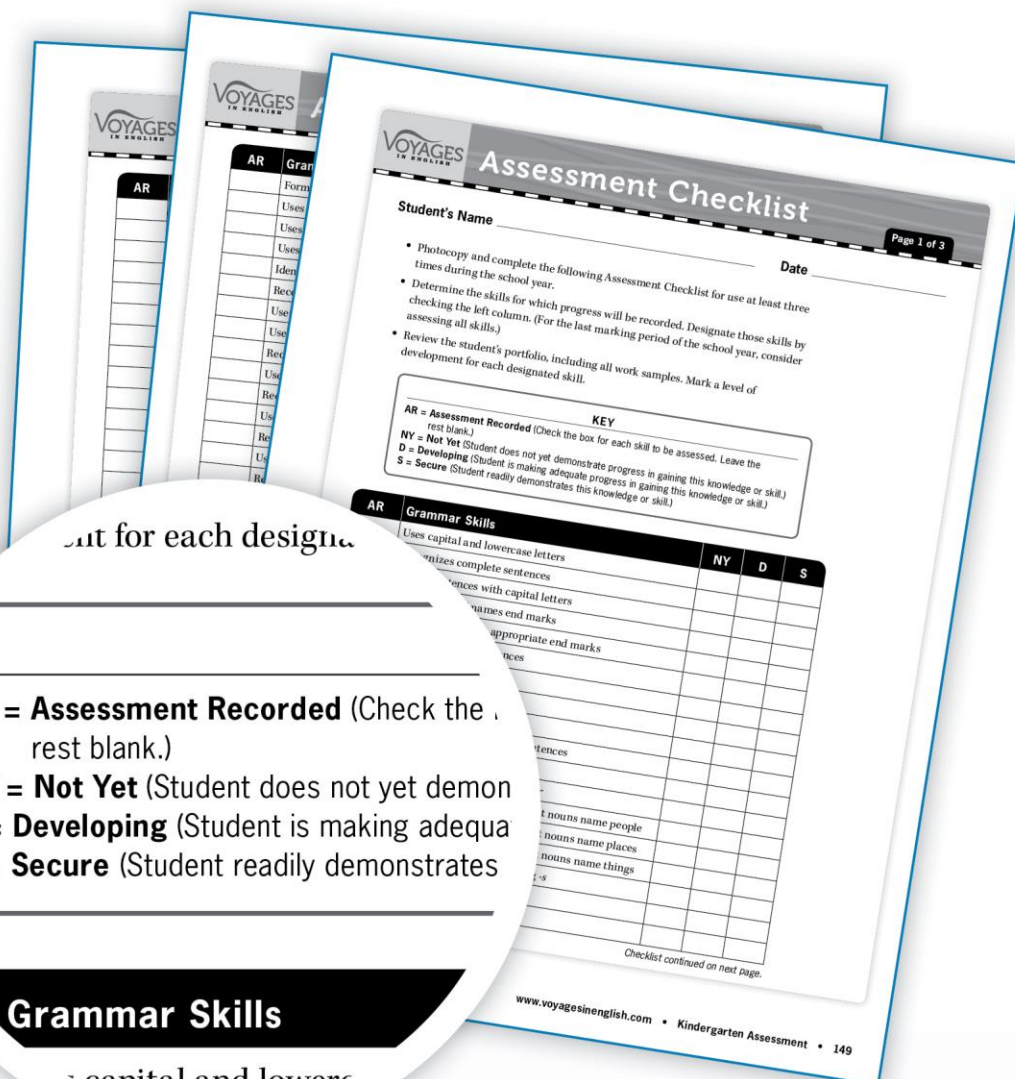
Language Experience
For emerging writers, you may wish to have them dictate their stories to you.

COMMON CORE STANDARD
CCSS.ELA.W.K.3

- Students engage in writing on Days 4 and 5 of the lesson.
- Day 4, Apply, is always Shared Writing. In this instructional step, the students work with the teacher collectively to brainstorm a topic. Then together they write a piece that reflects the genre. This step incorporates hand-over-hand writing where students share the pen with the teacher.
- Day 5, Assess, is always Independent Writing. Students use the writing prompt cards to compose an original piece of writing on their own.

VIE K: Assessment

TE



- Part 4: Assessment in the TE supports kindergarten teachers in evaluating progress and guiding instruction by providing daily observational assessment strategies, formal checklists, rubric, and portfolios.
- The comprehensive Assessment Checklist has distinct grammar, writing, and speaking and listening sections with 75 measurable outcomes that reflect Common Core State Standards. The checklist helps track incremental student progress on their way to mastery of a skill.

AR = **Assessment Recorded** (Check the rest blank.)
NY = **Not Yet** (Student does not yet demon
D = **Developing** (Student is making adequa
S = **Secure** (Student readily demonstrates

Grammar Skills

Uses capital and lowerc

VIE K: Assessment

TE

Teacher Scoring Rubric		LESSON 2.4
		INDEPENDENT WRITING
Name _____		POINT VALUES 0 = not evident 1 = minimal evidence of mastery 2 = evidence of development toward mastery 3 = strong evidence of mastery 4 = outstanding evidence of mastery
Date _____	Score _____	
Description		
Ideas		POINTS
Describes a person, place, or thing		
Organization		
Names the topic in the beginning sentence		
Follows with descriptive sentences		
Voice		
Is written in a natural voice		
Word Choice		
Uses sensory words		
Sentence Fluency		
Uses complete sentences		
Conventions		
Begins sentences with a capital letter		
Ends sentences with appropriate end mark		
Spells assigned or "given" words correctly		
Invented spelling is logical: unassigned words are spelled phonetically so they can be understood by an adult		
Writes from left to right		
Writes from top to bottom		
Leaves space between words		
Correctly prints capital and lowercase letters		
TOTAL		/56

- Progress notes are used to assess growth for students who write independently with Levels 1 and 2 Writing Cards and are stored in student portfolios.
- A list of questions for teachers to ask themselves for each of the students' pieces are included to help develop clear progress notes.
- Teacher Scoring Rubrics are used to assess progress for students who can write independently with Level 3 Writing Cards.
- The Teacher Scoring Rubrics are organized by six key writing traits: ideas, organization, voice, word choice, sentence fluency, and conventions as are the rubrics in Grades 1-8.