

**GRADE 1– Module 9: Grow, Plants, Grow!**

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

This phonics module is designed to strengthen foundational literacy skills through an integrated approach that includes phonological awareness, phonics, spelling, handwriting, and fluency. Students develop an understanding of syllable types, including closed syllables, closed syllable exceptions, and open syllables, while applying these concepts to spelling activities.

In this module, children will discover many details about a variety of plants as they read informational texts, fiction, and poetry. These texts encourage readers to be curious as they investigate plants and watch them “grow.” Children will learn about the life cycles and characteristics of plant life. They will also explore the diversity that exists in the plant world and how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants. After reading the module’s texts, children should have a greater understanding and appreciation for plant life.

**Standards Covered in Current Unit/Module**

**Related Standards and Learning Goals**

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document**

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.1.1. Demonstrate command of the conventions of writing

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

**Unit/Module Weekly Learning Activities and Pacing Guide**

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Week 1</b></p> <p>Phonological Awareness Blending Phonemes, Segmenting Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skills • Vowel Teams ai, ay</p> <p>Spelling • Words with Vowel Teams ai, ay</p> <p>Handwriting • Manuscript J, j, U, u, Y, y</p> <p>Irregular Words</p>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Practice phonological awareness by blending and segmenting phonemes.</li> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: vowel teams ai, ay.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Learn and practice handwriting: manuscript J, j, U, u, Y, y.</li> <li>• Practice spelling by word building.</li> <li>• Learn and practice irregular words: again, against, today.</li> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment                             <ul style="list-style-type: none"> <li>○ Irregular Words</li> <li>○ Phonics: Vowel Teams ai, ay</li> <li>○ Comprehension: Elements of Poetry;</li> </ul> </li> </ul>	<p><b>Materials</b> Whole-Class Presentation: HMH Classcraft™ Essential Session</p> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>○ Word Study Studio Sessions</li> <li>○ • <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>○ • <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>○ • <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>○ • <a href="#">187: Phonics: Long a Spelled ai, ay</a></li> <li>○ Decodable Books</li> <li>○ • <a href="#">Books 60–61</a></li> <li>○ Additional Practice, Lessons 1-5</li> </ul>

**Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document**

<ul style="list-style-type: none"> <li>• again, against, today</li> </ul> <p>Fluency</p> <ul style="list-style-type: none"> <li>• Phrasing and Intonation</li> </ul>	<p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<ul style="list-style-type: none"> <li>○ Text Organization</li> <li>○ Generative Vocabulary: Words About Places and Things</li> <li>○ Vocabulary Strategy: Reference</li> <li>○ Grammar: Exclamations</li> </ul>	<p><b><u>Routines:</u></b></p> <ul style="list-style-type: none"> <li>○ Blending: Continuous</li> <li>○ Write and Reveal</li> <li>○ Heart Words</li> <li>○ Decodable Text</li> <li>○ Partner Reading</li> </ul>
<p><b>Week 2</b></p> <p>Phonological Awareness</p> <p>Blending</p> <p>Phonemes, Segmenting</p> <p>Phonemes, Substituting</p> <p>Phonemes</p> <p>Phonics Focus Skills</p> <ul style="list-style-type: none"> <li>• Vowel Teams oa, ow</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Words with Vowel Teams oa, ow</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Manuscript R, r, N, n, M, m</li> </ul> <p>Irregular Words</p> <ul style="list-style-type: none"> <li>• away, always, also</li> </ul> <p>Fluency</p> <ul style="list-style-type: none"> <li>• Accuracy and Self-Correction</li> </ul>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Practice phonological awareness by blending and segmenting phonemes.</li> <li>● Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>● Learn the phonics focus skill: vowel teams oa, ow.</li> <li>● Practice blending the phonics focus skill in words.</li> <li>● Learn and practice handwriting: manuscript R, r, N, n, M, m.</li> <li>● Practice spelling by word building.</li> <li>● Learn and practice irregular words: away, always, also.</li> <li>● Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment <ul style="list-style-type: none"> <li>○ • Irregular Words</li> <li>○ • Phonics: Vowel Teams oa, ow</li> <li>○ • Comprehension: Elements of Poetry; Story Structure</li> <li>○ • Generative Vocabulary: Prefix un-</li> <li>○ • Grammar: Kinds of Sentences</li> </ul> </li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH Classcraft™ Essential Session</li> </ul> <p><b><u>Student Practice:</u></b></p> <ul style="list-style-type: none"> <li>○ Word Study Studio Sessions</li> <li>○ • <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>○ • <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>○ • <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>○ • <a href="#">190: Phonics: Long o Spelled oa, ow, oe</a></li> <li>○ Decodable Books</li> <li>○ • <a href="#">Books 62-63</a></li> <li>○ Additional Practice, Lessons 6-10</li> </ul> <p><b><u>Routines:</u></b></p> <ul style="list-style-type: none"> <li>○ Blending: Continuous</li> <li>○ Write and Reveal</li> <li>○ Heart Words</li> <li>○ Decodable Text</li> <li>○ Partner Reading</li> </ul>
<p><b>Week 3</b></p> <p>Phonological Awareness</p>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Practice phonological awareness by blending and segmenting phonemes.</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>● Whole-Class Presentation:HMH Classcraft™ Essential Session</li> </ul>

**Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document**

<p>Blending Phonemes, Segmenting Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skills • Vowel Teams ie, igh</p> <p>Spelling • Words with Vowel Teams ie, igh</p> <p>Handwriting • Manuscript H, h, B, b, P, p</p> <p>Irregular Words • know, knew</p> <p>Fluency • Reading Rate and Automaticity</p>	<p>sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<ul style="list-style-type: none"> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: vowel teams ie, igh.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Learn and practice handwriting: manuscript H, h, B, b, P, p.</li> <li>• Practice spelling by word building.</li> <li>• Learn and practice irregular words: know, knew.</li> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Module Assessment</li> </ul>	<p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>• Word Study Studio Sessions</li> <li>• <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>• <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>• <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>• <a href="#">222: Phonics: Words with Long i Spelling Patterns igh, y, ie</a></li> <li>• Decodable Books</li> <li>• <a href="#">Books 64–65</a></li> <li>• Additional Practice, Lessons 11–15</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>• Blending: Continuous</li> <li>• Write and Reveal</li> <li>• Word Practice: Word Building</li> <li>• Heart Words</li> <li>• Decodable Text</li> <li>• Letter Sounds</li> <li>• Partner Reading</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)