

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### Kindergarten – Unit/Module 4 – Happy Healthy Me

#### 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

##### In Module 4:

In this module, children learn the importance of healthy living, like eating well, exercising, and practicing good hygiene. They also see how fun it is to take care of your health. Children will learn the importance of staying active, eating good food, and ending each day with a great night's rest.

Essential Question: ***How can I take care of my health?***

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

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- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

Unit/Module Weekly Learning Activities and Pacing Guide			
20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 4 – Week 1	<ul style="list-style-type: none"> <li>● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)</li> <li>● RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>● L.KL.K.1. With prompting and</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about how we are uniquely different</li> <li>● Identify key details in an informational text.</li> <li>● Understand text features in an informational text..</li> <li>● Match pictures to text.</li> <li>● Understand how persuasive text is written.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Key Details</li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Texts               <ul style="list-style-type: none"> <li>○ Read Aloud – <a href="#">Being Fit</a></li> <li>○ Big Book – <a href="#">Germs Are Not For Sharing</a></li> </ul> </li> <li>● Materials – Whole Group               <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – The Playground</li> <li>○ Read Aloud – <a href="#">Being Fit</a></li> <li>○ Big Book – <a href="#">Germs Are Not For Sharing</a></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Key Details</li> <li>○ Vocabulary Cards – Power Words: <b>active, stretch, weight;</b> Big Idea Words – <b>energy, exercise, healthy</b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>● Activities               <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Ask and Answer Questions</li> <li>○ Identify key details and text features in an informational text</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>

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	support, develop knowledge of language and its conventions when speaking and listening.		
<b>Module 4 – Week 1</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Key Details</li> <li>○ Reading Corner – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need.</li> <li>○ Research/Inquiry Project – Have groups work on the module project: Happy Healthy You Blog. Remind children that their focus this week is to brainstorm and select topics to add to their blog.</li> </ul>		
<b>Module 4 – Week 2</b>	<ul style="list-style-type: none"> <li>● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>● L.KL.K.1. With prompting and</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about how we are uniquely different</li> <li>● Identify clues about a character</li> <li>● Identify text features in an informational text.</li> <li>● Match pictures to text.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary; identify synonyms and antonyms.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Key Details</li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Get Up and Go</u></li> <li>○ Big Book –<u>Stretch</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud – <u>Get Up and Go</u></li> <li>○ Big Book – <u>Stretch</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Character Clues; Text Features</li> <li>○ Vocabulary Cards – Power Words: <b><i>muscles, relaxing, take care;</i></b> Big Idea Words – <b><i>celebrate, different, special</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Key Details</li> </ul> </li> </ul>

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	<p>support, develop knowledge of language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> <li>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</li> </ul>		<ul style="list-style-type: none"> <li>Author's Craft</li> <li>Print Concepts: Directionality</li> <li>Listening Comprehension</li> </ul>
<b>Module 4 – Week 2</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>Decodables</li> <li>Tabletop Minilessons</li> <li>ELL Tabletop Minilessons</li> <li>Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>Cloze Reading</li> <li>Choral Reading</li> <li>Review Key Details</li> <li>Reading Corner – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need.</li> <li>Research/Inquiry Project – Have groups work on the module project: Who Am I? Flap Book. Remind children that their focus this week is to gather information about one place in their community.</li> </ul>		
<b>Module 4 – Week 3</b>	<ul style="list-style-type: none"> <li>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Build knowledge and language about how we are uniquely different</li> <li>Identify clues about a character</li> <li>Match pictures to text.</li> <li>Respond to text by drawing and writing.</li> <li>Understand the meaning of new vocabulary; identify synonyms and antonyms.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Weekly Assessment – Plot</li> <li>Teacher Observation</li> <li>Turn and Talks, Think Pair Share</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Read Aloud – <u>Jack and the Hungry Giant</u></li> <li>Big Book – <u>Edible Colors</u></li> </ul> </li> <li>Materials – Whole Group <ul style="list-style-type: none"> <li>Family Letter to Send Home</li> <li>Get Curious Video – “The First Day”</li> <li>Read Aloud Big Book – <u>Jack and the Hungry Giant</u></li> <li>Big Book – <u>Edible Colors</u></li> <li>myBook</li> <li>Know It, Show It</li> <li>Teacher's Guide</li> <li>Bookstix</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>meanings.</li> <li>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>Response to Text – Accountable Talk</li> <li>KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>Anchor Chart –Character Clues</li> <li>Vocabulary Cards – Power Words: <b><i>half, serving, variety</i></b> Big Idea Words – <b><i>discover, dream, partner</i></b></li> <li>Knowledge Maps</li> <li>Activities <ul style="list-style-type: none"> <li>Build Background Knowledge</li> <li>Plot – Fairy Tales</li> <li>Text Features</li> <li>Key Details</li> <li>Listening Comprehension</li> </ul> </li> </ul>
<b>Module 4 – Week 3</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>Decodables</li> <li>Tabletop Minilessons</li> <li>ELL Tabletop Minilessons</li> <li>Language Graphic Organizer</li> <li>Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to write blog posts based on information they have learned</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>Cloze Reading</li> <li>Choral Reading</li> <li>Review Plot – Fairy Tales</li> <li>Reading Corner – Have children complete a Book Review for the text they read with a partner.</li> </ul>		
<b>Module 4 – Week 4</b>	<ul style="list-style-type: none"> <li>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Build knowledge and language about the joy of kindergarten.</li> <li>Understand character’s thoughts and feelings in a fictional text.</li> <li>Understand how the pictures support the text</li> <li>I can recognize the rhythm and rhyme in a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Read Aloud – <u>Getting Rest</u></li> <li>Big Book – “Bed”</li> </ul> </li> <li>Materials – Whole Group <ul style="list-style-type: none"> <li>Family Letter to Send Home</li> <li>Get Curious Video – “The First Day”</li> <li>Read Aloud – <u>Getting Rest</u></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>story.</li> <li>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)</li> <li>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</li> <li>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to text by drawing and writing.</li> <li>Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Turn and Talks, Think Pair Share</li> <li>Response to Text – Accountable Talk</li> <li>KWL Chart</li> </ul> <p><b>Summative Assessment: Module Assessment</b></p>	<ul style="list-style-type: none"> <li>Big Book – “Bed”</li> <li>myBook</li> <li>Know It, Show It</li> <li>Teacher’s Guide</li> <li>Bookstix</li> <li>Anchor Chart – Rhythm/Rhyme</li> <li>Vocabulary Cards – Power Words: <b><i>peaceful, rest, relax</i></b>; Big Idea Words <b><i>–discover, dream, partner</i></b></li> <li>Knowledge Maps</li> <li>Wrap Up Video – “Rhino Named Paul: Clean your Mitts”</li> <li>Activities <ul style="list-style-type: none"> <li>View and Respond to Wrap Up Videos – One of a Kind</li> <li>Build Background Knowledge</li> <li>Text Features</li> <li>Pictures to Text – Use echo reading</li> <li>Poetry – Rhythm/rhyme</li> <li>Listening Comprehension</li> </ul> </li> </ul>
<b>Module 4 – Week 4</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>Decodables</li> <li>Tabletop Minilessons</li> <li>ELL Tabletop Minilessons</li> <li>Language Graphic Organizer – Express likes and dislikes</li> <li>Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to publish their blog site and present it to the class.</li> </ul> <p>Small Group/Differentiation – Activities</p>		

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|  | <ul style="list-style-type: none"><li>○ Cloze Reading</li><li>○ Choral Reading</li><li>○ Review Poetry- Rhythm/Rhyme</li><li>○ Reading Corner – Have children use the PARTNER READING routine to practice reading familiar words accurately or to practice another area of need. Use any familiar text.</li></ul> |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)