

Kindergarten – Unit/Module 5 – I Can Do It!

**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 5:

Kindergartners often hear, “You can do it!” In this module, children will meet kids who are doing it—from daring to jump off a diving board to learning tai chi.

Despite their young age and varied abilities, children see that with a little hard work, some practice, and perseverance, they too can achieve their goals. So let’s do it!

Essential Question: ***What does it mean to try hard?***

**Standards Covered in Current Unit/Module**

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### 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.
- 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).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., 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.
- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- 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.

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

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 5 – Week 1</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 meanings.</li> <li>● L.RF.K.4. Read emergent-reader texts (decodable texts, including</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about persevering when one is afraid while reading and discussing Jabari Jumps.</li> <li>● Make and check predictions about a story.</li> <li>● Identify characters, setting, and main events in fiction.</li> <li>● Use picture and text clues to identify and describe how a character acts, speaks, thinks, and feels.</li> <li>● Identify how a character's feelings change from the beginning of the story to the end.</li> <li>● Build knowledge and language about persevering and asking for help when needed while reading and discussing The Electric Slide and Kai.</li> <li>● Use picture and text clues to identify and describe how a character acts, speaks, thinks, and feels.</li> <li>● Identify characters, setting, and events in fiction.</li> <li>● Read text left to right with a return sweep.</li> <li>● Blend and read words using previously taught decoding skills.</li> <li>● Respond to the text by drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Jabari Jumps</u></li> <li>○ Big Book – <u>The Electric Slide and Kai</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 – Training Wheels</li> <li>○ Read Aloud – <u>Jabari Jumps</u></li> <li>○ Big Book – <u>The Electric Slide and Kai</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Make and Check Predictions, Character Clues, Character Feelings</li> <li>○ Vocabulary Cards – Power Words:</li> </ul> </li> </ul>

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	<p>words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <ul style="list-style-type: none"> <li>• L.K.L.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>• 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 – Character Feelings</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>	<p><b><i>important, scared, surprise;</i></b> Big Idea Words – <b><i>practice, proud, success</i></b></p> <ul style="list-style-type: none"> <li>○ Knowledge Maps</li> <li>• Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Make and Check Predictions</li> <li>○ Character Clues</li> <li>○ Character feelings</li> <li>○ Print Concepts: Return Sweep</li> <li>○ Foundational Skills in Context</li> <li>○ Response to Text</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
<b>Module 5 – 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>○ Practice summarizing a text.</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: I Can Make a Difference: Remind children that their focus this week is to brainstorm and record causes and then choose the best cause by voting, tallying the votes, and announcing the result.</li> </ul>		
<b>Module 5 – 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> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• When reading and discussing The Little Red Hen (Makes a Pizza), build knowledge and language about trying hard to accomplish</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>The Little Red Hen (Makes a Pizza)</u></li> <li>○ Big Book – <u>The Little Red Hen On Stage</u></li> <li>○ Materials – Whole Group</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <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 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>	<p>something, even when you don't get help.</p> <ul style="list-style-type: none"> <li>• Discuss the characteristics of a folktale.</li> <li>• Identify characters, setting, and main events in a folktale.</li> <li>• Use text and picture clues and background knowledge to make inferences.</li> <li>• Make inferences to identify character traits.</li> <li>• Build knowledge and language about perseverance and hard work when reading and discussing The Little Red Hen On Stage.</li> <li>• Discuss the characteristics of a play.</li> <li>• Identify characters, setting, and main events in a play.</li> <li>• Compare and contrast characters in two versions of the same story.</li> <li>• Blend and read words using previously taught decoding skills.</li> <li>• Respond to the 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 – Character Traits</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>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud – <u>The Little Red Hen (Makes a Pizza)</u></li> <li>○ Big Book – <u>The Little Red Hen On Stage</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>busy, help, neighborhood</b>; Big Idea Words – <b>practice, proud, success</b></li> <li>○ Knowledge Maps</li> <li>• Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Plot – Character Clues</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
<b>Module 5 – 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>		

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	<p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</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: I Can Make a Difference. Remind children that their focus this week is to set a goal for the cause and then gather information about it by reading texts or viewing media.</li> </ul>		
<p><b>Module 5 – Week 3</b></p>	<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>● 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 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</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about persevering and not giving up when reading and discussing Ish.</li> <li>● Make and check predictions about a story.</li> <li>● Identify characters, setting, and main events in a story.</li> <li>● Make inferences to identify the problem and solution in a story.</li> <li>● Respond to the text by drawing and writing</li> <li>● Build knowledge and language about practice and patience while learning to play musical instruments when reading and discussing Let's Make Music!</li> <li>● Use text features to find information.</li> <li>● Identify the topic, central idea, and key details in an informational text.</li> <li>● Practice reading from left to right with a return sweep.</li> <li>● Blend and read words using previously taught decoding skills.</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 – Character Clues</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>ish</u></li> <li>○ Big Book – <u>Let's Make Music</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>ish</u></li> <li>○ Big Book – <u>Let's Make Music</u></li> <li>○ myBook</li> <li>○ Know It, Show It!</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Make and Check Predictions, Make Inferences, Plot: Problem and Solution, Text Features, Key Details</li> <li>○ Vocabulary Cards – Power Words: <b><i>allow, energized, inspire; Big Idea Words – practice, proud, success</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Make and Check Predictions</li> <li>○ Make Inferences</li> <li>○ Plot: Problem and Solution</li> <li>○ Text Features</li> <li>○ Key Details</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>

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	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.		
<b>Module 5 – 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 “I Can Make a Difference” – Remind children that their focus this week is to create a flyer to raise awareness about the class cause.</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</li> <li>○ Reading Corner – Have children complete a Book Review for the text they read with a partner.</li> </ul>		
<b>Module 5 – 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>● 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.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about going after one's dreams when reading and discussing Dancing through Space: Dr. Mae Jemison Soars to New Heights.</li> <li>● Discuss characteristics of a biography.</li> <li>● Identify people, places, and events in a true story.</li> <li>● Make inferences to answer questions about a true story.</li> <li>● Use picture and text clues to describe how a person in a true story acts, speaks, thinks, and feels.</li> <li>● Build knowledge and language about learning new things and perseverance when reading A Morning with Grandpa.</li> <li>● Use picture and text clues to describe how a character acts, speaks, thinks, and feels.</li> <li>● Identify characters, setting, and events in fiction.</li> <li>● Read a text with unconventional directionality.</li> <li>● Blend and read words using previously taught decoding skills.</li> <li>● Respond to text by drawing and writing</li> <li>● Understand the meaning of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Dancing through Space</u></li> <li>○ Big Book – <u>A Morning with Grandpa</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Wrap Up Video – “The First Day”</li> <li>○ Read Aloud – <u>Dancing through Space</u></li> <li>○ Big Book – <u>A Morning with Grandpa</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Character Clues</li> <li>○ Vocabulary Cards – Power Words: <b><i>spotted, choreography, soaring</i></b> Big Idea Words – <b><i>practice, proud, success</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <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>	<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>○ Wrap Up Video – Let's Go to Work</li> <li>• Activities <ul style="list-style-type: none"> <li>○ View and Respond to Wrap Up Videos – Zack's Shack</li> <li>○ Build Background Knowledge</li> <li>○ Make Inferences</li> <li>○ Character Clues</li> <li>○ Print Concepts: Directionality</li> <li>○ Foundational Skills in Context</li> <li>○ Response to Text</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
<b>Module 5 – 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 “I Can Make a Difference.” – Remind children that their focus this week is to reflect on their part in the project by making and sharing an “I Can Make a Difference!” poster that shows how they contributed to the class cause.</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Central Idea and Key Details</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>		

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

[ELA Enduring Understanding Statements](#)