

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 9 – Animal Habitats

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 9:

In this module, Kindergarteners will learn that animals live everywhere, from the lush rainforests, to the arid deserts, to the freezing polar regions. Their habitats may seem like different worlds, but all animals need water, food, and shelter to survive. These things are what makes a habitat a home. In this module, children get up-close with black bears and bumblebees, with penguins and peccaries. They discover how each animal is uniquely suited to its environment – and see that animals' needs aren't so different from their own.

Essential Question: ***What makes a habitat a home?***

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.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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- 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).
- 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).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- 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.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 9 – Week 1 **	● 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). ● 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	Obj. We are learning to: ● Build knowledge and language about activities that animals do in their homes while reading and discussing <u>Why Living Things Need Homes</u>. ● Set a purpose for reading a text. ● Identify the central idea of an informational text. ● Evaluate details to determine their importance. ● Identify key supporting details in an informational text. ● Build knowledge and language about activities that animals do in their homes while reading and discussing <u>Why Living Things Need Homes</u>. ● Set a purpose for reading a text. ● Evaluate details to determine their importance. ● Identify key supporting details in an informational text.	● Texts ○ Read Aloud – <u>Why Living Things Need Homes</u> ○ Big Book – <u>What Am I? Where Am I?</u> ● Materials – Whole Group ○ Family Letter to Send Home ○ Get Curious Video – “Live Like an Animal” ○ Read Aloud – <u>Why Living Things Need Homes</u> ○ Big Book – <u>What Am I? Where Am I?</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Set a Purpose, What is Most Important?, Central Idea and Key Detail ○ Vocabulary Cards – Power Words: living, weather, young; Big Idea Words – habitat, protect, provide ○ Knowledge Maps ● Activities ○ View and Respond to Get Curious Video

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	support, develop knowledge of language and its conventions when speaking and listening. • K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Suggested Formative Assessment(s): • Weekly Assessment –Key Details, Irregular words, Phonics VCe, Long i • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart	○ Build Background Knowledge ○ Power Words ○ Key Details ○ Print Concepts: Book parts and orientation ○ Response to text ○ Listening Comprehension
Module 9 – Week 1	Small Group/Differentiation – Materials – Small Group/Differentiation ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Key Details ○ 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. ○ Research/Inquiry Project – Have groups work on the module project: Build an Animal Habitat; Remind children that their focus this week is to brainstorm a list of local habitats and discuss how habitats support the animals that live there.		
Module 9 – Week 2	• 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) • 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	Obj. We are learning to: • Build knowledge and language about why the forest is the best home for bears and wolves while reading and discussing Bear and Wolf. • Set a purpose for reading a text. • Identify characters, setting, and main events in fiction. • Synthesize ideas to share new understanding of a topic. • Use picture and text clues to describe the setting in a story. • Build knowledge and language about why the forest is the best home for bears and wolves while reading	• Texts ○ Read Aloud – <u>Bear and Wolf</u> ○ Big Book –<u>Black Bears</u> • Materials – Whole Group ○ Family Letter to Send Home ○ Get Curious Video – “Live Like an Animal” ○ Read Aloud – <u>Bear and Wolf</u> ○ Big Book –<u>Black Bears</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Character Clues; Set a purpose

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	meanings. ● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. ● 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. ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	and discussing Bear and Wolf. ● Identify characters, setting, and main events in fiction. ● Synthesize ideas to share new understanding of a topic. ● Use picture and text clues to describe the setting in a story. Suggested Formative Assessment(s): ● Weekly Assessment – Comprehension – Describe setting, make connections, Irregular Words, Phonics: VCe, Long o ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart	○ Vocabulary Cards – Power Words: <i>snout, flapped, depths</i>; Big Idea Words –<i>habitat, protect, provide</i> ○ Knowledge Maps ● Activities ○ Build Background Knowledge ○ Key Details ○ Author's Craft ○ Print Concepts: Directionality ○ Listening Comprehension
Module 9 – Week 2	Small Group/Differentiation – Materials – Small Group/Differentiation ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Key Details ○ 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. ○ Research/Inquiry Project – Have groups work on the module project: Build an Animal Habitat. Remind children that their focus this week is to research and gather information from various texts and sources.		

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Module 9 – Week 3	- 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) - L.RF.K.1. Demonstrate understanding of the organization and basic features of print. - 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). - 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. - RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. - K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Obj. We are learning to: - Build knowledge and language about deserts and the animals that live in the desert while reading and discussing <u>A Day and Night in the Desert</u>. - Make and check predictions about a text. - Identify the central idea of an informational text. - Use text features to learn information about a topic. - Make connections between ideas in an informational text. - Build knowledge and language about tall grass as a habitat while reading and discussing <u>In the Tall, Tall Grass</u>. - Identify characters and setting in fiction. - Recognize that words are separated by spaces in print. - Discuss how an author uses text and pictures to support their purpose for writing. - Blend and read words using previously taught decoding skills. - Respond to text by drawing and writing. Suggested Formative Assessment(s): - Weekly Assessment – Make connections, Irregular Words, Phonics: VCe, Long u, Long e - Teacher Observation - Turn and Talks, Think Pair Share - Response to Text – Accountable Talk - KWL Chart	- Texts - Read Aloud – <u>Day and Night on the Desert</u> - Big Book – <u>In the Tall, Tall Grass</u> - Materials – Whole Group - Family Letter to Send Home - Get Curious Video – “Live Like an Animal” - Read Aloud – <u>Day and Night on the Desert</u> - Big Book – <u>In the Tall, Tall Grass</u> - myBook - Know It, Show It - Teacher’s Guide - Bookstix - Anchor Chart – Make and Check Predictions, Text Features - Vocabulary Cards – Power Words: burrow, prey, search; Big Idea Words – habitat, protect, provide - Knowledge Maps - Activities - Build Background Knowledge - Make and Check Predictions - Text Features - Make Connections - Author’s Purpose - Key Details - Listening Comprehension
Module 9 – Week 3	Small Group/Differentiation – Materials – Small Group/Differentiation - Decodables - Tabletop Minilessons - ELL Tabletop Minilessons - Language Graphic Organizer - Research/Inquiry Project – Have groups work on the module project: Build an Animal Habitat – Remind children that their focus this week is		

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	to use the research they collected to build a diorama of the animal habitat they chose and then to write a brief description of their project. Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Plot – Fairy Tales ○ Reading Corner – Have children complete a Book Review for the text they read with a partner.		
Module 9 – Week 4	● 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). ● 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.	Obj. We are learning to: ● Build knowledge and language about why an animal's habitat is important to its survival while reading and discussing Red Knit Cap Girls to the Rescue. ● Set a purpose for reading a text. ● Identify character, setting, and main events in fiction. ● Retell the characters, setting, and main events in a story using your own words ● Identify the problem and solution in a story. ● Build knowledge and language about the animals that live at the North and South Poles while reading and discussing Polar Animals. ● Identify the central idea of an informational text. ● Review print concepts, including features of a sentence. ● Make connections to ideas in another text. ● Blend and read words using previously taught decoding skills. ● Respond to text by drawing and writing. Suggested Formative Assessment(s): ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart Summative Assessment: Module Assessment	● Texts ○ Read Aloud – <u>Red Knit Cap Girl To the Rescue</u> ○ Big Book – <u>Polar Animals</u> ● Materials – Whole Group ○ Family Letter to Send Home ○ Get Curious Video – “Live Like an Animal” ○ Read Aloud – <u>Red Knit Cap Girl To the Rescue</u> ○ Big Book – <u>Polar Animals</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Set a Purpose, Retell a Story, Plot ○ Vocabulary Cards – Power Words: <i>encounter, journey, sturdy</i>; Big Idea Words – <i>habitat, protect, provide</i> ○ Knowledge Maps ○ Wrap Up Video – “Rhino Named Paul: Clean your Mitts” ● Activities ○ View and Respond to Wrap Up Videos –The Polar Bear ○ Build Background Knowledge ○ Set a Purpose ○ Retell a Story ○ Plot: Problem and Solution ○ Make Connections ○ Response to Text ○ Listening Comprehension

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	• L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. • K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.		
Module 9 – Week 4	Small Group/Differentiation – Materials – Small Group/Differentiation ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer – Express likes and dislikes ○ Research/Inquiry Project – Have groups work on the module project: Build an Animal Habitat; Remind children that their focus this week is to present their dioramas to the class and share what they learned about a local animal habitat through their research. Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Review Poetry- Rhythm/Rhyme ○ 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.		

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

[ELA Enduring Understanding Statements](#)