

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 3 – Amazing Animals

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 3:

In this module, children will discover many details about animals as they read both nonfiction and fiction selections. These texts encourage readers to be curious as they investigate animal life.

Children will learn about the characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. After reading the module's texts, children should have a greater appreciation for the diversity of the animal kingdom.

Essential Question: ***How do animals' bodies help them?***

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
 - RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
 - RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
 - RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
 - RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
 - RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
 - RL.PP.1.5. Identify who is telling the story at various points in a text.
 - RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
 - RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
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- LVL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Unit/Module Weekly Learning Activities and Pacing Guide

| 20 - 25 Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
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| Module 3 – Week 1 | <ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. • RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • LVL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Ask and answer questions to understand details about the text • Identify the sequence of events in a story • Identify text features in a non-fiction text • Respond to text by drawing and writing. • Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – The Nest • Weekly Assessment – Text Features, Story Structure, Generative Vocabulary – Words about Time and Position, Vocab Strategy – Synonyms, Grammar – Sentence Part; Phonics – Digraphs sh, wh • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart | <ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ myBook – Animal Q and A ○ Big Book – Best Foot Forward ○ myBook – The Nest • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher's Guide/Teaching Pal Book 2 ○ Get Curious Video – "Hidden Animals" ○ myBook – Animal Q and A ○ Big Book – Best Foot Forward ○ myBook – The Nest ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Text Features, Ask and Answer Questions, Story Structure ○ Reading Graphic Organizer: Ask and Answer Questions |

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| | <ul style="list-style-type: none"> 1 reading and content. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. | | <ul style="list-style-type: none"> ○ Vocabulary Cards – Power Words: <i>empty, exclaimed, hunts, propel, sinking, soon, spring, stubby, surprise, twigs, worm</i>; Big Idea Words – <i>camouflage, characteristics, mammal</i> ; Generative Vocabulary – <i>Words about time and position</i> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Text Features ○ Ask and Answer Questions ○ Story Structure ○ Vocabulary Strategy: Synonyms ○ Listening Comprehension |
| Module 3 – Week 1 | <p>Small Group/Differentiation – Materials – Small Group/Differentiation **</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text. ○ Reader’s Theater – Preview Readers’ Theater 3 – “A Trip to the Farm,” and assign parts to mixed-ability groups of five children. The part of the Meg is ideal for struggling readers, while the part of the Teacher can be read by a proficient reader. ○ Research/Inquiry Project – Have groups work on the module project: “Animal Copycat Inventions”; Remind children that their focus this week is to set a goal and gather information about how different animals use unique characteristics to survive or solve a problem. | | |

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| <p>Module 3– Week 2</p> | <ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RL.PP.1.5. Identify who is telling the story at various points in a text. • RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. • RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • LVL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. • 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about animals, understanding their unique • features, when reading and discussing Blue Bird and Coyote. • Use descriptive language in a text to create mental images of a story's • characters, setting, and events. • Identify the narrator and point of view of a story • Monitor comprehension and use different strategies, such as rereading, to • clarify ideas in the text that don't make sense. • Identify and analyze how a text is organized and how this text structure • supports the author's purpose. • Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Blue Bird and the Coyote</u>; <u>Have You Heard the Nesting Bird?</u> • Weekly Assessment – Comprehension – Point of View, Text Organization,; Vocabulary – Words about Time and Positions; Grammar – Sentence Parts; Phonics - words with – ch, th/TH, th/th • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart | <ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Read Aloud Book – <u>Whose Eye Am I?</u> ○ myBook – <u>Blue Bird and the Coyote</u> ○ myBook – <u>Have You Heard the Nesting Bird?</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher's Guide ○ Read Aloud Book – <u>Whose Eye Am I?</u> ○ myBook – <u>Blue Bird and the Coyote</u> ○ myBook – <u>Have You Heard the Nesting Bird?</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Story Structure ○ Reading Graphic Organizer: Story Structure ○ Vocabulary Cards – Power Words: dull, experts, lenses, once, pupils, sharp, sheds, shingle, shriek, stroll, swivel, thank; Big Idea Words – challenge, emotions, friendship; Generative Vocabulary – Words about places and things ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Text Organization ○ Create Mental Images ○ Point of View ○ Monitor and Clarify ○ Generative Vocabulary: Words about time and position ○ Listening Comprehension |
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| <p>Module 3 – Week 2</p> | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text. ○ Reader’s Theater – Preview Readers’ Theater 3 – “A Trip to the Farm” Ask them to think of props to use, such as cat ears and whiskers; Point out the importance of reading with accuracy. Encourage children to identify unfamiliar words in the script. Point out the importance of using expression when speaking; Have groups write in the missing parts to make their script unique and then practice reading it aloud. ○ Research/Inquiry Project – Have groups work on the module project: “Animal Copycat Inventions”; Remind children that their focus this week is to choose an animal from their research and to write about and draw an invention inspired by the animal. | | |
| <p>Module 3 – Week 3</p> | <ul style="list-style-type: none"> ● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). ● RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. ● RL.PP.1.5. Identify who is telling the story at various points in a text. ● RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about various animals, understanding their unique features, using information and vocabulary learned ● Identify characteristics of procedural texts. ● Summarize a text by retelling the topic, main ideas, and the most important details. ● Explain how a text’s organization supports the author’s purpose. ● Identify features of videos. ● Use audio and visual clues to describe key events in the beginning, middle, and end of a video. ● Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz – <u>Step by Step Advice from the Animal Kingdom</u> ● Teacher Observation | <ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – <u>Ol’ Mama Squirrel</u> ○ myBook – <u>Step by Step Advice from the Animal Kingdom</u> ○ myBook – <u>Beaver Family</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Get Curious Video – “The First Day” ○ Read Aloud Book – <u>Ol’ Mama Squirrel</u> ○ myBook – <u>Step by Step Advice from the Animal Kingdom</u> ○ myBook – <u>Beaver Family</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Characters ○ Reading Graphic Organizer: Characters ○ Vocabulary Cards – Power Words: prey, |

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| | <p>prompting as needed.</p> <ul style="list-style-type: none"> RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. LVL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. | <ul style="list-style-type: none"> Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart <p>Summative Assessment: Module Assessment</p> | <p><i>predators, school, circling, herd</i>; Big Idea Words – <i>challenge, emotions, friendship</i>; Generative Vocabulary – <i>Inflection -ing</i></p> <ul style="list-style-type: none"> Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Story Structure, Chronological Order Text Organization Generative Vocabulary: Inflection -ing Listening Comprehension |
| Module 3 – Week 3 | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text. Reader’s Theater – Have children read Readers’ Theater 3 – “A Trip to the Farm” Have groups write in the missing parts to make their script unique and then practice reading it aloud. Research/Inquiry Project – Have groups work on the module project: “Animal Copycat Inventions”; Remind children that their focus this week is to present their inventions and their description of them. | | |

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

[ELA Enduring Understanding Statements](#)