

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 4 – Better Together

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 will listen to and read stories and informational texts about getting along and being a good sport. They will discover that playing games is a great way to spend time with friends and get healthy exercise too! Playing games and doing fun things with other people is part of being a child.

As children explore this topic, they will also learn about the importance of playing fairly and persevering when things get challenging. After reading the module's texts, children should be inspired to always do their best and get along with others. These skills are part of being good citizens.

Essential Question: ***Why is it important to do my best and get along with others?***

Standards Covered in Current Unit/Module

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Related Standards and Learning Goals

- 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.CI.1.2. Determine central message and retell a sequence of events in literary texts (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.

- 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.
- 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
Module 4 – Week 1	<ul style="list-style-type: none"> • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • 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. • 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"> • Build knowledge and language about the importance of being a good sport while playing sports. • Identify characteristics of informational texts. • Evaluate details in a text to determine key ideas. • Identify a selection's narrator and point of view. • Identify characteristics of opinion writing. • Identify an author's opinion about a topic and the reasons, or facts, given to support it. • Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Goal!</u> • Weekly Assessment – Ideas and Support, Point of View; Generative Vocabulary – Compound Words, Vocab Strategy – Context Clues, Grammar – 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ myBook – <u>Good Sports</u> ○ Big Book – <u>Baseball Hour</u> ○ myBook – <u>Goal</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher's Guide/Teaching Pal Book 2 ○ Get Curious Video – "Kindness Rewards" ○ myBook – <u>Good Sports</u> ○ Big Book – <u>Baseball Hour</u> ○ myBook – <u>Goal</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix

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	<ul style="list-style-type: none"> 1 reading and content. 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. 	<p>Prepositions and Prepositional Phrases; Phonics – Initial Two-Consonant Blends, Contraction with am, is, has, not</p> <ul style="list-style-type: none"> Teacher Observation Turn and Talks, Think Pair Share, Active Viewing Response to Text – Accountable Talk KWL Chart 	<ul style="list-style-type: none"> Anchor Chart – Ideas and Support, Evaluate, Point of View, Give and Follow Instructions Reading Graphic Organizer: Ideas and Support, Evaluate, Point of View, Give and Follow Instructions Vocabulary Cards – Power Words: bend, coach, drills, equipment, fan, field, goal, jog, pace, rules, team, twist; Big Idea Words – courtesy, honest, sport; Generative Vocabulary – Compound Words Knowledge Maps Activities <ul style="list-style-type: none"> View and Respond to Get Curious Video Build Background Knowledge Ideas and Support Main Idea Point of View Vocabulary Strategy: Context Clues Listening Comprehension
Module 4 – 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 4 – “A Game of Tag,” and assign parts to mixed-ability groups of five children. The part of the Dog is ideal for struggling readers, while the part of the Fox can be read by a proficient reader. 		

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	<ul style="list-style-type: none"> ○ Research/Inquiry Project – Have groups work on the module project: “Get Healthy Games”; Remind children that their focus this week is to set a goal and gather information about the rules of different games that would help them get healthy exercise and post their findings to the Curiosity Board. 		
Module 4– Week 2	<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). ● RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ● L.VL.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. ● 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. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the importance of being a good sport while playing sports. ● Identify characteristics of informational texts. ● Synthesize information to create new understanding. ● Use print and graphic features to locate and understand information about a topic, and differentiate between the information provided by the text and the features ● Build knowledge and language about how being kind can make sports and interactions with others more fun, when reading and discussing the events in Brontorina. ● Identify features of fantasies. ● Retell story events in sequence and in a way that demonstrates understanding. ● Use details in the text and illustrations to identify and describe story characters ● and the reasons for their actions. ● Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz – <u>Get Up and Go!</u>; <u>Brontorina</u> ● Weekly Assessment – Comprehension – Text Features, Characters,; Vocabulary – Compound Words; Grammar – Proper Nouns; Phonics - Final blends; Irregular Words ● 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>Pele, King of Soccer</u> ○ myBook – <u>Get Up and Go!</u> ○ myBook – <u>Brontorina</u> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Read Aloud Book – <u>Pele, King of Soccer</u> ○ myBook – <u>Get Up and Go!</u> ○ myBook – <u>Brontorina</u> ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Topic and Central Idea, Synthesize, Text Features, Retell, Characters ○ Reading Graphic Organizer: Topic and Central Idea, Synthesize, Text Features, Retell, Characters ○ Vocabulary Cards – Power Words: <i>afford, body, champions, exercise, graceful, idea, match, opponent, professional, spreading, talent, well;</i> Big Idea Words – <i>challenge, emotions, friendship;</i> Generative Vocabulary – <i>Compound Words</i> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Topic and Central Idea ○ Synthesize ○ Text Features ○ Characters ○ Retell ○ Generative Vocabulary: Compound Words ○ Listening Comprehension

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Module 4 – Week 2	<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 4– “A Game of Tag” Ask students to brainstorm ideas for appropriate background music to play during the performance. ○ Research/Inquiry Project – Have groups work on the module project: “Get Health Games”; Remind children that their focus this week is to develop their ideas and write instructions for the game they want to teach other children. 		
Module 4 – Week 3	<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). ● L.VL.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. ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the importance of being a good sport while playing sports. ● Identify features of fantasies. ● Connect a text with personal experiences, society, and ideas in other texts. ● Determine the topic and theme of a story, based on key details. ● Identify features of videos. ● Identify the central, or main, idea of a video and its supporting details. ● Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz – <u>If You Plant a seed</u> ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – <u>The Great Ball Game</u> ○ myBook – <u>If You Plant a Seed</u> ○ myBook – <u>Color Your World with Kindness</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Read Aloud Book – <u>The Great Ball Game</u> ○ myBook – <u>If You Plant a Seed</u> ○ myBook – <u>Color Your World with Kindness</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Characters ○ Reading Graphic Organizer: Characters ○ Vocabulary Cards – Power Words: <i>dusk, fruits, heap, jeered, penalty, quarrel,</i>

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	<p>understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<ul style="list-style-type: none"> • KWL Chart <p>Summative Assessment: Module Assessment</p>	<p><i>seed, short, stumbled, trouble;</i> Big Idea Words – <i>challenge, emotions, friendship;</i> Generative Vocabulary – <i>Suffixes -er, -est</i></p> <ul style="list-style-type: none"> ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Point of View ○ Make Connections ○ Theme ○ Topic and Central Idea ○ Listening Comprehension
<p>Module 4 – Week 3</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 – Have children read Readers’ Theater 4 – “A Game of Tag” Have groups perform the scripts with their groups. Ask children to share what they liked best about the script. ○ Research/Inquiry Project – Have groups work on the module project: “Get Healthy Games”; Remind children that their focus this week is to practice giving oral instructions and present the game so others can play it. Children can also present their games to the class. 		

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

[ELA Enduring Understanding Statements](#)