

Swedesboro-Woolwich School District's Writing 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.

- 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.
- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in [L.WF.K.1](#)).
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in [L.WF.K.1](#)).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education.

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 3 – Week 1	<ul style="list-style-type: none"> • L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). • L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). • L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. 	<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 • Research information for a writing piece • Identify the subject and predicate in a sentence <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – The Nest • Weekly Assessment – Research – Informative Writing 	<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

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	<ul style="list-style-type: none"> • W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. • 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 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"> • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ Bookstix ○ Focal Text – <u>Giraffes</u> ○ Instructional Vocabulary – subject, predicate, sentence, text feature, adjective, research ○ Anchor Chart – Text Features, Ask and Answer Questions, Story Structure ○ Reading Graphic Organizer: Ask and Answer Questions ○ 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 ○ Research ○ Grammar: Sentence Parts ○ Several writing and grammar activities including: Using Text Features to Find Information ○ Show children the cover of Giraffes. Ask: Why would this book be a good place to look for answers to questions about giraffes? (The book is filled with information about giraffes and how they live.) Review the text features with children, including the title, the table of contents, photographs, labels, the glossary, and the index. Explain that these text features will guide them as they research, or gather information, for their own writing. Ask: How could I use the table of contents to find out what giraffes eat? Open the book to the table of contents and read the entries aloud. Pause at the entry “Time to Eat!” This section is probably going to have the information I want, so I will turn to page 12. I see that giraffes eat plants and that their long necks help them reach leaves way up in the trees. This information answers the question of what giraffes eat. I should write this down. Write the following sentences on the board: <ul style="list-style-type: none"> ○ • Giraffes eat plants and leaves on trees. ○ • Their long necks help them reach up into trees for their food.
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			<p>Discuss how to use the index to find out what giraffes eat. Turn to the index on page 24. Read the entries. Have children say when they hear an entry that signals information about what giraffes eat. Note that there are two page numbers (12 and 16).</p>
<p>Module 3 – Week 1</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,” 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. ○ Writing Corner — Students will practice writing a sentence and underlining the subject. ○ 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. 		
<p>Module 3– Week 2</p>	<ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). ● L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, 	<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, 	<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>

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	<ul style="list-style-type: none"> regular, single-syllable words W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. RL.CR.1.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.1.1.1. 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>such as rereading, to</p> <ul style="list-style-type: none"> 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 Draft an Informative Essay Can write a statement <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 – Draft an Informative Essay Teacher Observation Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart 	<ul style="list-style-type: none"> myBook Know It, Show It Teacher's Guide Bookstix Focal Text – <u>Giraffes</u> Instructional Vocabulary – sentence, statement, subject, predicate, noun, text feature Anchor Chart – Story Structure Reading Graphic Organizer: Story Structure Vocabulary Cards – Power Words: <i>dull, experts, lenses, once, pupils, sharp, sheds, shingle, shriek, stroll, swivel, thank</i>; Big Idea Words – <i>challenge, emotions, friendship</i>; Generative Vocabulary – <i>Words about places and things</i> Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Writing: Informative Essay Grammar: Statements Several writing and grammar activities including <ul style="list-style-type: none"> I DO – Model identifying a statement, pointing it out as you discuss. Say: The group of words is Horses live on farms. This is a statement. It has a subject and a predicate. The subject tells us what, Horses, and the predicate tells the action or what horses do, live on farms. The first word in the statement starts with a capital letter, and the statement ends with a period. WE DO – Together with children, read the next group of words: My favorite animal. Work with children to identify whether this is a statement and why. (It is not a statement. It does not have a predicate and does not end in a period.) Together, make this group of words a statement. (e.g., My favorite animal is a koala bear.) YOU DO – Next, have children identify whether this group
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			<p>of words is a statement: Horses eat grass. (Yes, it's a statement.) Discuss how they know. (It is a complete thought with a subject and a predicate. It starts with a capital letter and ends in a period.) Repeat with the remaining groups of words.</p> <ul style="list-style-type: none"> ○ Connect to Texts If children are ready, have them identify sentences that are statements in a decodable text, in Giraffes, or in their myBook. ○ Daily Write 00 Prompt children to write a statement. Have children underline the subject and circle the predicate.
Module 3 – 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 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. ○ Writing Corner — Students will practice writing statements. ○ 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. 		
Module 3 – Week 3 **	<ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about various animals, 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – <u>Ol’ Mama Squirrel</u>

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	<p>writing (including those proficiencies listed in <u>L.WF.K.1</u>).</p> <ul style="list-style-type: none"> • L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). • L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. • W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. opportunity to integrate climate change education. • RL.CR.1.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.1.1.1. 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 prompting as needed. • RI.MF.1.6. With prompting and 	<p>understanding their unique features, using information and vocabulary learned</p> <ul style="list-style-type: none"> • 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 • Write an informative essay. • Can identify the difference between singular and plural nouns. <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 • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart <p>Summative Assessment: Module Assessment</p>	<ul style="list-style-type: none"> ○ 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 ○ Focal Text – <u>Giraffes</u> ○ Instructional Vocabulary – singular, plural, fact, subject, predicate, sentence, ○ Reading Graphic Organizer: Characters ○ Vocabulary Cards – Power Words: prey, predators, school, circling, herd; Big Idea Words – challenge, emotions, friendship; Generative Vocabulary – Inflection -ing ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Finish informative writing piece ○ Practice identifying singular and plural nouns ○ Several writing and grammar activities including: Model identifying a noun as singular or plural and then how it works with the verb in a sentence. Say: The sentence is Horses eat hay. The noun horses is plural. It means more than one horse. The verb eat agrees with the plural noun horses in number. ○ WE DO – Together with children, read the sentence: The job tires the horse. Work with children to identify whether the noun job is singular or plural. (singular) Discuss how you know. Together, decide if the noun and verb agree in number. (agree) Discuss how you know.
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	<p>support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</p> <ul style="list-style-type: none"> • 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. • 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"> ○ YOU DO - Next, ask a volunteer to read this sentence: The farmer grows hay. Have children identify the noun farmer as singular or plural and determine whether the noun and verb agree in number. (singular, agree) Discuss how they know. Repeat with the remaining sentences. ○ Connect to Texts If children are ready, have them identify nouns in sentences as singular or plural in a decodable text, in Giraffes, or in their myBook. ○ Daily Write – Prompt children to write a sentence with a singular noun and a second sentence with a plural noun. Have children underline the nouns and circle ○ the verbs in their sentences. Remind them to check that the nouns and verbs agree in number.
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. ○ Writing Corner — Students will practice writing statements. ○ 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](#)