

Swedesboro-Woolwich School District's Writing 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.

- 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.
- 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 4 – 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 	<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 • Find a topic for a procedural text • Practice how to use prepositions and prepositional phrases 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ myBook – Good Sports ○ Big Book – Baseball Hour ○ myBook – Goal • 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 – Good Sports ○ Big Book – Baseball Hour

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	<ul style="list-style-type: none"> • 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. • 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. • 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>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Goal!</u> • Weekly Assessment – Procedural Text • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ myBook – <u>Goal</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Focal Text – Do Unto Otters ○ Instructional Vocabulary – illustration, speech bubble, prediction, preposition ○ 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 ○ Writing: Procedural Text ○ Grammar: Prepositions and Prepositional Phrases ○ Several grammar and writing activities including: <ul style="list-style-type: none"> ○ I DO – Model identifying the preposition and prepositional phrase, pointing them out as you discuss. Say: The sentence is Please ask before borrowing something. The word before is a preposition that tells when. The prepositional phrase is before borrowing something. It tells when you should ask. ○ WE DO – Work with children to identify the preposition and prepositional phrase in this sentence: The otters slide down the hill. Together, say the preposition (down) and the prepositional phrase (down the hill). Discuss how you know. Point out that down the hill tells where the otters slide.
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			<ul style="list-style-type: none"> ○ YOU DO –mNext, have children identify the preposition and prepositional phrase in this sentence: Rabbit lives near the otters. (near; near the otters) Discuss how they know and whether the preposition tells when or where. (where) Repeat with the remaining sentences. ○ Connect to Texts If children are ready, have them identify prepositions and prepositional phrases that tell where and when in a decodable text or in their myBook. ○ DAILY WRITE – Prompt children to write two sentences, one that includes a prepositional phrase that tells where and another that tells when. Have them underline the prepositional phrase and circle the preposition.
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. ○ Writing Corner – Students will practice writing a sentence with a prepositional phrase. ○ 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"> ● 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 	<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. 	<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>

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	<p>command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</p> <ul style="list-style-type: none"> • 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). • 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 	<ul style="list-style-type: none"> • 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 • Draft a procedural text • Practice how to use proper nouns. <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 – Procedural Text • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ 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 ○ Focal Text – Do Unto Otters ○ Instructional Vocabulary – common noun, proper noun, exclamation, exclamation point ○ 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 ○ Writing: Procedural Text ○ Grammar: Proper Nouns and Capitalization ○ Several Grammar and Writing activities including: <ul style="list-style-type: none"> ○ I DO — Model identifying the proper noun, pointing it out as you discuss. Say: The sentence is We helped Mr. Owl clean his nest. The proper noun is Mr. Owl. The title Mr. comes before the name Owl and it ends with a period. ○ WE DO – Work with children to identify the proper nouns in this sentence: I invited Rabbit and Ms. Bee to my birthday party. Together, name the proper nouns. (Rabbit, Ms. Bee) Discuss whether the writer used correct capitalization and how you know.
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	collaboratively to address the challenges that are inherent in living in an interconnected world.		<ul style="list-style-type: none"> YOU DO – Next, have children identify the proper nouns in this sentence: I took my dog Lily to Sunrise Park. (Lily, Sunrise Park) Discuss whether the writer used correct capitalization and how they know. Repeat with the remaining sentences. Connect to Texts If children are ready, have them identify proper nouns in a decodable text or in their myBook. DAILY WRITE – Prompt children to write a sentence that includes at least one proper noun. Have them underline the proper noun(s). If they included a title, have them circle it.
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. Writing Corner – Students will practice writing a sentence with a proper noun and correct capitalization. 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"> 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 	<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. 	<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

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	<p>command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</p> <ul style="list-style-type: none"> • 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). • 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. 	<ul style="list-style-type: none"> • 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 • Write and publish a procedural text • Use commands correctly <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 • KWL Chart <p>Summative Assessment: Module Assessment</p>	<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 ○ Focal Text – Do Unto Otters ○ Instructional Vocabulary – command, exclamation point, declarative statement, question, compound sentence ○ Anchor Chart – Characters ○ Reading Graphic Organizer: Characters ○ Vocabulary Cards – Power Words: <i>dusk, fruits, heap, jeered, penalty, quarrel, seed, short, stumbled, trouble</i>; Big Idea Words – <i>challenge, emotions, friendship</i>; Generative Vocabulary – <i>Suffixes -er, -est</i> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Writing: Procedural Text ○ Grammar: Commands ○ Several grammar and writing activities including: <p>I DO Model identifying the clearer command, pointing out why it is clearer as you discuss. Say: The commands are Help me carry the box! Help me carry this box! The word this in the command Help me carry this box makes the command clearer. It tells which box to help carry. The exclamation point at the ends of these commands shows strong feeling. Let's identify the clearer commands in other sentences. WE DO – Work with children to identify the clearer command: Please get on the bus! Please get on that bus! Together, read the clearer command. (Please get on that bus!) Discuss how you know. YOU DO – Next, have children identify the clearer command: Take these flowers to Rabbit. Take the flowers</p>
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			<p>to Rabbit. (Take these flowers to Rabbit.) Discuss how they know. Repeat with the remaining commands. Connect to Texts If children are ready, have them identify clear commands in a decodable text, in Do Unto Otters, or in their myBook. DAILY WRITE – Prompt children to write a command that includes the word this, that, these, or those and shows strong emotion. Have them underline the word in the command that is made clearer by this, that, these, or those.</p>
Module 4 – 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 4 – “A Game of Tag” Have groups perform the scripts with their groups. Ask children to share what they liked best about the script. ○ Writing Corner – Students will practice writing a command. ○ 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](#)