

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 5 – Now You See It, Now You Don't

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 5:

Think of a time when you were told to “Wake up and get ready for school!” or “Come inside because it’s getting dark outside!” Children are becoming very familiar with following structured routines during times of light and dark or day and night. They may wonder why daytime turns to nighttime.

In this module, children will discover how sources of light affect people. They will explore the relationship between Earth and the sun. By the end of this module, children will understand that the rotation of Earth causes day and night, and the seasons change as Earth revolves around the sun.

Essential Question: ***Why does the light and dark come and go?***

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Standards Covered in Current Unit/Module

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.
- 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.
- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.
- 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.

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 5 – 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). • 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. • RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain how that 	Obj. We are learning to: <ul style="list-style-type: none"> • Build knowledge and language about how shadows are formed. • Identify characteristics of informational texts. • Use text and graphic features to locate and understand information, and note similarities and differences between the information from the text and the visuals. • Identify features of fantasies. • Make inferences using prior knowledge and evidence from the text and illustrations. • Using details in the text and illustrations, describe the problem, main events, and resolution in a story, and tell how they contribute to an author's purpose. • Use text and graphic features to locate and understand 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ myBook – Super Shadows ○ Big Book – On Earth ○ myBook – The Black Rabbit • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher's Guide/Teaching Pal Book 3 ○ Get Curious Video – "Light and Dark Together" ○ myBook – Super Shadows ○ Big Book – On Earth ○ myBook – The Black Rabbit ○ myBook

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>information is applied, with prompting as needed.</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. • 1-ESS1-1., Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.] • 1-ESS1-2., Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.] • 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, regular, single-syllable words • W.NW.1.3. With prompts and support, write narratives of 	<p>information, and note similarities and differences between the information from the text and the visuals.</p> <ul style="list-style-type: none"> • Understand the meaning of new vocabulary • Develop a topic for a narrative writing piece • Practice subject/verb agreement • Practice the understanding of singular and plural nouns <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>The Black Rabbit</u> • Weekly Assessment – Comprehension: Text Features and Story Structure;; Generative Vocabulary – Suffixes -er, -est, Vocab Strategy – Reference Sources, Grammar – Subjects and Verbs; Phonics – VCe, Long a, i; Irregular Words • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Focal Text – <u>Why the Sun and the Moon Live in the Sky</u> ○ Instructional Vocabulary – subject, verb, folktale, setting, context clues, brainstorm ○ Anchor Chart – Text Features, Make Inferences, Story Structure, Digital Tools ○ Reading Graphic Organizer:Text Features, Make Inferences, Story Structure, Digital Tools ○ Vocabulary Cards – Power Words: bank, nibbled, relief, scrambled, tight, trembling; Big Idea Words – orbit, period, solar; Generative Vocabulary – Compound Words ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Text Features ○ Make Inferences ○ Story Structure ○ Media Literacy: Digital Tools ○ Vocabulary Strategy: Reference Sources ○ Listening Comprehension ○ Several grammar and writing activities including: <p>I DO:</p> <p>Model identifying the subject and verb in a sentence, pointing it out as you discuss. Say: The sentence is The sun builds a large house. Sun is the subject of this sentence and builds is the verb. There is one sun, so the verb, builds, ends in –s.</p> <p>WE DO</p>
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>several complete sentences based on real or imagined experiences or events.</p>		<p>Work with children to identify the subject and verb in this sentence: Water flows through the house. Together, say the subject and the verb. (Water; flows) Discuss how you know. Then determine whether the subject and verb agree.</p> <p>YOU DO</p> <p>Next, have children identify the subject and verb in this sentence: Water animals swim inside. (Water animals; swim) Discuss how they know and whether the subject and verb agree. Repeat with the remaining sentences.</p>
<p>Module 5 – 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 5 – “The Rocket,” and assign parts to mixed-ability groups of five children. The part of Milly is ideal for struggling readers, while the Narrator’s lines can be read by a proficient reader. ○ Writing Corner – Students will practice writing a sentence with the correct subject/verb agreement. ○ Research/Inquiry Project – Have groups work on the module project: “Investigate Shadows”; Remind children that their focus this week is to set a goal and gather information about how shadows are formed. 		

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

<p>Module 5– 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). • 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. • 1-ESS1-1., Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.] • 1-ESS1-2., Make observations at 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about how Earth's rotation causes day and night. • Identify characteristics of informational texts. • Make, revise, and confirm predictions. • Use text and graphic features to locate and understand information, noting similarities and differences between the information from the words and the visuals. • Build knowledge and language about what happens during summer and winter. • Identify characteristics of opinion writing. • Connect a text with personal experiences, society, and ideas in other texts. • Identify an author's opinion and the reasons, or facts, given to support it. • Understand the meaning of new vocabulary • To draft an imaginative writing piece • Practice using the correct tense of a verb <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Day and Night</u>; <u>The Best Season</u> • Weekly Assessment – Comprehension – Text Features, Ideas and Support;; Vocabulary – Inflection -s; Grammar – Verbs and Time; Phonics - VCe, Long o, u; 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>How Do You Know It's Winter?</u> ○ myBook – <u>Day and Night</u> ○ myBook – <u>The Best Season</u> ○ Family Letter to Send Home ○ Teacher's Guide ○ Read Aloud Book – <u>How Do You Know It's Winter?</u> ○ myBook – <u>Day and Night</u> ○ myBook – <u>The Best Season</u> ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Focal Text – <u>Why the Sun and the Moon Live in the Sky</u> ○ Instructional Vocabulary – event, problem, resolution, verb, sentence, subject, predicate, naming part, action part ○ Anchor Chart – Topic and Central Idea, Synthesize, Text Features, Make and Confirm Predictions, Ideas and Support ○ Reading Graphic Organizer: Topic and Central Idea, Synthesize, Text Features, Make and Confirm Predictions, Ideas and Support ○ Vocabulary Cards – Power Words: <i>faces, fades, pattern, seasons, shines, weather</i> ○ Big Idea Words – <i>orbit, period, solar;</i> ○ Generative Vocabulary – <i>Inflection -s</i> ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Text Features ○ Make and Confirm Predictions ○ Make Connections ○ Ideas and Support ○ Generative Vocabulary: Compound Words ○ Listening Comprehension ○ Several grammar and writing activities
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</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, 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>including:</p> <p>Point out to children how illustrations can enhance and explain a story. Review some of the illustrations that detail story elements in <i>Why the Sun and the Moon Live in the Sky</i>.</p> <p>Ask: Who are the characters in the story? (the sun, the moon, the water, sea creatures)</p> <p>Point out illustrations of each character. Ask children how they would draw these characters. Have a volunteer draw the sun and the moon on the board.</p> <p>Ask: When does the story take place? (long ago in Africa) Say: We can't really draw "long ago," but we can draw where the story takes place. What does the illustrator use to show this? (a hut)</p> <p>Ask: What happens in the story? Turn to page 19. Say: Describe what you see happening in this story. (The water and friends visit the sun and the moon and fill up the house.)</p> <p>Turn to page 27. Ask: How does the story end? (There is no room for the sun and the moon, so they move to the sky.) Say: See where the sun and the moon live now? The illustrator shows them in the sky. Point out how the illustrator drew these events in the story.</p>
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Module 5 – 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 5 – “The Rocket” Ask students to think of suitable props for the production, such as backpacks or cutouts of a TV, a rocket, and Mars. ○ Writing Corner – Students will practice writing a sentence with the correct verb tense. ○ Research/Inquiry Project – Have groups work on the module project: “Investigative Shadows”; Remind children that their focus this week is to trace and color their shadows and then write to develop ideas about how shadows are formed. 		
Module 5 – 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). ● 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, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about what happens when it turns from light to dark. ● Identify features of fantasies. ● Make, revise, and confirm predictions. ● Determine the topic, moral, and theme of a story based on key details. ● Build knowledge and language about the sun and the solar system ● Identify characteristics of songs. ● Identify the topic, central idea, and relevant details of a video. ● Understand the meaning of new vocabulary ● To publish an imaginative writing piece ● Practice using the correct tense of the verb “be.”; <p>Suggested Formative Assessment(s):</p>	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – <u>Oscar and the Moth</u> ○ myBook – <u>What Are You Waiting For?</u> ○ myBook – <u>I’m So Hot</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Read Aloud Book – <u>Oscar and the Moth</u> ○ myBook – <u>What Are You Waiting For?</u> ○ myBook – <u>I’m So Hot</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<ul style="list-style-type: none"> 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. 1-ESS1-2., Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.] L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WE.K.1</u>). L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WE.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. 	<ul style="list-style-type: none"> Weekly Assessment – Selection Quiz – <u>What Are You Waiting For?</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"> Bookstix Focal Text – <u>Why the Sun and the Moon Live in the Sky</u> Instructional Vocabulary – verb, adjective Anchor Chart – Topic and Central Idea, Make and Confirm Predictions, Theme Reading Graphic Organizer: Topic and Central Idea, Make and Confirm Predictions, Theme Vocabulary Cards – Power Words: <i>blink, early, sloppy, touched, waiting</i>; Big Idea Words – <i>orbit, period, solar</i>; Generative Vocabulary – <i>Suffixes -y, -ful</i> Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Make and Confirm Predictions Theme Topic and Central Idea Listening Comprehension Several grammar and writing activities including: <p>I DO Model identifying a form of the verb be for children, pointing it out as you discuss. Say: The sentence is The sun is on the roof. The word is is the verb in this sentence. It tells about the way something is right now. The subject, The sun, is singular.</p> <p>WE DO – Work with children to identify a form of the verb be in this sentence: Water was in the house. (was) Discuss whether the subject is singular or plural and whether the action is in the present or the past.</p>
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

			<p>you do – Next, have children identify a form of the verb be in this sentence: Fish are near the door. (are) Discuss how they know whether the</p> <p>subject is singular or plural and whether the action is in the present or the past. Repeat with the remaining sentences.</p>
<p>Module 5 – 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 5 – “The Rocket” 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 sentence with the correct verb tense of the verb “be.” ○ Research/Inquiry Project – Have groups work on the module project: “Investigate Shadows”; Remind children that their focus this week is to practice and present what they learned about how shadows are formed. 		

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

[ELA Enduring Understanding Statements](#)

