

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 8 – Tell Me a Story

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 8:

In this module, children will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present.

Children will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Children will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again.

Essential Question: *What lessons can we learn from stories?*

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

- 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.
- 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.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- 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.
- **WNW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.**
- 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

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 8– 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.CI.1.2. Determine central message and retell a sequence of events in literary 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.PP.1.5. Identify who is telling the story at various points in a text. • RI.TS.1.4. With prompting and support, explain major 	Obj. We are learning to: <ul style="list-style-type: none"> • Build knowledge and language about story elements when reading and discussing Follow the Story Path. • Identify characteristics of informational texts. • Locate and gain information from print and graphic features, and differentiate between information from the words and visuals in a text. • Build knowledge and language about how authors use humor to engage readers and communicate a lesson when reading and discussing Interrupting Chicken. • Identify features of fantasies. • Create mental images of characters, the setting, and story events using descriptive language from the story. • 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 • Choose a topic for a narrative writing piece • Understand how to use possessive pronouns correctly 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ myBook – Follow the Story Path ○ Big Book – Chicken Little ○ myBook – Interrupting Chicken • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher's Guide/Teaching Pal Book 3 ○ Get Curious Video – “The Mouse and the Lion” ○ myBook – Follow the Story Path ○ Big Book – Chicken Little ○ myBook – Interrupting Chicken ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Focal Text – The Kissing Hand ○ Instructional Vocabulary – problem, pronoun,

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. imations) 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. • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. • 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>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Interrupting Chicken</u> • Weekly Assessment – Comprehension: Text Features, Characters,; Generative Vocabulary –Words about actions and directions;; Vocab Strategy – Classify and Categorize;; Grammar – Possessive Nouns; Phonics – Inflectional Suffix -ed; Irregular Words • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart 	<p>possessive pronoun, noun, proper noun, capital letter</p> <ul style="list-style-type: none"> ○ Anchor Chart – Text Features, Theme, Create Mental Images, Characters, Media Literacy: Digital Texts and Features ○ Reading Graphic Organizers – Text Features, Theme, Create Mental Images, Characters, Media Literacy: Digital Texts and Features ○ Vocabulary Cards – Power Words: <i>follow, interrupt, involved, relaxing, supposed, warn</i> Big Idea Words – <i>amuse, entertain, literature</i>; Generative Vocabulary – <i>Words about actions and directions</i> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Text Features ○ Theme ○ Create Mental Images ○ Characters ○ Media Literacy: Digital Texts and Features ○ Listening Comprehension ○ Several grammar and writing activities including: <p>I DO – Model identifying the correct possessive pronoun, pointing it out as you discuss. Say: The sentence is I want to play with mine/my toys. My and mine are both possessive pronouns, but mine doesn't sound right in this sentence. I will try it with my. I want to play with my toys. This sentence makes sense and shows that the toys belong to me.</p> <p>WE DO – Work with children to identify the correct possessive pronoun for this sentence: The warmth will spread to your/yours heart. (your) Discuss how you chose the pronoun.</p>
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

			<p>YOU DO – Next, have children identify the correct possessive pronoun for this sentence: The idea is their/theirs. (theirs) Discuss how they chose the pronoun. Repeat with the remaining sentences.</p>
<p>Module 8 – 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 8 – “Goldilocks and the Three Bears,” and assign parts to mixed-ability groups of five children. The part of the Baby Bear 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 using a possessive pronoun correctly. ○ Research/Inquiry Project – Have groups work on the module project: “Explore Traditional Tales”; Remind children that their focus this week is to set a goal and gather information about traditional stories. 		
<p>Module 8– 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.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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about lessons learned from traditional tales when reading and discussing Little Red Riding Hood. ● Identify characteristics of dramas. ● Connect the ideas in this text with real-life personal experiences, society in general, and ideas in other texts. ● Describe characters, dialogue, and setting in a drama. ● Build knowledge and language about lessons learned from traditional tales when reading and discussing Little Red Riding Hood. ● Identify characteristics of dramas. ● Connect the ideas in this text with real-life personal 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – <u>Red Knit Cap Girl and the Reading Tree</u> ○ myBook – <u>Little Red Riding Hood</u> ○ myBook – <u>The Grasshopper and the Ants</u> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Read Aloud Book – <u>Red Knit Cap Girl and the Reading Tree</u> ○ myBook – <u>Little Red Riding Hood</u> ○ myBook – <u>The Grasshopper and the Ants</u> ○ myBook

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>(e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text</p> <ul style="list-style-type: none"> • RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. • 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. • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. • 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 • 	<ul style="list-style-type: none"> • experiences, society in general, and ideas in other texts. Describe characters, dialogue, and setting in a drama. • Understand the meaning of new vocabulary • Draft a narrative writing piece • Understand indefinite pronouns <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Little Red Riding Hood: The Grasshopper & the Ants</u> • Weekly Assessment – Comprehension – Elements of Drama, Setting, Ideas and Support,; Vocabulary – Inflection -Suffixes -ly, -ful; Grammar – Indefinite pronouns;; Phonics - y as /ī/, y as /ī/, y as /ē/, • All Jobs of y ; Irregular Words • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Focal Text – <u>The Kissing Hand</u> ○ Instructional Vocabulary – dialogue, indefinite pronoun, verb ○ Anchor Chart – theme, make connections, elements of drama, make inferences, setting ○ Reading Graphic Organizer: theme, make connections, elements of drama, make inferences, setting ○ Vocabulary Cards – Power Words: autumn, boldly, chirped, labor, sly, storyteller Big Idea Words – amuse, entertain, literature; Generative Vocabulary – Suffixes -less, -ful ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Build background knowledge ○ Theme ○ Make Connections ○ Elements of Drama ○ Make Inferences ○ Generative Vocabulary: Suffix -ly ○ Listening Comprehension ○ Several grammar and writing activities including: <p>Reread the ending of The Kissing Hand. Ask: How do you feel after this ending? (happy) Explain that authors may use happy endings to leave readers with a positive feeling. Ask volunteers for other examples of happy endings.</p> <p>Explain that writers can use other types of endings depending on their purpose, such as surprise endings and endings that teach a lesson. Ask: Which type of ending is used in the model? (surprise) THINK ALOUD Just as I was surprised to see Jack that day, readers</p>
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

			<p>will be too when they read my story. I chose a surprise ending because the events in my story had built up a lot of excitement.</p> <p>Demonstrate an ending that teaches a lesson by rewriting the middle and ending of Where's Jack?</p> <p>Discuss its purpose.</p>
<p>Module 8– 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 – Provide Readers’ Theater 8, “Goldilocks and the Three Bears.” Ask children to create or find props, such as bowls or a table. ○ Writing Corner – Students will practice writing a sentence using an indefinite pronoun correctly. ○ Research/Inquiry Project – Have groups work on the module project: “Explore Traditional Tales”; Remind children that their focus this week is to develop ideas to write a short scene for the class drama. 		
<p>Module 8 – 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). ● RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about Aesop, the fables he wrote, and how they are used today when reading and discussing Thank You, Mr. Aesop. ● Identify characteristics of informational texts. ● Synthesize information to create new understanding. ● Identify the topic and central idea of a text using text evidence and relevant supporting details. ● Build knowledge and language about the importance of persistence when watching, listening to, and discussing The 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – My Name is Gabriela ○ myBook – Thank You, Mr. Aesop ○ myBook – The Tortoise and the Hare ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Read Aloud Book – My Name is Gabriela ○ myBook – Thank You, Mr. Aesop ○ myBook – The Tortoise and the Hare

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	<p>how).</p> <ul style="list-style-type: none"> 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.PP.1.5. Identify who is telling the story at various points in a text. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 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. W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. 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 	<p>Tortoise and the Hare.</p> <ul style="list-style-type: none"> Identify features of videos. Use descriptive language and details in the text and illustrations to identify and describe story characters and the reasons for their actions. Understand the meaning of new vocabulary <ul style="list-style-type: none"> Publish a narrative writing piece Understand how to use contractions correctly <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment – Selection Quiz – <u>Thank You, Mr. Aesop</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 Know It, Show It Teacher's Guide Bookstix Focal Text – <u>The Kissing Hand</u> Instructional Vocabulary –verb, adjective, contraction, pronoun, preposition Anchor Chart – Point of View, Synthesize, Topic and Central Idea, Characters Reading Graphic Organizer: Point of View, Synthesize, Topic and Central Idea, Characters Vocabulary Cards – Power Words: lesson, nonsense, reply, tale, wise; Big Idea Words – appreciate, duty, participate; Generative Vocabulary – Suffix -ly Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Point of View Synthesize Topic and Central Idea Characters Listening Comprehension Several grammar and writing activities including: <ul style="list-style-type: none"> Remember that the apostrophe in a contraction stands for a letter or letters that are taken out or replaced when two words are combined. Let's identify and correct the contractions in these sentences. <p>I DO</p> <p>Model identifying and correcting a contraction for children, pointing it out as you discuss. Say: The sentence is Isn't this a great way to remember each other? The word Isn't is the contraction in this sentence, but the apostrophe is in the wrong place. I will move it to</p>
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Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

			<p>replace the missing letter o. Write Isn't correctly in the sentence.</p> <p>WE DO</p> <p>Work with children to identify the contraction in this sentence: We are'nt going to forget the Kissing Hand. Say the contraction together. (aren't) Discuss where the apostrophe belongs and then write the word correctly in the sentence.</p> <p>YOU DO</p> <p>Next, have children identify the contraction in this sentence: W'ere going to tell our whole class! (W'ere) Discuss where children think the apostrophe belongs and have a volunteer correct the word on the board. (We're) Repeat with the remaining sentences.</p>
<p>Module 8 – 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 – Provide Readers’ Theater 8, “Goldilocks and the Three Bears.” Ask children to create or find props, such as bowls or a table. ○ Writing Corner – Students will practice writing a sentence using a contraction correctly. ○ Research/Inquiry Project – Have groups work on the module project: Explore Traditional Tales. ; Remind children that their focus this week is to develop ideas to write a short scene for the class drama. 		

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

[ELA Enduring Understanding Statements](#)