

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 9 – Grow, Plants, Grow!

**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 9:

In this module, children will discover many details about a variety of plants as they read informational texts, fiction, and poetry. These texts encourage readers to be curious as they investigate plants and watch them “grow.”

Children will learn about the life cycles and characteristics of plant life. They will also explore the diversity that exists in the plant world and how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants. After reading the module’s texts, children should have a greater understanding and appreciation for plant life.

Essential Question: *Why do plants need to live and grow?*

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

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- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.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.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.
- 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.
- Plants depend on water and light to grow. (2-LS2-1)
- Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)
- **W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.**
- **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
<b>Module 9 – Week 1</b>	<ul style="list-style-type: none"> <li>● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>● 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.</li> <li>● RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</li> <li>● LVL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about storms and how things change in nature.</li> <li>● Identify characteristics of opinion writing.</li> <li>● Identify an author's opinion and the reasons given to support it.</li> <li>● Build knowledge and language about storms and how things change in nature</li> <li>● Identify characteristics of opinion writing.</li> <li>● Identify an author's opinion and the reasons given to support it.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Choose a topic for a descriptive essay</b></li> <li>● <b>Understand how to write with exclamations</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Selection Quiz – <u>So You Want to Grow a Taco?</u></li> <li>● Weekly Assessment – Comprehension: Elements of Poetry, Text Organization; Generative Vocabulary –</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ myBook – <u>Plant Pairs</u></li> <li>○ Big Book –If I Were a Tree</li> <li>○ myBook – <u>So You Want to Grow a Taco?</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Teacher's Guide/<b>Teaching Pal Book 5</b></li> <li>○ Get Curious Video – “A Seed Grows”</li> <li>○ myBook – <u>Plant Pairs</u></li> <li>○ Big Book –If I Were a Tree</li> <li>○ myBook – <u>So You Want to Grow a Taco?</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ <b>Focal Text – <u>One Bean</u></b></li> <li>○ <b>Instructional Vocabulary – prediction, exclamation, exclamation point, adjective,</b></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>1 reading and content.</li> <li>Plants depend on water and light to grow. (2-LS2-1)</li> <li>Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> <li>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</li> <li>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</li> <li>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> </ul>	<p>Words about Places and Things, Vocab Strategy – Reference Sources; Grammar – Exclamations; Phonics – vowel Teams ai, ay</p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Turn and Talks, Think Pair Share, Active Viewing</li> <li>Response to Text – Accountable Talk</li> <li>KWL Chart</li> </ul>	<p><b>compare, essay</b></p> <ul style="list-style-type: none"> <li>Anchor Chart – Ideas and Support, Text Organization, Make Inferences, Point of View, Gather Information</li> <li>Reading Graphic Organizers – Ideas and Support, Text Organization, Make Inferences, Point of View, Gather Information</li> <li>Vocabulary Cards – Power Words: <b>harvest, ingredients, nutrients, soil, sow, terrific</b> Big Idea Words – <b>cycle, evaporation, liquid</b>; Generative Vocabulary – <b>Words about places and things</b></li> <li>Knowledge Maps</li> <li>Activities <ul style="list-style-type: none"> <li>View and Respond to Get Curious Video</li> <li>Build Background Knowledge</li> <li>Elements of Poetry</li> <li>Evaluate</li> <li>Text Organization</li> <li>Media Literacy: Nonfiction forms</li> <li>Vocabulary Strategy: Reference Sources</li> <li>Listening Comprehension</li> <li>Several grammar and writing activities including: <p>I DO: Model revising this sentence to become an exclamation. Say: The sentence is Bean pods are falling. I can change some of the words to make the sentence more exciting. Then I'll add an exclamation point at the end. My new sentence is Look, those bean pods are falling!</p> <p>WE DO – Work with children to revise this sentence to become an exclamation: The beans taste good. (e.g., These beans taste so delicious!)</p> <p>Have children discuss what you changed and explain why. Emphasize the exclamation point.</p> <p>YOU DO – Next, have children revise this sentence to</p> </li> </ul> </li> </ul>
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			<p>become an exclamation: There are a lot of bean pods. (e.g., I can't believe how many bean pods there are!) Discuss what they changed and why. Repeat with the remaining sentences.</p>
<p><b>Module 9 – Week 1</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Reader’s Theater – Preview <a href="#">Readers’ Theater 9</a>, “The Four Seeds,” and assign parts to mixed-ability groups of five children. The part of Seed 4 is ideal for struggling readers; the Narrator part can be read by a proficient reader.</li> </ul> <p><b>Writing Corner – Students will practice writing a sentence using an exclamation.</b></p> <ul style="list-style-type: none"> <li>○ Research/Inquiry Project – Have groups work on the module project: Super Sprouts!; Remind children that their focus this week is to set goals and gather information about how plants grow and change.</li> </ul>		
<p><b>Module 9– Week 2</b></p>	<ul style="list-style-type: none"> <li>● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>● RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about plants, understanding the parts that are edible, when reading and discussing the garden plants in Which Part Do We Eat?</li> <li>● Identify characteristics of poetry.</li> <li>● Monitor comprehension and use different strategies to clarify information.</li> <li>● Recognize and discuss lines, stanzas, rhythm, repetition, and rhyme in poetry.</li> <li>● Build knowledge and language about planting seeds to grow vegetables and folktales, understanding features of the genre, when reading and discussing the events in The Talking Vegetables.</li> <li>● Identify features of folktales.</li> <li>● Retell story events in sequence and in a way that shows understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Book – <a href="#">The Curious Garden</a></li> <li>○ myBook – <a href="#">Which Part Do We Eat?</a></li> <li>○ myBook – <a href="#">The Talking Vegetables</a></li> <li>○ Family Letter to Send Home</li> <li>○ Teacher’s Guide</li> <li>○ Read Aloud Book – <a href="#">The Curious Garden</a></li> <li>○ myBook – <a href="#">Which Part Do We Eat?</a></li> <li>○ myBook – <a href="#">The Talking Vegetables</a></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> </ul> </li> </ul>

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	<p>in a process, cause-effect and compare-contrast relationships) within a text</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Plants depend on water and light to grow. (2-LS2-1)</li> <li>• Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) conditions to describe patterns over time.</li> <li>• <b>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</b></li> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <b>L.WF.K.1</b>).</li> <li>• L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>• Using details in the text and illustrations, describe the problem, main events, and resolution in a story.</li> <li>• Understand the meaning of new vocabulary</li> <li>• <b>Draft a descriptive essay</b></li> <li>• <b>Understand the different types of sentences</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Selection Quiz – <u>Which Part Do We Eat?; The Talking Vegetables</u></li> <li>• Weekly Assessment – Comprehension – Elements of Poetry, Story Structure;; Generative Vocabulary – Prefix un-; Grammar – Kinds of Sentences ; Phonics - Vowel teams oa, ow; Irregular Words</li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>○ Bookstix</li> <li>○ Anchor Chart – Story Structure, Monitor and Clarify, Elements of Poetry, Retell</li> <li>○ Reading Graphic Organizer: Story Structure, Monitor and Clarify, Elements of Poetry, Retell</li> <li>○ Vocabulary Cards – Power Words: <b>cook, delicious, pounding, smooth, stretched, sturdy</b> Big Idea Words – <b>cycle, evaporation, liquid;</b> Generative Vocabulary – <b>Prefix un-</b></li> <li>○ Knowledge Maps</li> <li>● Activities <ul style="list-style-type: none"> <li>○ Build background</li> <li>○ Story Structure</li> <li>○ Monitor and Clarify</li> <li>○ Elements of Poetry</li> <li>○ Generative Vocabulary: Compound Words</li> <li>○ Listening Comprehension</li> <li>○ Several grammar and writing activities including: <p>I DO – Model how to combine simple statements, pointing out what you are doing as you discuss. Say: The simple statements are The boy picked up a bean. He put it on a paper towel. We can replace the period with a comma, add the conjunction and between these sentences, and change the capital H to a lowercase h to make a compound statement: The boy picked up a bean, and he put it on a paper towel.</p> <p>WE DO</p> <p>Work with children to combine these simple questions: Did the bean sprout quickly? Did it sprout slowly? Say the compound question together. (Did the bean sprout quickly, or did it sprout slowly?) Explain the changes you made to form the compound sentence.</p> <p>YOU DO</p> </li> </ul> </li> </ul>
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			<p>Next, have children combine these simple commands:          Grab that flower pot. Fill it with soil. (Grab that flower pot, and fill it with soil.) Discuss the changes children made to create the compound command. Repeat with the remaining examples.</p>
<p><b>Module 9– Week 2</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Reader’s Theater – Have children read <a href="#">Readers’ Theater 9</a>, “The Four Seeds,” and ask them to think of suitable props, such as cutouts of green leaves and stems of colorful flowers.</li> <li>○ <b>Writing Corner – Students will practice writing different types of sentences.</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: Super Sprouts!;Remind children that their focus this week is to develop ideas about plant life by observing and recording how their plants grow and change over time.</li> </ul>		
<p><b>Module 9 – Week 3</b></p>	<ul style="list-style-type: none"> <li>● RL.CR.1.1. Ask and answer **questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.1.1. Ask and answer questions about key details in an</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about different foods that originated in the Americas, understanding why these foods are important, when reading and discussing the poems in Yum! ¡Inverted ExclamationMmMm! ¡Inverted Exclamation Qué rico!</li> </ul>	<ul style="list-style-type: none"> <li>● Texts             <ul style="list-style-type: none"> <li>○ Read Aloud Book – <a href="#">Amazing Plant Bodies</a></li> <li>○ myBook – <a href="#">Yum! ¡Inverted Exclamation</a></li> <li>○ <a href="#">MmMm! ¡Inverted ExclamationQué rico!: Americas’ Sproutings</a></li> <li>○ myBook – <a href="#">A Year in the Garden</a></li> </ul> </li> </ul>

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	<p>informational text (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>Plants depend on water and light to grow. (2-LS2-1)</li> <li>Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> <li>conditions to describe patterns over time.</li> <li>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</li> <li>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of poetry.</li> <li>Ask and answer questions about a text before, during, and after reading, using text evidence to support responses.</li> <li>Recognize and discuss describing words, rhythm, and alliteration in poetry.</li> <li>Build knowledge and language about creating an edible garden, understanding how seedlings for fruits and vegetables grow over time, when reading and discussing the events in A Year in the Garden.</li> <li>Identify features of videos.</li> <li>Recognize and describe the chronological order of events in a video, and explain how this structure supports the author's purpose</li> <li>Understand the meaning of new vocabulary</li> <li>Publish a descriptive essay</li> <li>Understand the use of different types of adjectives – taste/smell/sound/senses</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Weekly Assessment – Selection Quiz – <u>Yum! iInverted ExclamationMmMm! iInverted ExclamationQué rico!: Americas' Sproutings</u></li> <li>Teacher Observation</li> <li>Turn and Talks, Think Pair Share</li> <li>Response to Text – Accountable Talk</li> <li>KWL Chart</li> </ul> <p><b>Summative Assessment: Module Assessment</b></p>	<ul style="list-style-type: none"> <li>Materials – Whole Group <ul style="list-style-type: none"> <li>Family Letter to Send Home</li> <li>Teacher's Guide</li> <li>Read Aloud Book – <u>Amazing Plant Bodies</u></li> <li>myBook – <u>Yum! iInverted Exclamation</u></li> <li>MmMm! iInverted ExclamationQué rico!: <u>Americas' Sproutings</u></li> <li>myBook – <u>A Year in the Garden</u></li> <li>myBook</li> <li>Know It, Show It</li> <li>Teacher's Guide</li> <li>Bookstix</li> <li>Anchor Chart – Text features, ask and answer questions, elements of poetry, chronological order</li> <li>Reading Graphic Organizer: Text features, ask and answer questions, elements of poetry, chronological order</li> <li>Vocabulary Cards – Power Words: <b>indigo, juicy, ripe, syrup, wonder</b> Big Idea Words – <b>cycle, evaporation, liquid;;</b> Generative Vocabulary – <b>Prefix un-</b></li> <li>Knowledge Maps</li> </ul> </li> <li>Activities <ul style="list-style-type: none"> <li>Build Background Knowledge</li> <li>Text Features</li> <li>Ask and Answer Questions</li> <li>Elements of Poetry</li> <li>Chronological Order</li> <li>Listening Comprehension</li> <li>Several grammar and writing activities including: <ul style="list-style-type: none"> <li>I DO – Model identifying an adjective for children, pointing it out as you discuss. Say: The sentence is A quiet breeze rustled the plant leaves. The word quiet describes the sound of the breeze. Quiet is an adjective.</li> <li>WE DO – Work with children to identify the adjective in this sentence: Wet</li> </ul> </li> </ul> </li> </ul>
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<b>Module 9 – Week 3</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Reader’s Theater – Preview <a href="#">Readers’ Theater 9</a>, “The Four Seeds.” Ask them to read the script with proper phrasing. Encourage them to read accurately, at an appropriate rate, and with expression.</li> <li>○ <b>Writing Corner – Students will practice writing sentences with different types of adjectives. They can choose an adjective that describes one of our senses.</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: Super Sprouts!; Remind children that their focus this week is on creating and presenting their plant growth.</li> </ul>		

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

[ELA Enduring Understanding Statements](#)