

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

Kindergarten – Unit/Module 4 – Happy Healthy Me

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 learn the importance of healthy living, like eating well, exercising, and practicing good hygiene. They also see how fun it is to take care of your health. Children will learn the importance of staying active, eating good food, and ending each day with a great night's rest.

Essential Question: ***How can I take care of my health?***

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

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- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

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"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. ● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how) ● RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify key details in an informational text. ● Understand text features in an informational text.. ● Match pictures to text. ● Understand how persuasive text is written. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary ● Can write 1-2 sentences about an informational topic. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Have children write about their informational topic. Tell them to use their topic and facts to write 1-2 sentences. Remind children that a complete sentence has a subject and a verb. ● 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 – <u>Being Fit</u> ○ Big Book – <u>Germs Are Not For Sharing</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – The Playground ○ Read Aloud – <u>Being Fit</u> ○ Big Book – <u>Germs Are Not For Sharing</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Writing to Teach ○ Instructional Vocabulary – <i>comma, informative, sentence, topic</i> ○ Vocabulary Cards – Power Words: active, stretch, weight; Big Idea Words – energy, exercise, healthy ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Ask and Answer Questions ○ Identify key details and text features in an

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	<ul style="list-style-type: none"> • L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. • L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. 		<p>informational text</p> <ul style="list-style-type: none"> ○ Several grammar and writing activities including: Use the Read Aloud Book <u>Being Fit</u>: I Do – Display p. 5 and read it aloud. Model identifying the list. “Bodies come in many different shapes, sizes, and types. This sentence shows a list: shapes, sizes, types.” The word <i>and</i> comes before the last item. Model reading the list with pauses to reinforce fluency. ○ Listening Comprehension
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 ○ Review Key Details ○ Writing Corner – Have children use Write the Room to find and write words that begin with consonant letters: Manuscript: Gg, Hh, Jh, Ll, Uu – have children use handwriting models to practice. ○ Research/Inquiry Project – Have groups work on the module project: Happy Healthy You Blog. Remind children that their focus this week is to brainstorm and select topics to add to their blog. 		
Module 4 – Week 2	<ul style="list-style-type: none"> • W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. • L.WF.K.3 Demonstrate command of the conventions of sentence composition. • W.IW.K.2. Use a combination of drawing, dictating, and writing to compose 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about how we are uniquely different • Identify clues about a character • Identify text features in an informational text. • Match pictures to text. • Respond to text by drawing and writing. • Understand the meaning of new vocabulary; identify 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Get Up and Go</u> ○ Big Book – <u>Stretch</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Get Up and Go</u> ○ Big Book – <u>Stretch</u>

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	<p>informative/explanatory texts to convey ideas.</p> <ul style="list-style-type: none"> • RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how) • L.RF.K.1. Demonstrate understanding of the organization and basic features of print. • L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. • L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. • L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. • 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>synonyms and antonyms.</p> <ul style="list-style-type: none"> • Can write 1-2 sentences about an informational topic. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Have children write about their informational topic. Tell them to use their topic and facts to write 1-2 sentences. Remind children that a complete sentence has a subject and a verb. • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Writing to Teach ○ Instructional Vocabulary – conjunction, informative, sentence, topic ○ Vocabulary Cards – Power Words: muscles, relaxing, take care; Big Idea Words – celebrate, different, special ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Several grammar and writing activities including: Use the Read Aloud Book Get Up and Go: I Do – display pages 4-5 and read aloud. Model identifying the conjunctions, “We all come in different shapes and sizes...It doesn’t matter if you are tall, short, skinny, or round.” Point out the word “and” – how it joins the information together – underline and, repeat with shapes and sizes on p. 4, and with the list on p. 5. Remind children about the commas as well. We Do – Display p. 6 and read it aloud – Your body is your own; you need to take care of it. Find how the word “and” – show how it is joining the information. You Do – Display p. 30 - read it aloud – have children identify the conjunction on their own and turn and talk to discuss the answer. ○ Build Background Knowledge ○ Key Details ○ Author's Craft ○ Print Concepts: Directionality ○ Listening Comprehension
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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 ○ Review Key Details ○ Writing Corner – Label My Healthy Plate – have children draw and label pictures of healthy lunch on a paper plate; Manuscript: kK, sS – have children use handwriting models to practice. ○ Research/Inquiry Project – Have groups work on the module project: Who Am I? Flap Book. Remind children that their focus this week is to gather information about one place in their community. 		
Module 4 – Week 3	<ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. ● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify clues about a character ● Match pictures to text. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary; identify synonyms and antonyms. ● Can learn how to identify a complex sentence. ● Can identify adjectives in a sentence. ● Can identify a verb in a sentence ● Can write 1-2 sentences describing my opinion with reason(s). <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Have children work on their opinion pieces. They can write 1-2 sentences describing their opinion and reasons. Remind the students that a complete sentence has a subject and a verb. ● Teacher Observation 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Jack and the Hungry Giant</u> ○ Big Book – <u>Edible Colors</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud Big Book – <u>Jack and the Hungry Giant</u> ○ Big Book – <u>Edible Colors</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart –Fact/Opinion ○ Instructional vocabulary – adjective, opinion, sentence, verb ○ Vocabulary Cards – Power Words: half, serving, variety Big Idea Words – discover, dream, partner ○ Knowledge Maps ● Activities

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	<ul style="list-style-type: none"> meanings. L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. 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"> Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart 	<ul style="list-style-type: none"> Several grammar and writing activities including: Use the Read Aloud Book <u>Jack & the Hungry Giant</u> I Do: Display p.3 and read it aloud – model identifying the strong adjective “lovely” – Discuss how this word describes the cow and why it was used in this sentence; Repeat with the adjective “silly.” We Do – Display pages 6-7 and read them aloud. Work with children to identify strong adjectives and a verb. “Big house” “giant” – “squeezed” on p. 7 You Do – Display p. 10 and read it aloud. Have children identify the strong verb (“squinched”); p. 12 – “huge” and “strong” Build Background Knowledge Plot – Fairy Tales Text Features Key Details Listening Comprehension
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 Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to write blog posts based on information they have learned <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Review Plot – Fairy Tales Writing Corner – Have children write a sentence about a food on their “My Healthy Plate,” using capitla letters and end marks appropriately; <p>Manuscript: xX, yY – have children use handwriting models to practice.</p>		

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Module 4 – Week 4 **	<div data-bbox="304 219 672 1388"> <ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. ● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. ● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how) ● RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book). ● L.RF.K.1. Demonstrate understanding of the organization and basic features of print. ● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. ● L.KL.K.1. With prompting and support, develop knowledge of </div> <div data-bbox="693 211 1333 893"> <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the joy of kindergarten. ● Understand character's thoughts and feelings in a fictional text. ● Understand how the pictures support the text ● I can recognize the rhythm and rhyme in a poem. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary ● Write about my opinion and support it with reasons. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Have children continue to work on their opinion pieces including 1-2 sentences. Remind children to identify their opinion and reason(s). ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart </div> <div data-bbox="693 917 1197 950"> <p>Summative Assessment: Module Assessment</p> </div> <div data-bbox="1417 211 2005 1388"> <ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Getting Rest</u> ○ Big Book –"Bed" ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – "The First Day" ○ Read Aloud – <u>Getting Rest</u> ○ Big Book –"Bed" ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Fact/Opinion ○ Vocabulary Cards – Power Words: <i>peaceful, rest, relax</i>; Big Idea Words <i>–discover, dream, partner</i> ○ Knowledge Maps ○ Wrap Up Video – "Rhino Named Paul: Clean your Mitts" ● Activities <ul style="list-style-type: none"> ○ View and Respond to Wrap Up Videos – One of a Kind ○ Several grammar and writing activities including: Use the Read Aloud Book <u>Getting Rest</u>: I Do: Display p. 4 and read it aloud – model identifying the more complex sentence. "When you rest, you take time to relax and not do very much."Explain how this sentence has more than one part or idea, and how it is joined by the conjunction, "and." We Do – Display p. 11 and read it aloud – work with children to identify the complex sentence – "When you are young; you need to sleep more." You Do – Display p. 19 and read it aloud. </div>

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	<p>language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> 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>Have children identify how the sentence is more complex.</p> <ul style="list-style-type: none"> Build Background Knowledge Text Features Pictures to Text – Use echo reading Poetry – Rhythm/rhyme Listening Comprehension
Module 4 – Week 4	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer – Express likes and dislikes Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to publish their blog site and present it to the class. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Review Poetry- Rhythm/Rhyme Writing Corner – Have children research and write a sentence about one healthy habit; Manuscript: eE, kK, sS, yY, xX – have children use handwriting models to practice. 		

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

[ELA Enduring Understanding Statements](#)