

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 8 – From Plant to Plate

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, Kindergarteners have the opportunity to learn how plants become food. From down in the dirt to the top of the ground, there are many things happening that help plants grow in the garden. Children will find out how bugs, worms, snakes, and even skunks help us grow the seeds, roots, stems, leaves, and flowers that we eat. This module serves up some fun foods like peanut butter and jelly sandwiches and rainbow stew. Are you hungry yet?

Essential Question: ***How do plants become food?***

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.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back

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cover, and title page of a book).

- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- 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.
- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **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.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts**
- **W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.**

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Module 8 – Week 1</p>	<ul style="list-style-type: none"> ● 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). ● RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.TS.K.4. Recognize common types of informational texts (e.g., 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about various plants and plant parts that we can eat when reading and discussing Plants Feed Me. ● Make and check predictions about a text. ● Use text features to learn information. ● Recognize the steps in a sequence. ● Respond to text by drawing and writing ● Build knowledge and language about various plants and plant parts that we can eat when reading and discussing Plants Feed Me. ● Make and check predictions about a text. ● Use text features to learn information. ● Recognize the steps in a sequence. ● Respond to text by drawing and writing 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Plants Feed Me</u> ○ Big Book – <u>Planting Seeds</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – An Applesauce Story ○ Read Aloud – <u>Plants Feed Me</u> ○ Big Book – <u>Planting Seeds</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – opinion writing, writing process ○ Instructional Vocabulary –draft, edit, revise, opinion, pronoun, sentence, writing process ○ Vocabulary Cards – Power Words: bloom,

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	<p>biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <ul style="list-style-type: none"> • 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. • K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. • 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.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts 	<ul style="list-style-type: none"> • Respond to text by drawing and writing. • To review pronouns and possessive pronouns • To plan and write an opinion piece of writing. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Weekly Assessment –Students will plan and write an opinion writing piece. • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<p>root, seed; Big Idea Words –garden, harvest plant</p> <ul style="list-style-type: none"> ○ 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 informational text ○ Steps in a sequence ○ Print Concepts: One to One Correspondence ○ Response to Text ○ Listening Comprehension ○ Several grammar and writing activities including: ○ ○ I DO ○ Model writing your opinion piece with good handwriting. Say: Here is my opinion piece: I like watermelon best because it is juicy. I can also add a colorful drawing to show my readers. WE DO Have one or two volunteers present their final sentences. Ask questions about the work. Say: How did you begin your sentence? How did you end your sentence? YOU DO Have children use the SHARE CHAIR to present their final opinion pieces to the class. Remind them to use a clear speaking voice and to use the end mark to guide their expression. Tell audience members to practice
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<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 ○ Review Key Details ○ Reading Corner – Have children use the PARTNER READING routine to practice reading this week’s Decodable Text with fluency or practice another area of need. ○ Writing Corner – Write the Room to find and record noun and pronoun pairs; Manuscript – j,t,l – using handwriting models to practice handwriting ○ Research/Inquiry Project – Have groups work on the module project: Watch My Plant Grow Slide Show; Remind children that their focus this week is to choose what seeds they would like to plant and start recording their observations. 		
<p>Module 8 – Week 2</p>	<ul style="list-style-type: none"> ● 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). ● RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ● RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the life cycle of a plant over the course of a year, including how people, bugs, and animals help plants grow, when reading and discussing Up in the Garden and Down in the Dirt. ● Make and check predictions about a text. ● Synthesize ideas to share new understanding of a topic. ● Compare and contrast events in an informational text. ● Build knowledge and language about the life cycle of a plant over the course of a year, including how people, bugs, and animals help plants grow, when reading and discussing Up in the Garden and Down in the Dirt. ● Make and check predictions about a text. ● Synthesize ideas to share new understanding of a topic. ● Compare and contrast events in an informational 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Up in the Garden and Down in the Dirt</u> ○ Big Book –<u>Earthworms</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – An Applesauce Story ○ Read Aloud – <u>Up in the Garden and Down in the Dirt</u> ○ Big Book –<u>Earthworms</u> ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – opinion writing, writing process ○ Instructional Vocabulary –opinion, possessive, sentence, writing process, draft, edit, revise, ○ Vocabulary Cards – Power Words: burrow, soil, vine; Big Idea Words –garden, harvest plant

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	<p>from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ● 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. ● RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. ● 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.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts 	<p>text.</p> <ul style="list-style-type: none"> ● Respond to text by drawing and writing. ● To review possessive pronouns ● To plan and write an opinion piece of writing. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Weekly Assessment –Students will plan and write an opinion writing piece. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Key Details ○ Make and check predictions ○ Synthesize ○ Compare and Contrast ○ Print Concepts: One to One Correspondence ○ Make connections ○ Response to Text ○ Listening Comprehension ○ Several grammar and writing activities including: ○ I DO <ul style="list-style-type: none"> ○ Say a sentence and then write it. Model identifying the possessive and apostrophe. Say: Jayla's rake is broken. The word Jayla's is the special noun in this sentence. It has an apostrophe and shows that the rake belongs to Jayla. ○ WE DO – Work with children to rewrite the sentence using a possessive pronoun. Say: How else can I say this sentence? I can use a pronoun in place of Jayla's. Let's say the pronoun: her. Say it with me: Her rake is broken. ○ YOU DO ○ Say and write a sentence using a possessive noun. Have children identify and use possessives. Say: Harry's cat sits in the garden. What is the special noun? (Harry's) What does this noun show? (The cat belongs to Harry.) What pronoun can you use instead? (his)
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<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 ○ Review Key Details ○ Reading Corner – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need. ○ Writing Corner – Write the Room to find and record possessive nouns; Manuscript – J, u, y – using handwriting models to practice handwriting ○ Research/Inquiry Project – Have groups work on the module project: Watch My Plant Grow Slide Show. Remind children that their focus this week is to gather information and make observations about their plant's growth. 		
<p>Module 8 – Week 3</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). ● 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. ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how different kinds of food go from the farm to the places we shop when reading and discussing PB & J Hooray. ● Set a purpose for reading a text. ● Evaluate details to determine their importance. ● Recognize the steps in a sequence. ● Use signal words to retell the steps in a sequence. ● Build knowledge and language about the many steps vegetable soup takes from plant to plate when reading and discussing Growing Vegetable Soup. ● Identify the topic and central idea of an informational text. ● Identify characters, setting, and main events in fiction. ● Identify the order of events in a story. ● Respond to text by drawing and writing. ● To review how to use commas in lists. ● To plan and write a how to text. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>PB&J Hooray</u> ○ Big Book – <u>Growing Vegetable Soup</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – An Applesauce Story ○ Read Aloud – <u>PB&J Hooray</u> ○ Big Book – <u>Growing Vegetable Soup</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – writing to teach, writing process ○ Instructional Vocabulary –comma, informative, sentence, writing process, draft, edit, revise, sentence ○ Vocabulary Cards – Power Words: crop, factory, ingredient; Big Idea Words – garden, harvest plant ○ Knowledge Maps

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	<p>organization and basic features of print.</p> <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. ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. ● 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 	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Weekly Assessment –Students will plan and write a how to text. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Plot – Fairy Tales ○ Text Features ○ Key Details ○ Listening Comprehension ○ Several grammar and writing activities including: <p>I DO – Say a short sentence with a list and then write it. Model decoding the sentence and identifying the commas. Say: I can pick, pack, and pin. This sentence has a list of actions, so I put commas to separate them. Notice that and comes before my last item. Underline the list and circle the commas.</p> <p>WE DO – Work with children to write a sentence with a list. Say: We dig in sand, mud, and dust. Write the sentence with me. Which words are a list? Sand, mud, and dust. Let's underline them. Where do we need commas to show us to pause? After sand and mud. Let's circle our commas. Now let's read the sentence together.</p> <p>YOU DO – Say a sentence and have children write it. Tell them to underline the list and circle the commas. Say: She wants jam, ham, and gum. Where do we need commas? (after jam and ham) Write the sentence for children to check their work. Read the sentence together.</p>
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	<p>texts to convey ideas.</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 ○ 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 ○ Reading Corner – Have children complete a Book Review for the text they read with a partner. ○ Writing Corner – Have children use “My Observations” to write details about seeds in a list with commas; Manuscript –r, n. m – using handwriting models to practice handwriting ○ Research/Inquiry Project – Have groups work on the module project: Watch My Plant Grow Slide Show. Remind children that their focus this week is to gather information and make observations about their plant’s growth. 		
<p>Module 8 – Week 4</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). ● 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. ● RL.IT.K.3. With prompting 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the variety of different colored vegetables and how they are grown, harvested, and eaten when reading and discussing Rainbow Stew. ● Set a purpose for reading a text. ● Use the five senses to visualize what is happening in a story. ● Identify how the author uses text and pictures to achieve a purpose. ● Respond to text by drawing and writing. ● Build knowledge and language about the variety of different colored vegetables and how they are grown, harvested, and eaten when reading and discussing 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Rainbow Stew</u> ○ Big Book –<u>How Does Your Garden Grow?</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – An Applesauce Story ○ Read Aloud – <u>Rainbow Stew</u> ○ Big Book –<u>How Does Your Garden Grow?</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – writing to teach, writing process ○ Instructional Vocabulary –informative, sentence, verb, writing process, ○ Vocabulary Cards – Power Words: peel,

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	<p>and support, identify characters, settings, and major events in a story</p> <ul style="list-style-type: none"> ● RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text. ● 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. ● K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. 	<p>Rainbow Stew.</p> <ul style="list-style-type: none"> ● Set a purpose for reading a text. ● Use the five senses to visualize what is happening in a story. ● Identify how the author uses text and pictures to achieve a purpose. ● Respond to text by drawing and writing. ● Respond to text by drawing and writing. ● To review how to use commas in lists. ● To plan and write a how to text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart <p>Summative Assessment: Module Assessment</p>	<p>row, serve; Big Idea Words –garden, harvest plant</p> <ul style="list-style-type: none"> ○ Knowledge Maps ○ Wrap Up Video – “Experimenting with Seeds” ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Set a purpose ○ Author’s Purpose ○ Print Concepts: One to One Correspondence ○ Steps in a Sequence ○ Response to text ○ Listening Comprehension ○ Several grammar and writing activities including: <ul style="list-style-type: none"> ○ I DO – Model generating and organizing ideas by drawing and writing notes in the graphic organizer. Say: I chose to tell how to pick strawberries. I need to think about the steps to follow to do that. The first step is to get a bucket or basket. That goes on top: bucket or basket. ○ WE DO – Work with children to generate the next steps. Say: What do I do next? I look for ripe berries. Model drawing and writing in the second section: look for ripe berries. What is the final step? I pinch the stem and pull the berry. Draw and write in the last section: pinch stem and pull. Save the completed graphic organizer. ○ YOU DO – Have children work in small groups or independently to generate and organize steps for their activity. Tell them to think about the order of steps. Have children draw the steps in the boxes. If children are ready, encourage them to try writing words.
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	<ul style="list-style-type: none"> ● 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. 		
<p>Module 8 – Week 4</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 – 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 ○ Reading Corner – Have children use the PARTNER READING routine to practice reading familiar words accurately or to practice another area of need. Use any familiar text. ○ Writing Corner – Have children “Write the Room” to find and record fun verbs or actions they see; Manuscript –j, u. y – using handwriting models to practice handwriting ○ Research/Inquiry Project – Have groups work on the module project: Watch My Plant Grow Slide Show.: Remind children that their focus this week is to present the slide show about their observations. 		

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

[ELA Enduring Understanding Statements](#)

