

Kindergarten – Unit/Module 5 – I Can Do It!

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In Module 5:

Kindergartners often hear, “You can do it!” In this module, children will meet kids who are doing it—from daring to jump off a diving board to learning tai chi.

Despite their young age and varied abilities, children see that with a little hard work, some practice, and perseverance, they too can achieve their goals. So let’s do it!

Essential Question: *What does it mean to try hard?*

**Standards Covered in Current Unit/Module**

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### 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.
- 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).
- 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 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.
- 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).
- 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.
- **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.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.**

### Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Module 5 – Week 1</b></p>	<ul style="list-style-type: none"> <li>● <b>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</b></li> <li>● <b>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</b></li> <li>● <b>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</b></li> <li>● 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,</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about persevering when one is afraid while reading and discussing Jabari Jumps.</li> <li>● Make and check predictions about a story.</li> <li>● Identify characters, setting, and main events in fiction.</li> <li>● Use picture and text clues to identify and describe how a character acts, speaks, thinks, and feels.</li> <li>● Identify how a character's feelings change from the beginning of the story to the end.</li> <li>● Build knowledge and language about persevering and asking for help when needed while reading and discussing The Electric Slide and Kai.</li> <li>● Use picture and text clues to identify and describe how a character acts, speaks, thinks, and feels.</li> <li>● Identify characters, setting, and events in fiction.</li> </ul>	<ul style="list-style-type: none"> <li>● Texts                             <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Jabari Jumps</u> – <b>Focal Text</b></li> <li>○ Big Book – <u>The Electric Slide and Kai</u></li> </ul> </li> <li>● Materials – Whole Group                             <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – Training Wheels</li> <li>○ Read Aloud – <u>Jabari Jumps</u></li> <li>○ Big Book – <u>The Electric Slide and Kai</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ <b>Anchor Chart – Character Clues, Story</b></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● why, how).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● 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.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Read text left to right with a return sweep.</li> <li>● Blend and read words using previously taught decoding skills.</li> <li>● Respond to the text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Draft and revise a narrative writing piece.</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Weekly Assessment – Students will draft a narrative about helping someone.</b></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>Writing, Writing Process, Editing Checklist</b></p> <ul style="list-style-type: none"> <li>○ <b>Instructional Vocabulary – dialogue, narrative, sentence, writing process</b></li> <li>○ Vocabulary Cards – Power Words: <b>important, scared, surprise</b>; Big Idea Words – <b>practice, proud, success</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>○ Make and Check Predictions</li> <li>○ Character Clues</li> <li>○ Character feelings</li> <li>○ <b>Several grammar and writing activities including: Brainstorming the Narrative Writing</b> <ul style="list-style-type: none"> <li><b>I Do – Model generating ideas – Say, “I can think about situations where someone might need to be brave. Remember, our stories can be real things or make believe.”</b></li> <li><b>We Do – Brainstorm ideas together</b></li> <li><b>You Do – Have students work with small groups or independently to generate their ideas. Tell them to think about being brave and draw their story ideas. If children are ready, have them write nouns, verbs, or adjectives.</b></li> </ul> </li> <li>○ <b>Several grammar and writing activities including: Use <u>Jabari Jumps</u> as a focal text to introduce dialogue –</b> <ul style="list-style-type: none"> <li><b>I Do – Display p. 3 and read it aloud. Model identifying the dialogue and quotation marks. Say, “I’m jumping off the diving board today,”Jabari told his dad. Review the quotation marks</b></li> <li><b>We Do – p. 5</b></li> <li><b>You Do – p. 9</b></li> </ul> </li> </ul> </li> </ul>
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<p><b>Module 5 – 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>○ Practice summarizing a text.</li> <li>○ 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.</li> <li>○ <b>Writing Corner – Have children Write the Room to find and write words with short vowels.; Manuscript practice q, Q, w, W</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: I Can Make a Difference: Remind children that their focus this week is to brainstorm and record causes and then choose the best cause by voting, tallying the votes, and announcing the result.</li> </ul>		
<p><b>Module 5 – Week 2</b></p>	<ul style="list-style-type: none"> <li>● <b>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</b></li> <li>● <b>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</b></li> <li>● <b>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</b></li> <li>● 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).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● When reading and discussing The Little Red Hen (Makes a Pizza), build knowledge and language about trying hard to accomplish something, even when you don’t get help.</li> <li>● Discuss the characteristics of a folktale.</li> <li>● Identify characters, setting, and main events in a folktale.</li> <li>● Use text and picture clues and background knowledge to make inferences.</li> <li>● Make inferences to identify character traits.</li> <li>● Build knowledge and language about perseverance and hard work when reading and discussing The Little Red Hen On Stage.</li> <li>● Discuss the characteristics of a play.</li> <li>● Identify characters, setting, and main</li> </ul>	<ul style="list-style-type: none"> <li>● Texts             <ul style="list-style-type: none"> <li>○ Read Aloud – <u>The Little Red Hen (Makes a Pizza)</u></li> <li>○ Big Book – <u>The Little Red Hen On Stage</u></li> <li>○ Materials – Whole Group</li> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud – <u>The Little Red Hen (Makes a Pizza)</u></li> <li>○ Big Book – <u>The Little Red Hen On Stage</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ <b>Anchor Chart – Character Clues, Story Writing, Writing Process, Editing Checklist</b></li> <li>○ <b>Instructional Vocabulary – narrative, preposition, sentence, writing process</b></li> <li>○</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● 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.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 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</li> </ul>	<p>events in a play.</p> <ul style="list-style-type: none"> <li>● Compare and contrast characters in two versions of the same story.</li> <li>● Blend and read words using previously taught decoding skills.</li> <li>● Respond to the text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary; identify synonyms and antonyms.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Draft and revise a narrative writing piece.</b></li> <li>● <b>Identify a preposition</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – <b>Weekly Assessment – Students will draft a narrative about a favorite activity.</b></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>○ Vocabulary Cards – Power Words: <b>busy, help, neighborhood</b>; Big Idea Words – <b>practice, proud, success</b></li> <li>○ Knowledge Maps</li> <li>● Activities             <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Plot – Character Clues</li> <li>○ Listening Comprehension</li> <li>○ <b>Several grammar and writing activities including: Review Prepositions</b></li> </ul> </li> </ul> <p><b>I Do – Say a sentence and write another sentence. Work with children to identify the preposition. Say: I took jars from the cabinet. The word from is the preposition in this sentence. It joins jars to the cabinet; From helps tell me where the jars were.</b></p> <p><b>We Do – Say and write another sentence. Work with children to identify the preposition; Say: She put jam on the bread. Let's say the preposition: on What does it link? Jam and the bread</b></p> <p><b>You Do – Say and write a sentence. Have children identify the preposition. Say: He set the spoon by the bowl. What is the preposition? (by) What does it help tell us? (where he set the spoon); Repeat the <b>YOU DO</b> process with additional sentences that have prepositions. Have children say each sentence.</b></p> <p><b>* For additional practice and application, have children work together or independently on myBook Grammar Practice p. 111</b></p>
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<p><b>Module 5 – 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 – Have children use the PARTNER READING routine to practice reading this week's Decodable Text with fluency or practice another area of need.</li> <li>○ <b>Writing Corner – Have children independently work on their story about helping someone; Manuscript practice v,V,z,Z</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: I Can Make a Difference. Remind children that their focus this week is to set a goal for the cause and then gather information about it by reading texts or viewing media.</li> </ul>		
<p><b>Module 5 – Week 3</b></p>	<ul style="list-style-type: none"> <li>● <b>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</b></li> <li>● <b>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</b></li> <li>● <b>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</b></li> <li>● 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).</li> <li>● 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)</li> <li>● RI.Cl.K.2. With prompting and support, identify the main topic</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about persevering and not giving up when reading and discussing Ish.</li> <li>● Make and check predictions about a story.</li> <li>● Identify characters, setting, and main events in a story.</li> <li>● Make inferences to identify the problem and solution in a story.</li> <li>● Respond to the text by drawing and writing</li> <li>● Build knowledge and language about practice and patience while learning to play musical instruments when reading and discussing Let's Make Music!</li> <li>● Use text features to find information.</li> <li>● Identify the topic, central idea, and key details in an informational text.</li> <li>● Practice reading from left to right with a return sweep.</li> <li>● Blend and read words using previously taught decoding skills.</li> <li>● Understand the meaning of new vocabulary.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Draft and revise a narrative writing piece.</b></li> <li>● <b>Write a complex sentence</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<ul style="list-style-type: none"> <li>● Texts             <ul style="list-style-type: none"> <li>○ Read Aloud – <u>ish</u></li> <li>○ Big Book – <u>Let's Make Music</u></li> </ul> </li> <li>● Materials – Whole Group             <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud – <u>ish</u></li> <li>○ Big Book – <u>Let's Make Music</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ <b>Anchor Chart – Character Clues, Story Writing, Writing Process, Editing Checklist</b></li> <li>○ <b>Instructional Vocabulary – conjunction, personal narrative, writing process</b></li> <li>○ Vocabulary Cards – Power Words: <b>allow, energized, inspire</b>; Big Idea Words – <b>practice, proud, success</b></li> </ul> </li> </ul>

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	<p>and key details of an informational text (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● 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.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Assessment – <b>Students will draft a narrative about a favorite activity.</b></li> <li>●</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>○ Knowledge Maps</li> <li>● Activities             <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Make and Check Predictions</li> <li>○ Make Inferences</li> <li>○ Plot: Problem and Solution</li> <li>○ Text Features</li> <li>○ Key Details</li> <li>○ Listening Comprehension</li> <li>○ <b>Several grammar and writing activities including: Review more complex sentences with conjunctions. Guide children to combine sentences.</b></li> </ul> </li> </ul> <p><b>Say: Remember, sentences that are more complex combine two or more ideas. The ideas are often joined with conjunctions such as and, but, or because. Because tells us why something is the way it is. And tells us there will be more than one thing or idea. But tells us something different is coming next.</b></p> <p><b>I DO – Say two related sentences and then write them. Model combining the sentences with a conjunction. Say: He listens. He plays the sounds. I can combine these two sentences into one sentence. I can use the word and to join them. He listens, and he plays the sounds.</b></p> <p><b>WE DO – Say two more related sentences and</b></p>
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			<p>work with children to combine them with a conjunction. Say: I got better. I practiced. What word could we use to join these sentences? Because. Let's say our new sentence: I got better because I practiced.</p> <p><b>YOU DO</b> – Say and write two related sentences. Have children name a conjunction and join the sentences. Say: It's loud. I like it. What word can join these sentences? (but) Say the new sentence. (It's loud, but I like it.)</p> <p>As time allows, repeat the <b>YOU DO</b> process with the following: Jacob likes drums. He does not like violin. (but) I play trumpet. It's fun. (because)Kiara tried karate. She tried painting. (and)</p>
<p><b>Module 5 – Week 3</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> <li>○ Research/Inquiry Project – Have children work on the “I Can Make a Difference” – Remind children that their focus this week is to create a flyer to raise awareness about the class cause.</li> </ul> <p>Small Group/Differentiation – Activities</p>		

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	<ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Plot</li> <li>○ Reading Corner – Have children complete a Book Review for the text they read with a partner.</li> <li>○ <b>Writing Corner – Have children use <u>Write a List</u> to make a list of things they know how to do. Encourage children to revisit texts for ideas as needed.</b></li> </ul>		
<p><b>Module 5 – Week 4</b></p>	<ul style="list-style-type: none"> <li>● <b>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</b></li> <li>● <b>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</b></li> <li>● <b>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</b></li> <li>● 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).</li> <li>● 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)</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● 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).</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● L.RF.K.4. Read emergent-reader</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about going after one's dreams when reading and discussing Dancing through Space: Dr. Mae Jemison Soars to New Heights.</li> <li>● Discuss characteristics of a biography.</li> <li>● Identify people, places, and events in a true story.</li> <li>● Make inferences to answer questions about a true story.</li> <li>● Use picture and text clues to describe how a person in a true story acts, speaks, thinks, and feels.</li> <li>● Build knowledge and language about learning new things and perseverance when reading A Morning with Grandpa.</li> <li>● Use picture and text clues to describe how a character acts, speaks, thinks, and feels.</li> <li>● Identify characters, setting, and events in fiction.</li> <li>● Read a text with unconventional directionality.</li> <li>● Blend and read words using previously taught decoding skills.</li> <li>● Respond to text by drawing and writing</li> <li>● Understand the meaning of new vocabulary</li> </ul> <ul style="list-style-type: none"> <li>● <b>Draft and revise a narrative writing piece.</b></li> <li>● <b>Understand signal words</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – <b>Students will draft a narrative about not giving up.</b></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>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Dancing through Space</u></li> <li>○ Big Book – <u>A Morning with Grandpa</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Wrap Up Video – “The First Day”</li> <li>○ Read Aloud – <u>Dancing through Space</u></li> <li>○ Big Book – <u>A Morning with Grandpa</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Character Clues</li> <li>○ <b>Anchor Chart – Character Clues, Story Writing, Writing Process, Editing Checklist</b></li> <li>○ <b>Instructional Vocabulary – personal narrative, signal word, writing process</b></li> <li>○ Vocabulary Cards – Power Words: <b>spotted, choreography, soaring</b> Big Idea Words – <b>practice, proud, success</b></li> <li>○ Knowledge Maps</li> <li>○ Wrap Up Video – Let’s Go to Work</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Wrap Up Videos – Zack’s Shack</li> <li>○ Build Background Knowledge</li> <li>○ Make Inferences</li> <li>○ Character Clues</li> <li>○ Print Concepts: Directionality</li> <li>○ Foundational Skills in Context</li> <li>○ Response to Text</li> </ul> </li> </ul>

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	<p>texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <ul style="list-style-type: none"> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 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.</li> </ul>		<ul style="list-style-type: none"> <li>○ Listening Comprehension</li> <li>○ <b>Several grammar and writing activities including:</b>  <b>Say: Remember, signal words are words or phrases that authors use to help their readers understand the order of events in their writing.</b></li> </ul> <p><b>I DO</b></p> <p><b>Say a short sentence and then write it. Model adding a signal word. Say: Sam drew some lines. I want to add signal words to show this is at the beginning. I'll add one day. Add the signal words and say the new sentence: One day, Sam drew some lines.</b></p> <p><b>WE DO</b></p> <p><b>Say and write another sentence and work with children to add a signal word. Say: He drew some dots. What signal word can we add to show this is in the middle? Then or next. Read the new sentence with me: Next, he drew some dots.</b></p> <p><b>YOU DO</b></p> <p><b>Say and write a sentence and have children add a signal word. Say: Sam had a silly giraffe. What signal word can you use to show this is the end? (at last, finally) Add the signal word or phrase and read the sentence</b></p>
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			<p>together.</p> <p>For additional practice and application, have children work together or independently on myBook Grammar Practice page 129.</p>
<p><b>Module 5 – Week 4</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 – Express likes and dislikes</li> <li>○ Research/Inquiry Project – Have children work on the “I Can Make a Difference.” – Remind children that their focus this week is to reflect on their part in the project by making and sharing an “I Can Make a Difference!” poster that shows how they contributed to the class cause.</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Central Idea and Key Details</li> <li>○ 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.</li> <li>○ <b>Writing Corner – Have children independently work on their story about not quitting.</b></li> </ul>		

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

[ELA Enduring Understanding Statements](#)