

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Kindergarten – Unit/Module 9 – Animal Habitats

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, Kindergarteners will learn that animals live everywhere, from the lush rainforests, to the arid deserts, to the freezing polar regions. Their habitats may seem like different worlds, but all animals need water, food, and shelter to survive. These things are what makes a habitat a home. In this module, children get up-close with black bears and bumblebees, with penguins and peccaries. They discover how each animal is uniquely suited to its environment – and see that animals' needs aren't so different from their own.

Essential Question: *What makes a habitat a home?*

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.
- 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).

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- 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.
- **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**

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Module 9 – Week 1</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) ● 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. ● 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 	<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 ● Respond to text by drawing and writing. ● To review subject and verb agreement ● To plan a book report to share a reader's opinion <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment –Students will begin to draft a book report. ● 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 – Being Fit ○ Big Book – Germs Are Not For Sharing ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – The Playground ○ Read Aloud – Being Fit ○ Big Book – Germs Are Not For Sharing ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – opinion writing, writing process ○ Instructional Vocabulary –opinion, subject, sentence, verb, writing process ○ 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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	<p>support comprehension.</p> <ul style="list-style-type: none"> ● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. ● 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>informational text</p> <ul style="list-style-type: none"> ○ Listening Comprehension ○ Several grammar and writing activities including: ○ GATHER INFORMATION – Have children turn to myBook Opinion Writing page 216. <p>I DO – Display the cover of your chosen nonfiction book. Say: My book is Plants Feed Me. I will write the title so I have that information ready for my book report. This title has three words. Remember, they all start with uppercase letters because this is a special proper noun. Model printing and capitalizing each word.</p> <p>WE DO – Work with children to record the author's name. Say: I will also need the author's name. Where can I find it? (on the cover, under the title) Read it aloud. What do we need at the beginning of the author's first and last names? (uppercase letters) Write the name.</p> <p>YOU DO – Have e children work with small groups or independently to record the title and author of the book they chose on myBook Opinion Writing page 216. Have children use the book cover to help them spell each word.</p>
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<p>Module 9 – 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 – Have the students use word cards to create a sentence and then write it.; Manuscript – c,o,a – using handwriting models to practice handwriting ○ 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. 		
<p>Module 9 – Week 2</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 	<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 synonyms and antonyms. ● Respond to text by drawing and writing. ● To review how to write with dialogue. ● To draft a book report to share a reader's opinion <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Student will draft a book report. ● 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>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> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – opinion writing, writing process ○ Instructional Vocabulary –dialogue, draft, opinion, sentence, summarize, writing, process, visual ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge

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	<p>support, develop knowledge of language and its conventions when speaking and listening.</p> <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.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"> ○ Key Details ○ Author's Craft ○ Print Concepts: Directionality ○ Listening Comprehension ○ Several grammar and writing activities including: ○ REVISE A BOOK REPORT – Display the Writing Anchor Chart: Writing Process to review the steps. Say: We have already written our first draft. Now we will work on revising our draft. When you revise, you think about whether you said what you wanted to say. Think about whether you have all the parts of a book report. <p>Display the Writing Anchor Chart: Editing Checklist. Say: When we edit, we fix things like spacing, capital letters, punctuation, and spelling. Display one of your draft sentences with a few errors: i like the rt because it colorful</p> <ul style="list-style-type: none"> ○ I DO – Model using your draft to revise. Say: Did I say what I want to say in my book report? Do I have all the right parts? My sentence says it colorful. That's not correct. I meant it is colorful. Revise the sentence. Now I have the right words. ○ WE DO — Work with children to edit the draft using the checklist. Model making corrections as you go. Say: Do I have the right spacing between my words? Did I use capital letters correctly?
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			<p>(Capitalize I.) Did I use punctuation? (Add a period.) What about spelling? I spelled art wrong. Now let's look at our sentence: I like the art because it is colorful. That's better!</p> <p>YOU DO – Have children turn to myBook Drafting page 223 and work with small groups or independently to revise and edit their drafts. Remind them to use the Editing Checklist to help them remember what to look for.</p>
<p>Module 9 – 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 – Have students work on their book report.; Manuscript – d, g, q – using handwriting models to practice handwriting ○ 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. 		

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<p>Module 9 – 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.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 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. ● 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>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. ● Respond to text by drawing and writing. ● To review adjectives. ● To draft a book report to share a reader's opinion <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Students will draft a book report. ● 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>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 – opinion writing, writing process ○ Instructional Vocabulary –adjective, opinion, writing process, author, retell, writing process, article, ○ Knowledge Maps ● 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: ○ RETELL A BOOK – Display the Graphic Organizer: Story Map. Have children turn to myBook Graphic Organizer page 232. <p>I DO – Model generating and organizing ideas by drawing and writing in the graphic organizer. Say: I chose the book Apple Pie 4th of July. I need to think about what happened in this story. I can look through the book to remind myself. At the beginning, the girl is upset because her family's store is open on the Fourth of July,</p>
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			<p>but she thinks no one will want to buy their Chinese food. That goes in the top box. Model writing girl thinks no one will buy food.</p> <p>WE DO – Work with children to generate ideas for the middle and end. Say: Let's remember what happens in the middle: Customers start to come for Chinese food. The store gets busy. This can go in the middle box. Let's remember what happens at the end: After they close the store, the girl and her family eat apple pie and watch the fireworks. Model recording notes for the middle and end. Save the completed graphic organizer.</p> <ul style="list-style-type: none"> ○ YOU DO – Have children work in small groups or independently to retell their chosen fiction books. Have children draw and write the beginning, middle, and end in the boxes. Tell children they will use their graphic organizers when they write.
<p>Module 4 – 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 ○ 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 – Have the children search the room to find and record words with long vowels; Manuscript – s, f, e – using handwriting models to 		

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	<p>practice handwriting</p> <ul style="list-style-type: none"> ○ 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. 		
<p>Module 4 – 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.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 	<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 ● Respond to text by drawing and writing. ● To review signal words and transition words. ● To publish a book report to share a reader’s opinion <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Students will publish a book report. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart <p>Summative Assessment: Module Assessment</p>	<ul style="list-style-type: none"> ● 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 – opinion writing, writing process ○ Instructional Vocabulary –draft.opinion writing, retell, signal words, edit, writing process, visual ○ 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 ○ Build Background Knowledge ○ Text Features ○ Pictures to Text – Use echo reading ○ Poetry – Rhythm/rhyme ○ Listening Comprehension

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	<p>language and its conventions when speaking and listening.</p> <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.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"> ○ Several grammar and writing activities including: ○ DRAFT A BOOK REPORT – Display your completed Graphic Organizer: Opinion and Reasons. Have children look at their completed myBookGraphic Organizer page 236. Review your draft retelling. <p>I DO – Model using the graphic organizer to write a sentence using because. Say: I decided I like the food in this book. My reasons are “it sounds yummy” and “it shows what people eat.” Now I can write a sentence. I will use because to tell my reason. I like the food because it sounds yummy.</p> <p>WE DO – Work with children to write a concluding sentence. Say: Now I need to end my book report. What could we say that retells my opinion of the whole book? This book is great. Model writing the sentence.</p> <p>YOU DO – Have children turn to myBook Drafting page 237 and work in small groups or independently to continue drawing or writing their book reports using their completed graphic organizers. As time allows, have children draw or write a concluding sentence.</p>
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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○ 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 – Have the children work on their book report.; Manuscript – v, w, x, z, k – using handwriting models to practice handwriting○ 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.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)