

## Module 0

### 2<sup>ND</sup> Grade Curriculum Map Literacy & Integrated Content

#### MODULE 0 SUMMARY

*In a flash, every beast in the zoo was stampeding to learn something about this new something called reading.*

- Judy Sierra

Module 0 is a brief module that introduces students and teachers to *Wit & Wisdom*'s key components and features. This introductory module also serves to cultivate a community of readers and writers. The *Wit & Wisdom* design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and cultivates academic discourse that values inquiry, open-mindedness, and reasoning.

In Module 0 for Grades K–2, students are invited to experience the joy and power of reading as they explore the world of knowledge available through books. In *Wild about Books*, a playful story by Judy Sierra, students follow along as the animals at the zoo delve into the world of books and reading. Students also learn the importance of writing about what they read as they practice responding to ideas from the text. Additionally, students begin their yearlong exploration of visual art as they analyze [I and the Village](#), a painting by Marc Chagall. This provides an opportunity to examine artistic elements such as color, line, and shape, consider what they reveal about the essential meaning of a painting, while adding to students' understanding of how close reading and observation build knowledge.

Focusing on suggested texts for the specific grade band, the six lessons in Module 0 guide students through the Content Stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1–4. Instructional routines, like Think-Pair-Share or Gallery Walk, are multistep practices designed to build independence by instilling the habits of mind that expert readers use. Module 0 creates a foundation for these instructional routines, and it gives students space to practice and reflect on how the routines support their development of understanding. Instructional strategies, like annotation and sentence frames, provide students with tools and scaffolds to engage with the text. Because the main purpose of Module 0 is to build classroom culture and introduce *Wit & Wisdom* practices and routines, so the lessons in this module spend less time on content knowledge than most *Wit & Wisdom* lessons.

Module 0 builds students' joy of reading as it sets them up for successful encounters with texts and offers opportunities to practice new routines and strategies they will later use to achieve curricular goals. Although Module 0 includes informal assessments designed to help you get to know your students, it has no formal assessment tasks. Above all, students should leave Module 0 eager to begin Module 1 and equipped with the tools to approach a great text and discover the rewards of reading.

Module 0 is designed to fit the needs of your classroom. Prior to starting Module 0 with students, read through this Overview and each of the six lessons. Review the length and scope of the lessons to plan for the beginning of the year at your school. Consider the following questions:

- Are the lessons longer or shorter than the time allotted for English Language Arts or literature classes? If so, consider whether to trim or extend the lessons. Suggestions for these modifications can be found throughout the lessons.
- Would you prefer to use an alternate text at the beginning of the year? In most lessons, each of the Content Stages and instructional routines can be introduced with any grade-level-appropriate, high-quality text. The best texts for this purpose are accessible to students, highly engaging, and rich with opportunities for close reading. See [Appendix A: Alternate Texts](#) for grade-level suggestions, or choose another high-quality text. Appendix A of the Common Core State Standards includes more guidelines on choosing complex texts.
- Are students unfamiliar with some of the instructional routines introduced and practiced in the lessons? If so, consider which instructional routines students need to practice.

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(See the Instructional Routines section in the “Resources” chapter of the *Wit & Wisdom* Implementation Guide for more information.)

- Are students unfamiliar with some of the vocabulary introduced and explored in the lessons? For the purpose of Module 0, [Appendix B: Vocabulary](#) is included as a resource and reference for the vocabulary introduced and explored in these lessons. Note that in Modules 1–4, Appendices A–E are included in the Teacher Edition.
- Are students new to a classroom environment? Module 0 contains special scaffolds to support the unique needs of beginning-of-the-year Kindergarten students. These supports can be found at point of use and are indicated with the label “Kindergarten Scaffold.” These scaffolds may also be useful for Grade 1 students in need of additional support.

**MODULE LEARNING GOALS**

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom’s lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

**KNOWLEDGE GOALS**

- Recognize that there are many types of books, and readers can find a book to fit their needs and interests.
- Analyze the way illustrations can contribute to the understanding of a story.
- Explain the role that reading plays in building knowledge.

**CORE TEXTS**

**Picture Book**

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

**Painting**

- [I and the Village](#), Marc Chagall

**ALTERNATIVE TEXTS**

Any accessible, short narrative poem or literary text that engages your students and connects to the content of the module, such as

- *Ms. Nelson Is Missing*, Harry G. Allard Jr. and James Marshall; Illustrations, James Marshall
- *Miss Bindergarten Gets Ready for Kindergarten*, Joseph Slate; Illustrations, Ashley Wolff

Any favorite, accessible, short informational text that engages your students and connects to the content of the module, such as

- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters; Illustrations, Nancy Carpenter

**TRANSFER GOALS**

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Transfer goals highlight the effective use of understanding, knowledge and skill that we want students to be able to do when they confront new challenges, both in and out of school. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

<b>KNOWLEDGE</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING/LISTENING</b>	<b>LANGUAGE</b>
<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Engage in the explorations of reading a variety of text to build a culture of reading, writing, and discussion.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Enjoy reading and use instructional strategies and routines to build independence by instilling the habits of mind that expert readers use.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Use writing as a way to express knowledge.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Communicate effectively for varied purposes and audiences.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p>

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**Module 0**  
**Lessons 1-5**  
**ESSENTIAL QUESTION:** How does reading help us learn?  
**WRITING:** Informative Writing  
**FOCUS QUESTION:** How does the librarian make reading fun in *Wild about Books*?

SMALL GROUP / INDEPENDENT			
Decodable text in K-1.	Tier 2 intervention for students who need a “double- dose” of Fundation.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wisdom Module.

LESSON & ASSESSMENTS	LEARNING GOALS/ STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ GRAMMAR
L1 <b>Lesson at a Glance</b> p. 8	Make observations about <u>Wild about Books</u> Share an observation by completing a sentence frame.	<u>Wild About Books</u> Judy Sierra	<b>Wonder:</b> What do I notice and wonder about Wild about Books?		
L2 <b>Lesson at a Glance</b> p. 18	In this lesson, students work to understand the story of <u>Wild about Books</u> , identifying how and why Molly came to arrive at the zoo, and what the animals learned about reading	<u>Wild About Books</u> Judy Sierra	<b>Wonder:</b> What do I notice and wonder about Wild about Books?	<b>Examine:</b> Why is it important to write about what I read?	Set-up Vocabulary Journal
L3 <b>Lesson at a Glance</b> p. 28	Identify how words and pictures work together in <u>Wild about Books</u> to communicate key details and meaning.  Make an observation about the	<u>Wild About Books</u> Judy Sierra	<b>Reveal:</b> What does a deeper exploration of the words and illustrations reveal in	<b>Experiment:</b> How does writing about what I read work?	

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LESSON & ASSESSMENTS	LEARNING GOALS/ STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ GRAMMAR
	relationship between words and pictures in a Think-Pair- Share.		Wild about Books		
<p style="text-align: center;">L4</p> <p><b>Lesson at a Glance</b> p. 38</p>	<p>In this lesson, students go beyond a literal understanding of <u>Wild about Books</u> as they respond to questions that explore the story’s essential meaning and consider how <u>Wild about Books</u> illuminates how reading is both fun and knowledge building.</p>	<p><u>Wild About Books</u> Judy Sierra</p>	<p><b>Distill:</b></p> <p>What is the essential meaning of Wild about Books?</p>	<p><b>Execute:</b></p> <p>How do I write about Wild about Books?</p>	
<p style="text-align: center;">L5</p> <p><b>Lesson at a Glance</b> p. 48</p>	<p>Discuss how <u>Wild about Books</u> builds knowledge of reading.</p> <p>Participate in a Socratic Seminar.</p> <p>Improve writing by responding to peer feedback.</p> <p>Add a detail to a Response Journal entry after receiving feedback from a peer</p>	<p><u>Wild About Books</u> Judy Sierra</p>	<p><b>Know:</b></p> <p>How does Wild about Books build my knowledge?</p>	<p><b>Excel:</b></p> <p>How do I improve my writing?</p>	

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Lesson 6 ESSENTIAL QUESTION: How does reading help us learn? WRITING: Informative Writing FOCUS QUESTION LESSON: What can we learn from studying visual art?						
LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ GRAMMAR	HEGGERTY WILSON
L6  Lesson at a Glance p. 58	Describe how Marc Chagall uses color and shape to tell a story in I and the Village.  <a href="#">Complete Handout 6A</a>	<a href="#">I and the Village</a> , Marc Chagall	<b>Know:</b>  How does this painting build my knowledge of art?			<b>Heggerty</b> Week 2 pp. 4-6  <b>Wilson</b> U1 Week 1 Day 4 Level 2 TE pp. 80-81

SOCIAL STUDIES Correlation to MODULE 0 Lessons 1-6			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS WRITING
<b>G922</b> Describe ways different cultures help shape the diversity of a community, place, or region. <b>C321</b> Interpret rules and laws as they relate to students.	<b>Unit:</b> Living and Working Together in a Community <b>Lesson:</b> Rules and Authority  <b>Essential Question(s):</b> Is the classroom a community? Do we have to have rules? <b>Supporting Question(s):</b> What is a learning community? What is important to me (my values) and how do I show them? Can we make classroom rules that reflect	Use books below to help define a school community. Epic! -Books for Kids <a href="https://www.getepic.com">https://www.getepic.com</a> Type in the title of the book to search for it. <u>Working at a School</u> by Katie Marsico <u>My School Community</u> by Bobbie Kalman Inquiry: <a href="#">Do We Have to Have Rules?</a>  Includes detailed instructions for conducting inquiry and resources. The following inquiry helps guide students to understand the importance of rules and how they reflect what is important them. Students will explore what should be happening in their classroom	Inquiry Formative Assessments:  List examples of classroom behaviors that are important to us and explain why?  Categorize our list and use the to establish a set of classroom rules.

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	<p>what is important to us (values)?          What is a timeline?</p> <p>Anti-bullying curriculum lessons 1-6 will be taught during the first 9 weeks of school. Refer to <a href="#">Bully-Proofing Your School Working with Victims and Bullies</a></p> <p><a href="#">Click Here for Additional Resources to Support Bullying Curriculum and Address the Topic: (Use throughout the nine weeks)</a></p> <p><a href="#">Recess Queen: Video Responsibility &amp; Leadership</a> - A wonderful story by Alexis O'Neill about a bully who has a change of heart thanks to a sweet little girl.</p> <p><a href="#">A Bad Case of Tattle Tongue (student skit based on the book)</a>  <a href="#">Bad Case of the Stripes</a> by David Shannon (10:00)  <a href="#">Chrysanthemum (7:32)</a>  <a href="#">Interrupting Chicken (4:32)</a>  <a href="#">The Sneetches (12:36)</a></p>	<p>in order for them to be safe and where learning can occur? What rules are needed to make this happen?</p> <p><b>BEFORE READING:</b> Introduce the vocabulary: community          Define the word &amp; discuss the need for rules &amp; laws in a community. Brainstorm different types of communities. Begin by asking students to create a T-chart with "Rules We Like" on one side &amp; "Rules We Dislike" on the other. Make a connection to how this relates to what we think is important or value. Next, students should role play different scenarios in the inquiry &amp; discuss: 1) how they felt in the scenario &amp; why, 2) the rule(s) evident in the situation, and 3) what idea or value they think is represented by the rule they named. Finally, work with students to craft a working definition of the term value. Use pp. 5-6 on inquiry to guide this part of the lesson.</p> <p><b>DURING READING:</b> Three supporting questions guide students in their inquiry to explore the role of values in the creation of rules, to examine the connection between group values and the creation of community rules, and to investigate what can happen in the absence of rules. Use the featured sources (readings) to complete the performance task for each question. (Refer to teacher guidelines for each supporting questions and formative performance task)</p> <p><b>AFTER READING:</b> (At the conclusion of the inquiry) Agree or disagree—Do we have to have rules? Class T-chart---Evidence for "Yes, Rules Are Always Necessary"/Evidence for No, Rules Are Not Always Necessary  <a href="#">Create a Classroom Promise---Lesson</a>  <a href="#">Getting to Know Your Classmates Graph Activity</a>          Use the following social studies to book to introduce</p>	<p>Create a two-sided argument chart with reasons for and against rules.</p> <p>TCM - <a href="#">Primary Source Reader: You and the Law Quiz (p. 138)</a></p>
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		<p>laws and relate to rules in your classroom and school. Discuss how laws reflect behaviors that are important to people.</p> <p><b>TCM</b> -<a href="#">Primary Source Reader: You and the Law</a>  Lesson pp.129-138  Primary Source Activity p. 133  Design a Sign p.137  <b>Lesson:</b>  <a href="#">During Reading Writing Activity (p. 131)</a>  <a href="#">"You Decide" (p. 135)</a>  Exploring Social Studies: Arkansas Edition  What Do Rules Mean? P.21  Diversity in Arkansas p.42  <a href="#">Central Arkansas Library System (CALs) Quick links—Bookflix—You will need a library card number to access.</a>  <a href="#">The Teacher from the Black Lagoon</a> by Mike Thaler  <a href="#">Teacher from the Black Lagoon Lesson Guide</a>  <b>BookFlix</b> Family and Community Section</p>	
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