

Module 0

1st Grade Curriculum Map Literacy and 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.

MODULE LEARNING GOALS

Module 0
1st Grade Curriculum Map Literacy and Integrated Content

- 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
MODULE 0

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.

KNOWLEDGE	READING	WRITING	SPEAKING/LISTENING	LANGUAGE
Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:

Module 0
1st Grade Curriculum Map Literacy and Integrated Content

READING FOUNDATIONAL SKILLS	
<p align="center">STANDARDS</p> <p>RF.1.1d Demonstrate understanding of the organization and basic features of print (name all upper and lower case letters)</p>	<p align="center">STUDENT FRIENDLY LANGUAGE FOUNDATIONAL</p> <p align="center">I can...</p> <p>I can hear and say consonants sounds for t, b and f</p> <p>I can hear and say consonants sounds for n and m</p> <p>I can hear and say short vowel sounds for l and u</p> <p>I can hear and say consonants and vowel sounds for c and o</p> <p>I can hear and say consonants and vowel sounds for t,b, f, n, m, i, u, c and o</p>

Module 0
Lessons 1-5
ESSENTIAL QUESTION: How does reading help us learn?
WRITING: Informative
FOCUS QUESTION: What can we learn from studying visual art?

LESSON & ASSESSMENTS	LEARNING GOALS STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR	HEGGERTY WILSON
---------------------------------	---------------------------------	-------------	---------------------------------	--------------------------------	-------------------------------------	------------------------

Module 0
1st Grade Curriculum Map Literacy and Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR	HEGGERTY WILSON
<p style="text-align: center;">L1</p> <p>Lesson at a Glance</p>	<p>Make observations about <i>Wild about Books</i></p> <p>Share an observation by completing a sentence frame.</p>	<p><i>Wild About Books</i> Judy Sierra</p>	<p>Wonder: What do I notice and wonder about Wild about Books?</p>			<p>Heggerty Week 1 pp. 1-3 (Heggerty will begin on Tuesday, August 13, 2019.)</p> <p>Wilson Orientation Level 1 pp.62-65</p>
<p style="text-align: center;">L2</p> <p>Lesson at a Glance</p>	<p>In this lesson, students work to understand the story of <i>Wild about Books</i>, identifying how and why Molly came to arrive at the zoo, and what the animals learned about reading</p>	<p><i>Wild About Books</i> Judy Sierra</p>	<p>Wonder: What do I notice and wonder about Wild about Books?</p>	<p>Examine: Why is it important to write about what I read?</p>	<p>Set-up Vocabulary Journal</p>	<p>Heggerty Week 2 pp. 4-6</p> <p>Wilson Unit 1 Week 1 Day 1 Level 1 TE pp. 70-71</p>
<p style="text-align: center;">L3</p> <p>Lesson at a Glance</p>	<p>Identify how words and pictures work together in <i>Wild about Books</i> to communicate key details and meaning.</p> <p>Make an observation about the relationship between words and pictures in a Think-Pair- Share.</p>	<p><i>Wild About Books</i> Judy Sierra</p>	<p>Reveal: What does a deeper exploration of the words and illustrations reveal in <i>Wild about Books</i>?</p>	<p>Experiment: How does writing about what I read work?</p>		<p>Heggerty Week 2 pp. 4-6</p> <p>Wilson Unit 1 Week 1 Day 2 Level 1 TE pp. 72-73</p>
<p style="text-align: center;">L4</p> <p>Lesson a Glance</p>	<p>In this lesson, students go beyond a literal understanding of <i>Wild about Books</i> as they respond to questions that explore the story's essential meaning and consider how <i>Wild about Books</i> illuminates how reading is both fun and knowledge building.</p>	<p><i>Wild About Books</i> by Judy Sierra</p>	<p>Distill: What is the essential meaning of <i>Wild about Books</i>?</p>	<p>Execute: How do I write about <i>Wild about Books</i>?</p>		<p>Heggerty Week 2 pp. 4-6</p> <p>Wilson Unit 1 Week 1 Day 3 Level 1 TE pp. 74-75</p>
<p style="text-align: center;">L5</p>	<p>Discuss how <i>Wild about Books</i></p>	<p><i>Wild About</i></p>	<p>Know:</p>	<p>Excel:</p>		<p>Heggerty</p>

Module 0
1st Grade Curriculum Map Literacy and Integrated Content

LESSON & ASSESSMENTS	LEARNING GOALS STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR	HEGGERTY WILSON
Lesson at a Glance	<p>builds knowledge of reading. 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>	<i>Books</i> by Judy Sierra	How does Wild about Books build my knowledge?	How do I improve my writing?		<p>Week 2 pp. 4-6</p> <p>Wilson Unit 1 Week 1 Day 4 Level 1 TE pp. 76-77</p>

Module 0 Lesson 6 ESSENTIAL QUESTION: How does reading help us learn? WRITING: Informative Writing FOCUS QUESTION LESSON: What can we learn from studying visual art?						
LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/ GRAMMAR	WILSON/HEGGERTY
L6 Lesson at a Glance	<p>Describe how Marc Chagall uses color and shape to tell a story in I and the Village.</p> <p>✓Complete Handout 6A</p>	I and the Village by Marc Chagall	Know: How does this painting build my knowledge of art?			<p>Heggerty Week 2 pp. 4-6</p> <p>Wilson Unit 1 Week 1 Day 5 Level 1 TE pp. 78-79</p>

Module 0
1st Grade Curriculum Map Literacy and Integrated Content

SOCIAL STUDIES Correlation to MODULE 0			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS	ASSESSMENTS WRITING
<p>C.3.1.1 Explain why rules, laws, & consequences are needed</p> <p>C.3.1.3 Describe ways classrooms & schools work to accomplish common tasks & establish responsibilities</p> <p>C.2.1.3 Demonstrate ways of being a good citizen in multiple settings</p> <p>Learning Goals Literacy Make observations about a book being read. Notice/Wonder Chart (Share by completing a sentence frame) Lesson 1</p> <p>Identify key details in book. Lesson 2 (Use Equity Sticks to guide good conversations around book)</p> <p>Identify how words and pictures work together to in books to communicate key details and meaning. Lesson 3 Think Pair Share</p> <p>Determine the essential meaning or understanding of the text. Find text evidence to support essential understanding. Lesson 4</p> <p>Participate in a Socratic Seminar Lesson 5</p>	<p>Unit: Citizenship Lesson: Rules & Laws</p> <p>Essential Question: What does a good friend/citizen look like/sound like/act like?</p> <p>Supporting Questions: Why are rules necessary?</p> <p>What is appropriate behavior in</p> <p>ESSENTIAL QUESTIONS Students will keep considering:</p> <p>SUPPORTING QUESTIONS What is important about being a friend? Why are rules necessary? Who makes the rules? What are the traits and responsibilities of a citizen of the classroom/community/world?</p> <p>Vocabulary Words describing a good friend, consequence, equal, Golden Rule, government, laws, protect, respect, rules</p> <p>Rituals & Routines: Discuss the importance of establishing ritual & routines in the classroom. Tell students, in social</p>	<p>Tell students that they will be reading books about friendship & citizenship to identify the actions of what good friends & citizens do & words to describe these actions. Create an anchor chart to record these actions & words as you read books.</p> <p>THE RAINBOW FISH by Marcus Pfister</p> <p>BEFORE READING: Tell students that this lesson is about friends & classroom citizenship. As a class, ask students to name characteristics of friends by completing the following: Friendship is... (What does a good friend look like/sound like/act like?) What do you see? What do you hear? What are they doing?</p> <p>Introduce <u>The Rainbow Fish</u> by Marcus Pfister. Read or watch video of the book. Friends—Learning To Give Lesson Rainbow Fish Storyline Online Read Aloud Rainbow Fish Activity Guide</p> <p>DURING READING: Guide students to recognize that the Rainbow Fish was lonely until he acted like a friend & became part of a community. Use questions from the activity guide to discuss the book as you read.</p> <p>AFTER READING: Use the process from the Friends—Learning To Give Lesson to examine characteristics of good citizens in the classroom. Citizenship is... (What does a good citizen look like/sound like/feel like?) Use these characteristics to establish classroom rules or to</p>	<p>Student respond individually to Friendship/Citizen Is... (What does a good friend/citizen look like/sound like/act like?)</p> <p>Draw a picture of you & a friend following the friendship rule. All About Me/Citizenship Project TCM - Primary Source Reader: <i>Respect the Rules</i> Quiz (p. 118)</p> <p>Primary Source Reader: <i>Respect the Rules</i></p> <p>Lesson: Before & After Reading Vocabulary Activities (pp. 110, 112)</p>

Module 0

1st Grade Curriculum Map Literacy and Integrated Content

<p>Respond in journals.</p>	<p>studies, they will be learning about families & the different types of communities in which they are a part this school year (families, school, community, etc.) Have students brainstorm what they need to make their classroom community a safe environment in which they can be successful. Record their responses. Good Listening Skills, <i>SUW</i> Tool B8-15, p. 593 (4th Edition Manual)</p>	<p>relate to rules already established.</p> <p><i>myON</i> books for read alouds: <u>I Can Be A Friend</u>, <u>I Am Friendly</u> <u>What Is a Pal?</u>,</p> <p>Use the Primary Source Readers (TCM) to read aloud and discuss rules and why they are important. The teacher guide provides discussion topics and activities.</p> <p>TCM - Primary Source Reader: <i>Respect the Rules</i> Lesson (pp. 109-113) Before Reading & During Reading Activities (pp. 110-111) "Picture This" (p. 114) After Reading Activity (p. 112) "Scavenger Hunt" (p. 116)</p>	
-----------------------------	--	--	--