

Module 0

Kindergarten 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

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- 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
<p>Students will be able to independently transfer their learning to:</p> <p>Use their senses to gather information from the text and</p>	<p>Students will be able to independently transfer their learning to</p> <p>Apply the skills and strategies of a successful reader.</p> <p>Understand that strong readers ask questions and actively read</p>	<p>Students will be able to independently transfer their learning to:</p>	<p>Students will be able to independently transfer their learning to:</p>	<p>Students will be able to independently transfer their learning to:</p>

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illustrations of literary and informational texts.	in order to gain information. Employ appropriate strategies to comprehend and analyze diverse text types.			
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MODULE 0
LESSONS 1-5
ESSENTIAL QUESTION: How does reading help us learn?
WRITING: Informative
FOCUS QUESTION LESSON: What can we learn from studying visual art?

LESSON & ASSESSMENTS	LEARNING GOALS STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR	HEGGERTY WILSON
L1 Lesson at a Glance	Make observations about <i>Wild about Books</i> Share an observation by completing a sentence frame.	<i>Wild About Books</i>	Wonder: What do I notice and wonder about Wild about Books?			Heggerty TE Week 1 pp. 1-3 (Heggerty will begin on Tuesday, August 13, 2019) Wilson Orientation day 1 pp. 50-53
L2 Lesson at a Glance	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	<i>Wild About Books</i>	Wonder: What do I notice and wonder about Wild about Books?	Examine: Why is it important to write about what I read?	Set-up Vocabulary Journal	Heggerty TE Week 2 pp. 4-6 Wilson TE Orientation day 2 pp. 53-55
L3 Lesson at a Glance	Identify how words and pictures work together in <i>Wild about Books</i> to communicate key details and meaning. Make an observation about	<i>Wild About Books</i>	Reveal: What does a deeper exploration of the words and illustrations reveal in Wild about Books?	Experiment: How does writing about what I read work?		Heggerty TE Week 2 pp. 4-6 Wilson TE Orientation day 3 pp. 56-57

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	the relationship between words and pictures in a Think-Pair- Share.					
L4 Lesson at a Glance	In this lesson, students go beyond a literal understanding of Wild about Books as they respond to questions that explore the story's essential meaning and consider how Wild about Books illuminates how reading is both fun and knowledge building.	<i>Wild About Books</i>	Distill: What is the essential meaning of Wild about Books?	Execute: How do I write about Wild about Books?		Heggerty TE Week 2 pp. 4-6 Wilson TE Orientation day 4 pp. 58-59
L5 Lesson at a Glance	Discuss how <i>Wild about Books</i> builds knowledge of reading. Participate in a Socratic Seminar. Improve writing by responding to peer feedback. Add a detail to a Response Journal entry after receiving feedback from a peer	<i>Wild About Books</i>	Know: How does Wild about Books build my knowledge?	Excel: How do I improve my writing?		Heggerty Week 2 pp. 4-6 Wilson TE Orientation day 5 pp. 60-61

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 READING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY	HEGGERTY WILSON

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L6	Describe how Marc Chagall uses color and shape to tell a story in I and the Village. Complete Handout 6A	I and the Village,	Know: How does this painting build my knowledge of art?		GRAMMAR	Heggerty TE Week 2 pp. 4-6 Wilson TE Unit 1 wk 1 day 1 pp.62-64
Lesson at a Glance						

SOCIAL STUDIES Correlation to MODULE 0 Lessons 1-5			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	FORMATIVE PERFORMANCE TASK RESOURCES/MATERIALS	ASSESSMENTS WRITING
<p>C.2.K.3 Discuss responsibilities of being a good citizen</p> <p>C.2.K.3 Discuss responsibilities of being a good citizen</p> <p>Wit and Wisdom Literacy Goals Develop classroom culture and construct systems for a knowledge-building, text-focused community.</p> <p>Recognize that there are many types of books, and readers can find a book to fit their needs and interests.</p> <p>Analyze the way illustrations can contribute to the understanding of a story.</p> <p>Explain the role that reading plays in</p>	<p>Unit 1: My School and School Community: Roles of a Citizen</p> <p>Essential Question: What would it be like if we didn't have rules? (home, classroom, school, community)</p> <p>Guiding Questions: Why do we have rules at home in the classroom, in the school and in the community? Who enforces the rules/laws?</p> <p>Vocabulary: learn, rules, share, consequences, citizens, authority, pledge of allegiance</p>	<p>TCM- Primary Source Reader: I Am A Good Citizen ebook I Am a Good Citizen Teacher's Guide pp 122-128</p> <p>Wit and Wisdom Literacy Lesson Connections: Lesson One Students listen to the read-aloud of Library Lion, then practice making observations and asking questions using a Notice and Wonder Chart. Use Wit and Wisdom Lesson 1 as a guide. Lesson Two Vocabulary/Knowledge/Response Journals Lesson Three Think-Pair-Share instructional strategy. Have students consider how the illustrations in Library Lion work together with the words to communicate meaning.</p> <p>BEFORE READING:</p>	<p>Think about the ways we can be good citizens in our school. Draw a picture that shows you being a good citizen. Then tell/write what you are doing in the picture that shows you being a good citizen.</p> <p style="text-align: center;">OR</p> <p>Make mini books with the students. Have them copy one rule per page and illustrate. Students can take books home to share with parents.</p> <p>Draw a picture of themselves acting responsibly and describe the picture to a partner.</p> <p>Identifies authority figures in the</p>

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<p>building knowledge.</p>	<p>Back to School Listen to Rhymes Poems Rules and Responsibilities Back to School Poems Use poems to teach/reinforce listen to rhymes skill and to discuss social studies content.</p> <p>The Kissing Hand by Audrey Penn Activity Guide—Storyline Online The Kissing Hand by Audrey Penn Video Use the story to discuss and identify feelings students may have about going to school, how to adjust to new situations, ritual and routines associated with both school and home, and how to adjust to new environments. Kissing Hand Activity Guide (Discussion Points in the guide provide questions for discussion)</p>	<p>Review vocabulary. Take a picture walk and predict the main idea of the book. DURING READING: Use trade books to read about good citizens. Create a class chart listing things good citizens do in the books read. Make poster about citizenship. Library Lion by Michelle Knudsen—Storyline—Online Video Teacher Guide AFTER READING: Discussion - Review the class list of things good citizens did in the stories read. Discuss words that describe the things they did (i.e., honest, helpful, courteous). Record these words next to the action (what characters did to demonstrate good citizenship) Display chart and continue to add to it as you read. Use details from the book to identify examples of good citizens.</p> <p>People Whom Hold Positions of Authority Prior to the lesson, have students brainstorm a list of the different people in a school and their primary job duties (i.e. Teacher, Principal, Cafeteria Worker, Custodian, music teacher).</p> <p>Use the descriptions below to begin the conversation of people of authority in your building. If possible take pictures of these people as well as others in your building and make sentence strips with their names to display. Replace the picture of people in your building with the pictures on the links below. Talk about responsibilities they have in their position of authority. Custodian/Teacher/Principal/Secretary</p> <p>Additional Resource On Authority "Orb and Effy Learn About Authority" Lesson--Use story and questions to extend understanding of</p>	<p>school by name and tells what their job is.</p> <p>Identifies 2-3 characteristics of good citizenship that are important.</p> <p>TCM - Primary Source Reader: We Work at School Quiz (p. 148)</p>
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