

Grade 1 Module 1
Nice to Meet You!

Essential Question: How can making new friends and learning new things help us?

Overview

In this module, students will read about how the people they meet and the experiences they have can help them. Students will read about the different activities they can do at school. They will also read about what makes a good friend, the many different types of friends they can have, and what makes each person special. Students will engage in reading realistic fiction stories to support them in making connections, understanding key ideas and becoming lifelong readers. Students will ask and answer questions during and after reading using text evidence to support responses. Students will also encounter a fairy tale to build knowledge across genres.

Students will write a personal narrative. Students will write a story about a moment in their life. Students will develop an understanding of how authors add details, find just the right words, and use capitalization correctly when writing stories. Students will have the opportunity to publish and share their personal narratives.

Social Studies Connection: New Friends and Experiences

Putnam BOCES- Unit 1: Rules and Laws

NYSS 1.3b. Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

Goal: I can identify and describe characteristics of what makes a good friend and a good citizen.

Module 1 Essential Question: How can making new friends and learning new things help us?

Week 1		Vocabulary	
Academic Critical Vocabulary: <u>Big Idea Words</u> : friendship, emotions, challenge 1L4 <i>Pete the Cat: Rocking in My School Shoes</i> : noisy, furry, hall, library, goodness, favorite 1L4 <i>Try This</i> : try, new, great, enjoy, excited, nervous 1L4 Vocabulary Strategy: Classify and Categorize 1L5a Generative Vocabulary: Words About Feelings 1R4			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>My First Day</i> (Teaching Pal/myBOOK) 1RF4a <i>Pete the Cat: Rocking in My School Shoes</i> (Big Book) 1R7 <i>Try This!</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Story Structure*: describe story events in order 1R3 , 1R7 Read for Understanding Ask and Answer Questions: evidence and details 1R1 Elements of Poetry: rhyme, repetition, alliteration 1R5 Close Read Author's Purpose* : persuade, inform, entertain 1R6 Collaborative Conversations: formal language, informal language 1SL1 Bold means priority skill * Means assessed at end of week or end of module	Narrative: Oral Story Focus Statement: Everyone Has a Story to Tell. <i>Ralph Tells a Story</i> Writing Prompt: TELL a story about a moment in your life. Instructional Vocabulary: Genre, prediction, topic, prewriting, draft, revising, editing, publishing.	Narrative: Oral Story Priming the students: Explore the Topic, Discuss the Focus Statement, Engage and Respond. 1SL1a , 1R7 , 1R1 The Read: Preview the Focal Text, Make Predictions. The Read: Discuss the Focal Text. 1R1 , 1R4 , 1SL6 Vocabulary: Begin Creating Word Bank. Find Words in a Picture Dictionary. Sort Nouns: <i>People, Animals, Places, Things</i> Anchor Standard 1 (PK-2L1) Finding a Topic: Read Prompt, Set Goals for Storytelling, Brainstorm Topics, Narrate with Words and Pictures. 1W3 , 1SL1 , 1SL4 , 1SL6 Begin Oral Storytelling: Introduce Author's Chair, Practice Sharing Stories, Telling, and Listening to Stories. 1SL1 , 1SL6 Bold means priority skill

			* Means assessed at end of week or end of module
	Foundational Skills	Grammar Skills	
	High Frequency Words* go, is, like, see, the, this, to, we 1RF3g Phonological Awareness Blend Onset and Rime, Segment Syllables, Onset/Rime 1RF2b Phonics* Consonants m, s, t, b; short a 1RF3 Fluency Accuracy & Self-correction 1RF4a, b Spelling* short a 1RF3	Lesson 1: 2.1.1 Nouns Anchor Standard 1 (PK-2L1) Lesson 2: 2.1.2 Words That Name People* Anchor Standard 1 (PK-2L1) Lesson 3: 2.1.3 Words That Name Animals* Anchor Standard 1 (PK-2L1) Lesson 4: 2.4.4 Review Proper Nouns and Capitalization Anchor Standard 1 (PK-2L1), Anchor Standard 2 (PK-2L2) Lesson 5: 2.1.5 Connect to Writing: Using Nouns Anchor Standard 1 (PK-2L1)	

Week 2		Vocabulary	
Academic Critical Vocabulary: <i>You Will Be My Friend!</i> search, introduce, ridiculous, calm, happened, accept 1L4 <i>My School Trip</i> and <i>A Kids' Guide to Friends</i> : trip, partner, wished, last, kinds, together 1L4 Generative Vocabulary: Inflection -ed 1L4c			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>You Will Be My Friend!</i> (Read Aloud) 1R7 <i>My School Trip</i> (Teaching Pal/myBOOK) 1RF4a <i>A Kids' Guide to Friends</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Story Structure*: Describe story events in order 1R3 Monitor and Clarify: monitor, clarify, reread, background knowledge, visuals 1RF4b Make Inferences: make inferences based on text evidence and background knowledge 1R1 Close Read Author's Purpose*: persuade, inform, entertain 1R6 Topic and Central Idea*: Identify the topic and central idea of a text by using supporting evidence and relevant details. 1R2 Bold means priority skill * Means assessed at end of week or end of module	Narrative: Oral Story <i>Ralph Tells a Story</i>	Narrative: Oral Story Telling and Listening to Stories I: Practice Listening 1W3, 1SL1, 1SL6 Telling and Listening to Stories II: Introduce the Speaking Tip 1W3, 1SL1, 1SL6 Prewriting: Developing a Written Class Story. Explain Steps for Writing 1SL1a, 1SL1b, 1SL3, 1SL4 1SL1a, 1SL1b, 1SL3, 1SL4 Drafting I: Developing the Story-Choose a Topic, Create Mental Pictures, Draft Class Story in Pictures) 1SL1a, 1SL1b, 1SL3, 1SL4, 1SL6 1SL1a, 1SL1b, 1SL3, 1SL4, 1SL6 Drafting II: Assessing the Story -Draft Class Story, (point out positives) 1SL1a, 1SL1b, 1SL3, 1SL4, 1SL6 Bold means priority skill * Means assessed at end of week or end of module

	Foundational Skills:	Grammar Skills
	High Frequency Words* a, first, good, had, he, I, my, was 1RF3g Phonological Awareness blend onset and rime, blend phoneme, segment onset and rime, segment syllables 1RF2b Phonics* consonants n, d, p, c/k/; short a 1RF3 Fluency reading rate 1RF4a Spelling* short a 1RF3	Lesson 6: 2.2.1 Nouns Anchor Standard 1 (PK-2L1) Lesson 7: 2.2.2 Words That Name Places* Anchor Standard 1 (PK-2L1) Lesson 8: 2.2.3 Words That Name Things* Anchor Standard 1 (PK-2L1) Lesson 9: 2.1.4 Review Nouns Anchor Standard 1 (PK-2L1) Lesson 10: 2.2.5 Connect to Writing: Using Nouns Anchor Standard 1 (PK-2L1)

	Foundational Skills	Grammar Skills
	High Frequency Words* and, find, for, just, many, one, she, then 1RF3g Phonological Awareness alliteration, segment phonemes, blend phonemes, isolate phonemes, identify vowel 1RF2b Phonics* consonants r, f, s/z/; short i; inflection -s 1RF3, 1RF3f Fluency phrasing 1RF4 Spelling* short i 1RF3	Lesson 11: 3.1.1 Action Verbs* Anchor Standard 1 (PK-2L1) Lesson 12: 3.1.2 Action Words in the Present* Anchor Standard 1 (PK-2L1) Lesson 13: 3.1.3 Using Action Words Anchor Standard 1 (PK-2L1) Lesson 14: 2.8.4 Review Possessive Pronouns Anchor Standard 1 (PK-2L1) Lesson 15: 3.1.5 Connect to Writing: Using Action Verbs Anchor Standard 1 (PK-2L1)