

Grade 1 Module 2
My Family, My Community
Essential Question: How does everyone in my family and
community make them special?

Overview

In this module, students will describe communities as special places to live. It explains how the people who live there, including family members, work together to make it better for everyone. Students will engage with informational texts and realistic fiction stories to support students in making connections, understanding key ideas and becoming lifelong readers. Students will identify characteristics of informational texts. They will also identify the text's organization and how it supports the author's purpose. Students will use realistic fiction stories to retell story events in sequence.

Students will write a descriptive essay. Students will write a short description of what makes their world wonderful. Students will develop an understanding of how authors plan their writing, use sensory words and use capitalization correctly when writing. Students will have the opportunity to publish and share their descriptive essays.

Social Studies Connection: Communities

Putnam BOCES- Unit 3: Unity in Community

- 1.1. Individual Development and Cultural Identity: Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

Goal: I can describe communities and explain how my family's language, customs, and traditions make it special.

Module 2 Essential Question: How does everyone in my family and community make them special?

Week 1	Vocabulary			
	Academic Critical Vocabulary: Big Idea Words : camouflage, characteristics, mammal 1L4 <i>Best Foot Forward</i> : propel, sinking, spring, hunts, stubby 1L4 <i>The Nest</i> : exclaimed, twigs, surprise, soon, warm, empty 1L4 Vocabulary Strategy: Synonyms 1L5c Generative Vocabulary: Words About Time and Position Anchor Standard 1 (PK-2L1)			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Kids Speak Up!</i> (Teaching Pal/myBOOK) 1RF4a <i>Whose Hands Are These?</i> (Big Book) 1R7 <i>Dan Had a Plan</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Ideas and Support*: persuade, opinion, reasons 1R2, 1R8 Read for Understanding Retell: beginning, middle, end 1R2 Close Read Text Organization* : description, details 1R7 Setting* : where, when 1R3 Social Communication: speaking tips, listening tips 1SL1a Bold means priority skill * Means assessed at end of week or end of module	Informational Text: Descriptive Essay Focus Statement: Our World is a Special Place. <i>Nanna in the City</i> Writing Prompt: WRITE a short description of what makes your world wonderful. Instructional Vocabulary : Glossary, explain, sensory, research.	Informational Text: Descriptive Essay Introduce the focal text: Priming the Students (discuss focus statement, explore the topic, prepare to read) 1SL1a, 1R7, 1R1 The read: Focal Text 1R1, 1R4, 1SL6 Vocabulary: Word Work-Using a Dictionary. Introduce Writer's Vocabulary Anchor Standard 1 (PK-2L1) Prewriting I : Finding a Topic (generate ideas with writing prompt, set goals for writing) 1W2, 1SL1, 1SL4, 1SL6 Prewriting II: Planning a Descriptive Essay (integrate descriptions, remind students the steps of the writing process) 1R4, 1SL4, 1L5c Bold means priority skill * Means assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words are, buy, little, said, too, up, will, you 1RF3g Phonological Awareness Blend Onset and Rime; Blend Phonemes; Segment Onset and Rime; Segment Phonemes 1RF2 Phonics Consonants g, k; review short a & i 1RF3 Fluency expression 1RF4a Spelling short i 1RF3	Lesson 1: 4.1.1 Adjectives Anchor Standard 1 (PK-2L1) Lesson 2: 4.1.2 Adjectives for Size and Shape* Anchor Standard 1 (PK-2L1) Lesson 3: 4.1.3 Using Articles* Anchor Standard 1 (PK-2L1) Lesson 4: 4.1.4 Review Action Verbs Anchor Standard 1 (PK-2L1) Lesson 5: 4.1.5 Connect to Writing: Using Adjectives and Articles Anchor 1 (PK-2L1)

	Foundational Skills:	Grammar Skills
	High Frequency Words do, live, of, our, wants, what, with, your 1RF3g Phonological Awareness Blend Phonemes, Alliteration; Isolate Phonemes; Segment Phonemes 1RF2 Phonics Consonants l, h; short o; review short a, i, o 1RF3 Fluency Intonation 1RF4 Spelling Short o 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)

Week 3	Vocabulary			
	Academic Critical Vocabulary: <i>Abuela</i> : pointing, close, docked, unload, harbor 1L4 . <i>Who Put the Cookies in the Cookie Jar?</i> spoon, against, churn, drive, stock, heal 1L4 <i>Cumulative Vocabulary</i> : area, population, working 1L4 . Generative Vocabulary: Words About Actions and Directions Anchor Standard 1 (PK-2L1)			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Abuela</i> (Read Aloud) 1R7 <i>Who Put the Cookie in the Cookie Jar?</i> (Teaching Pal/myBOOK) 1RF4a <i>Curious About Jobs</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Ask and Answer Questions: ask when, why, how 1R1 Setting*: where, when 1R3 View for Understanding Content-Area Words*: context clues 1R3c Close Read Text Organization* : description, details 1R7 Module Wrap Up 1L6 Bold means priority skill * Means assessed at end of week or end of module	Informational Text: Descriptive Essay <i>Nanna in the City</i>	Informational Text: Descriptive Essay Revising III: Capitalization -Introduce the revision skill Anchor Standard 2 (PK-2L2) Editing I: Reviewing for Grammar (review the focal text, and the editing checklist, edit writing) Anchor Standard 1 (PK-2L1) Editing II: Preparing to Publish-Rewriting for Clarity 1SL1 Publishing: Publish Writing, Create a Cover Art, Publish Writing 1SL1 Sharing: Share Writing (anchor chart: Be Great When You Participate!) 1SL1, 1R1 Bold means priority skill * Means assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words* about, eat, how, make, out, put, takes, who 1RF3g Phonological Awareness Blend Phonemes; Isolate Phonemes; Isolate/Segment Phonemes; Isolate Phonemes: Identify Vowel 1RF2 Phonics* Consonants w, j, y, v; short u; review short i, o, u 1RF3 Fluency Accuracy & Self-correction 1RF4b Spelling* short u 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)