

Grade 1 Module 3

Amazing Animals

Essential Question: How do animal bodies help them?

Overview

In this module, students will learn about the various characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. Students will develop a greater appreciation for the diversity of the animal kingdom. Students will engage with a variety of texts to support in making connections, understanding key ideas and becoming lifelong readers. Students will use informational texts to learn how to use print and graphic features to locate and understand information. Students will use folktales to identify the point of view of a story. Students will use descriptive language in a fiction text to create mental images of a story's characters, setting and events.

Students will write a research essay. Students will write an “all about” book about their favorite animal. Students will develop an understanding of how authors research a topic, add text features and correctly use singular and plural nouns. Students will have the opportunity to publish and share their research essays.

Science Connection: How Animals Live

Elevate Science- Topic 5: Living Things

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Goal: I can identify major animal parts and how those parts help them survive in the natural world.

Module 3 Essential Question: How do animal bodies help them?

Week 1		Vocabulary	
Academic Critical Vocabulary: <u>Big Idea Words</u> : 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>Animal Q & A</i> (Teaching Pal/myBOOK) 1RF4a\ <i>Best Foot Forward</i> (Big Book) 1R7 <i>The Nest</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Text Features*: bold text, italic text, labels, photos, captions 1R3 , 1R7 Read for Understanding Ask and Answer Questions: ask when, why, how 1R1 Close Read Story Structure* : event, sequence, first, next, last 1R7 Bold means priority skill * Means assessed at end of week or end of module	Informational Text: Research Essay Focus Statement: Animals are amazing! <i>Giraffes</i> Writing Prompt: Write an “all-about” book about your favorite animal. Instructional Vocabulary: Context-clues, text features, research	Introduce the Focal Text: Priming the Students -Discuss the Focal Text, Explore the Topic) Priming the Text (Prepare to read) 1SL1a , 1R7 , 1R1 The Read: The Focal Text 1R1 , 1R4 , 1SL6 Vocabulary: Word-Work- Content-Area Vocabulary. Using Text Features to Find Word Meanings 1L4 Prewriting I: Finding a Topic -Discuss the Writing Prompt, Set Goals for Writing 1W2 , 1SL1 , 1SL4 , 1SL6 Prewriting II: Researching a Topic - Develop a Research Plan. Using Text Features to Find Information, Record Research 1R1 , 1W6 , 1SL1 , 1SL6 Bold means priority skill * Means assessed at end of week or end of module

Foundational Skills	Grammar Skills
High Frequency Words* day, every, fly, have, look, made, they, write 1RF3g Phonological Awareness blend phonemes; isolate, segment phonemes 1RF2 Phonics* Consonants qu /kw/, x, z; short e; review short e, i, o, u 1RF3 Fluency Reading Rate 1RF4a Spelling* short e 1RF3	Lesson 1: 1.2.1 Sentence Parts Anchor Standard 1 (PK-2L1) Lesson 2: 1.2.2 The Naming Part Anchor Standard 1 (PK-2L1) Lesson 3: 1.2.3 The Action Part Anchor Standard 1 (PK-2L1) Lesson 4: 4.2.4 Review Adjectives Anchor Standard 1 (PK-2L1) Lesson 5: 1.2.5 Connect to Writing: Using Sentence Parts Correctly Anchor Standard 1 (PK-2L1)

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>Whose Eye Am I?</i> : pupils, sharp, experts, swivel, sheds, lenses 1L4 <i>Blue Bird and Coyote</i> : dull, thank, once 1L4 <i>Have Your Heard the Nesting Bird?</i> : stroll, shingle, shriek 1L4 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>Whose Eye Am I?</i> (Read Aloud) 1R7 <i>Blue Bird and Coyote</i> (Teaching Pal/myBOOK) 1RF4a <i>Have You Heard the Nesting Bird?</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Create Mental Images: pictures, describing words 1SL5 Monitor and Clarify: reread, connect, ask questions, visual clues 1RF4b Close Read Point of View* : third person narrator, first person narrator 1R7 Text Organization* : description, details 1R7 Bold means priority skill * Means assessed at end of week or end of module	Informational Text: Research Essay <i>Giraffes</i>	Informational Text: Research Essay Drafting I: Elements of Informational Text : the Introduction, Begin Drafting 1W2 Drafting II: Integrating Research-Writing the Body of the Text, Engage and Respond 1R1, 1W6, 1SL1, 1SL6 Drafting III: Adding Art-How Illustration Supports Informational Text, Adding Illustrations to All-About Books Drafting IV: Text features in Informational Text: Adding a Table of Contents, Engage and Respond 1SL1, 1L5c, 1L6, 1W2 Revising I: Grouping-Small Group Conference, Engage and Respond 1SL1, 1SL6 Bold means priority skill * Means assessed at end of week or end of module	

	Foundational Skills:	Grammar Skills
	High Frequency Words* all, down, four, from, her, now, saw, went 1RF3g Phonological Awareness Identify, Produce Rhyme; Isolate Phonemes: Identify Vowel; Isolate, Segment Phonemes 1RF2 Phonics* Double Final Consonants; consonants ck /k/ 1RF3a Fluency Expression 1RF4a Spelling* Double Final Consonants 1RF3	Lesson 6: 1.3.1 Statements.* 1.RF.1a Lesson 7: 1.3.2 Forming Statements. 1.RF.1a Lesson 8: 1.3.3 Writing Statements. 1.RF.1a Lesson 9: 1.3.4 Review Nouns. 1.RF.1a; Anchor Standard 1 (PK-2L1) Lesson 10: 1.3.5 Connect to Writing: Using Statements 1.RF.1a

Week 3	Vocabulary			
	Academic Critical Vocabulary: <i>Ol' Mama Squirrel</i> : raised, mark, scold, limit, pelted, puny, clenched 1L4 <i>Step-by-Step Advice from the Animal Kingdom</i> : prey, predators, school, circling, herd 1L4 Generative Vocabulary: Inflection –ing 1L4c			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Ol' Mama Squirrel</i> (Read Aloud) 1RF7 <i>Step-by-Step Advice from the Animal Kingdom</i> (Teaching Pal/myBOOK) 1RF4a <i>Beaver Family</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Summarize: topic, important details 1R1 Story Structure: plot, events, problem, resolution 1R7 Chronological Order: first, next, then, finally, last 1R7 Close Read Text Organization*: chronological order, first, next, then, finally, last 1R7 <		

	Foundational Skills	Grammar Skills
	High Frequency Words* by, call, could, know, some, there, were, would 1RF3g Phonological Awareness Alliteration: Digraphs; Blend Phonemes; Isolate, Segment Phonemes 1RF2 Phonics* Consonant Digraphs sh; Review s and sh 1RF3a Fluency Phrasing 1RF4a Spelling* Consonant Digraph sh 1RF3a	Lesson 11: 2.3.1 Singular and Plural Nouns * Anchor Standard 1 (PK-2L1) Lesson 12: 2.3.3 One and More Than One * Anchor Standard 1 (PK-2L1) Lesson 13: 2.3.3 Special Plural Nouns * Anchor Standard 1 (PK-2L1) Lesson 14: 1.1.4 Review Complete Sentences Anchor Standard (PK-2L1) Lesson 15: 2.3.5 Connect to Writing: Using Singular and Plural Nouns Anchor Standard (PK-2L1)