

Grade 1 Module 7

The Big Outdoors

Essential Question: How do things in nature change?

Overview

In this module, students will examine different environments and changes in the world. Students will use their observational skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle. They will reinforce knowledge through a variety of text genres, including an engaging song to wrap up the module. Students will use prior knowledge along with evidence from the text and illustrations to make inferences. Students will also summarize a text by telling the main idea and the most important details. They will use clues in texts to determine the meaning of content-area words.

Students will write a poem. Students will write a poem about things they like. They will learn poetic styles such as cinquains and rhyming poems. Students will develop an understanding of how authors develop their topics, revise for meaning and use line breaks and white spaces in poetry. Students will have the opportunity to publish and share their poems.

Science Connection: The Natural World

Elevate Science- Topic 4: Weather and Seasons

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

Goal: I can describe weather and make weather predictions.

Inquiry Based and Research Project: Weather Posters

Background/Theme: Weather is a part of nature that you can feel and see. Weather changes can be observed and recorded.

Goal: Students will research, observe and record different types of weather. Students will present their findings in a weather poster.

Module 7 Essential Question: How do things in nature change?

Week 1		Vocabulary	
Academic Critical Vocabulary: <u>Big Idea Words</u> : cycle, liquid, evaporation 1L4 <i>Rainy, Sunny, Blony, Snony</i> : divide, nature, fluffy, deep, fiery, spindly 1L4 <i>Sam & Dave Dig a Hole</i> : mission, spectacular, break, problem, direction, landed 1L4 Vocabulary Strategy: Shades of Meaning 1L5d Generative Vocabulary: Words About Feelings and Beliefs 1L4			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Storm Report</i> (Teaching Pal/myBOOK) 1RF4a <i>Rainy, Sunny, Blony, Snony</i> (Big Book) 1R7 <i>Sam & Dave Dig a Hole</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Ideas and Support*: persuade, opinion, topic, reason, fact 1R8 , 1SL1a Text Organization: description, detail 1R8 Make Inferences: clues from text, evidence 1R7 Research: Gather Information: topic, research plan, brainstorm, source 1W6 Close Read Point of View* : narrator, first-person, third person 1R8 Bold means priority skill * Means assessed at end of week or end of module	Poetry: Poem Focus Statement: Take a Walk in Nature. <i>Ask Me</i> Writing Prompt: WRITE a poem about things you like. Instructional Vocabulary: Free verse, poem, rhyme	Poetry: Poem Priming the students: Explore the Genre, Discuss Focus Statement 1SL1 Priming the text: Connect to the Topic, Craft a Class Poem 1SL1 ; 1SL4 ; 1SL6 The Read: Focal Text 1R9 ; 1L5d Vocabulary: Review Focal. Text 1L4a Prewriting I: Finding a Topic- Brainstorm Topics, Set Goals. Bold means priority skill * Means assessed at end of week or end of module

Foundational Skills	Grammar Skills
High Frequency Words* animal, heads, keep, let's, point, something, voice, won't 1RF3g, 1L2b Phonological Awareness Blend Phonemes, Manipulate Phonemes: Change, Segment Phonemes; Identify, Produce Rhymes 1RF2 Phonics Long u, e (VCe); Soft g (g, dge) 1RF3b, 1RF3 Fluency Phrasing 1RF4a Spelling* Long u, VCe Pattern 1RF3b	Lesson 1: 3.4.1 Future Tense * Anchor Standard 1 (PK-2L1) Lesson 2: Future Using Will * Anchor Standard 1 (PK-2L1) Lesson 3: Future Using Going to * Anchor Standard 1 (PK-2L1) Lesson 4: Review Spelling Anchor Standard 2 (PK-2L2) Lesson 5: Connect to Writing: Using the Future Tense Anchor Standard 1 (PK-2L1)

Week 2	Vocabulary			
	Academic Critical Vocabulary: <i>On Meadowview Street</i> : decided, explore, noticed, preserve, lugged, ledges 1L4 <i>Deserts</i> : dunes, shrubs, spines, rest 1L4 <i>Handmade</i> : edges, trace 1L4 Generative Vocabulary: Suffix -less 1L4b			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>On Meadowview Street</i> (Read Aloud) 1R7	Read for Understanding Setting: details, describe 1R3	Poetry: Poem	Poetry: Poem
	<i>Deserts</i> (Teaching Pal/myBOOK) 1RF4a	Monitor and Clarify: reread, background knowledge, visual 1RF4b	<i>Ask Me</i>	Prewriting II: Developing a Topic- Topic Choice, Plan Writing 1W7
	<i>Handmade</i> (Teaching Pal/myBOOK) 1RF4a	Summarize: topic, detail 1R7		Drafting I: Elements of Poetry- Introduce Poetic Forms, Begin to Draft 1W3
		Close Read Topic and Central Idea* : supporting evidence, detail 1R2		Drafting II: Choosing the Right Words- Investigate Sounds, Experiment with Sounds 1W3 , 1L5d
		Text Organization* : chronological order 1R7 , 1R8		Revising I: Word Choice- Begin to Revise 1W3 , 1L5d
				Revising II: Grouping-Conference, Continue to Revise 1SL1 ; 1SL6
	Bold means priority skill		Bold means priority skill	
	* Means assessed at end of week or end of module		* Means assessed at end of week or end of module	

	Foundational Skills	Grammar Skills
	High Frequency Words* below, far, her, hold, old, only, open, round 1RF3g, 1L2b Phonological Awareness Blend Phonemes, Segment Phonemes; Identify, Produce Rhyme 1RF2 Phonics Long e (ea, ee) 1RF3b Fluency Phrasing 1RF4a Spelling* Long e Patterns 1RF3b	Lesson 6: Subject Pronouns* Anchor Standard 1 (PK-2L1) Lesson 7: Pronouns That Name One* Anchor Standard 1 (PK-2L1) Lesson 8: Pronouns That Name More Than One* Anchor Standard 1 (PK-2L1) Lesson 9: Review Questions. Anchor Standard 1 (PK-2L1) Lesson 10: Connect to Writing: Using Subject Pronouns. Anchor Standard 1 (PK-2L1)

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	Foundational Skills	Grammar Lessons
	High Frequency Words* air, different, drink, enough, never, small, through, under 1RF3g, 1L2b Phonological Awareness Blend Phonemes; Produce Rhymes, Segment Phonemes 1RF2 Phonics* Long a (ai, ay); Contractions with ‘m, ‘s, n’t, ‘ll 1RF3b, Anchor Standard 2 (PK-2L2) Fluency Accuracy & Self-Correction 1RF4b Spelling* Long a Vowel Teams 1RF3b	Lesson 11: Introduce the Pronouns I and Me* Anchor Standard 1 (PK-2L1) Lesson 12: Naming Yourself Last* Anchor Standard 1 (PK-2L1) Lesson 13: Using the Pronouns I, Me, Them, and They. Anchor Standard 1 (PK-2L1) Lesson 14: Review Compound Questions and Statements. Anchor Standard 1 (PK-2L1) Lesson 15: Connect to Writing: Using the Pronouns I and Me. Anchor Standard 1 (PK-2L1)