

Grade 1 Module 9

Grow Plants Grow

Essential Question: What do plants need to live and grow?

Overview

In this module, students will learn about growth, development, and change through the study of plants. They will read about a variety of plants and watch them “grow” before their very eyes. Students will learn about the life cycles and characteristics of plant life as they read informational texts, fiction and poetry. Students will ask and answer questions about a text before, during and after reading. They will use text evidence to support responses as well. Students will recognize and discuss lines, stanzas, repetition, rhyme and alliteration in poetry.

Students will write a descriptive essay. They will write an essay telling what they learned from doing a science experiment. Students will develop an understanding of how authors provide an introduction, body and conclusion to organize their writing. They will also edit their writing for correct punctuation and create a cover for their essay. Students will have the opportunity to publish and share descriptive essay.

Science Connection: Plants and Gardens

Elevate Science- Topic 5: Living Things

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive

1-LS3-1 Make observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents.

Goal(s): I can identify major plant parts and explain how each part helps the plant.

I can identify and explain characteristics of the plant life cycle.

Module 9 Essential Question: What do plants need to live and grow?

Vocabulary			
Academic Critical Vocabulary: <u>Big Idea Words</u> : vegetation, emerge, absorb 1L4 <i>If I Were a Tree</i> : wave, shade, bear, sweet, whispers, cradle 1L4 <i>So You Want to Grow a Taco?</i> : terrific, ingredients, nutrients, soil, sow, harvest 1L4 Vocabulary Strategy: Reference Sources Generative Vocabulary: Words About Places and Things Anchor Standard 1 (PK-2L1)			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Plant Pairs</i> (Teaching Pal/myBOOK) 1RF4a <i>If I Were A Tree</i> (Big Book) 1R7 <i>So You Want to Grow a Taco</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Elements of Poetry*: rhyme, repetition, alliteration 1R5, 1SL1a Read for Understanding Evaluate: key idea, details 1R1, 1R2, 1SL1a Media Literacy: Nonfiction Forms Close Read Text Organization* : chronological order 1R1, 1R3 Bold means priority skill * Means assessed at end of week or end of module	Informational Text: Descriptive Essay Focal statement: One Can Learn A Lot Just By Watching Things Happen. <i>One Bean</i> Writing Prompt: WRITE an essay telling what you learned from doing a science experiment.	Informational Text: Descriptive Essay Introducing the Focal Text- Priming the Students-Connect to the Copy, Discuss Focal Statement. Priming the Text-Prepare to Read, Preview the Focal Text, Make a Prediction 1R1, 1SL1 The Read- Read and Discuss the Focal Text, Connect Text to Experiences 1R9 Vocabulary- Create a Word Bank, Context Clues to Find Word Meanings, Sort Nouns and Adjectives 1L4a Anchor Standard 1 (PK-2L1) Prewriting I: Finding a Topic- Discuss Writing Prompt, Demonstrate Experiment 1 and 2, Choose a Topic, Demonstrate Model Experiment 1W2, 1W7 Prewriting II: Developing a Topic- Set Goals for Writing,

			Organize Ideas for Writing 1W2 , 1W7 Bold means priority skill * Means assessed at end of week or end of module
	Foundational Skills	Grammar Skills	
	High Frequency Words almost, also, between, ever, food, really, sing, three 1RF3g Phonological Awareness Segment, count syllables, count phonemes 1RF2 Phonics <i>r</i> -Controlled Vowels <i>or, ore</i> ; Two-Syllable Words 1RF3 , 1RF3e Fluency Intonation 1RF4a Spelling <i>r</i> -Controlled Vowels <i>or, ore</i> 1RF3	Lesson 1: Prepositions and Prepositional Phrases* Anchor Standard 1 (PK-2L1) Lesson 2: Prepositions for Where* Anchor Standard 1 (PK-2L1) Lesson 3: Prepositions for When* Anchor Standard 1 (PK-2L1) Lesson 4: Review Adjectives That Compare. Anchor Standard 1 (PK-2L1) Lesson 5: Connect to Writing: Using Prepositions and Prepositional Phrases. Anchor Standard 1 (PK-2L1)	

			Drafts, Begin Conferencing Anchor Standard 1 (PK-2L1) Revising II: Grouping- Analyze Drafts, Begin to Revise Anchor Standard 2 (PK-2L2) Bold means priority skill * Means assessed at end of week or end of module
Foundational Skills		Grammar Skills	
High Frequency Words* boy, door, father, maybe, nearest, says, shouted, until 1RF3g Phonological Awareness blend phonemes, segment, count phonemes 1RF2 Phonics* <i>r</i> -Controlled <i>er, ir, ur</i> ; Two-Syllable Words 1RF3 , 1RF3e Fluency Accuracy & Self-Correction 1RF4b Spelling* <i>r</i> -Controlled Vowels <i>er, ir, ur</i> 1RF3		Lesson 6: Contractions* Anchor Standard 2 (PK-2L2) Lesson 7: Contractions with Not* Anchor Standard 2 (PK-2L2) Lesson 8: Contractions with Pronouns* Anchor Standard 2 (PK-2L2) , Anchor Standard 1 (PK-2L1) Lesson 9: Review the Pronouns I and Me. Anchor Standard 1 (PK-2L1) Lesson 10: Connect to Writing: Using Contractions. Anchor Standard 2 (PK-2L2)	

Week 3	Vocabulary			
Academic Critical Vocabulary: <i>Amazing Plant Bodies</i> : scientist, height, energy, weigh, protect, produces 1L4 <i>Yum! !MmMm! !Que rico!</i> : indigo, wonder, syrup, juicy, ripe 1L4 Big Idea Words: vegetation, absorb, emerge 1L4 Generative Vocabulary: Prefix un- 1L4b				
Reading			Writing	
Required Resources		Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Amazing Plant Bodies</i> (Read Aloud) 1R7 <i>Yum! !MmMm! !Que rico! Americas' Sproutings</i> (Teaching Pal/myBOOK) 1RF4a <i>A Year in the Garden</i> (Teaching Pal/myBOOK) 1RF4a		Read for Understanding Text Features: captions, diagrams, headings, maps 1R1 , 1R7 Ask and Answer Questions: When? Why? How? 1R1 Chronological Order*: first, next, then, last 1R3 Close Read Elements of Poetry* : rhythm, alliteration, describing words 1R5	Informational Text: Descriptive Essay <i>One Bean</i>	Informational Text: Descriptive Essay Revising III: Adding Detail- Revisit Focal Text, Practice Adding Details, Revise for Details. Anchor Standard 1 (PK-2L1) Editing I: Reviewing for Grammar- Types of Sentences, Sentence-Type Hunt, Proofread Essay Draft Anchor Standard 2 (PK-2L2) Editing II: Preparing to Publish-Clocking, Edit Drafts Publishing- Create a Cover, Prepare Final Drafts, Review Writing Goals Sharing-Review Active Listening, Share in Author's Chair 1SL1 Bold means priority skill * Means assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words* above, blue, knew, number, push, sure, took, watch 1RF3g Phonological Awareness blend syllables, add syllables, segment, count syllables, delete syllables 1RF2 Phonics* Final Blends <i>ng, nk</i>; Inflection <i>–ing</i>; 1RF3a, 1RF3f Review Inflectional <i>–s, –es</i> 1RF3f Fluency Reading Rate 1RF4a Spelling* Final Blends; Inflections <i>–s, –es</i> 1RF3f	Lesson 11: Adjectives* Anchor Standard 1 (PK-2L1) Lesson 12: Adjectives for Taste and Smell* Anchor Standard 1 (PK-2L1) Lesson 13: Adjectives for Sound and Texture Anchor Standard 1 (PK-2L1) Lesson 14: Review the Verb Be Anchor Standard 1 (PK-2L1) Lesson 15: Connect to Writing: Using Adjectives for the Senses Anchor Standard 1 (PK-2L1)