

Grade 1 Module 5
Now You See It, Now You Don't
Essential Question: Why do light and dark come and go?

Overview

In this module, students will learn how sources of light affect people. Students will learn that the rotation of the Earth causes day and night. They will also learn how the seasons change as the Earth revolves around the sun. They will engage with a variety of text genres to support in making connections, understanding key ideas and becoming lifelong readers. Students will use text features to locate and understand information using non-fiction stories. Students will also have the opportunity to engage with fantasy stories and songs to identify theme and relevant details.

Students will write an imaginative story. Students will write a folktale about how something in nature came to be. Students will develop an understanding of how authors include story elements (characters, setting, problem, solution), use pronouns correctly and choose descriptive words to make writing interesting. Students will have the opportunity to publish and share their folktales.

Science Connection: Light and Dark

Elevate Science- Topic 3: Sky and Earth

1-ESS1-1. Use observations of the Sun, moon, and stars to describe patterns that can be predicted.

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Goal(s): I can describe how the rotation of the Earth causes day and night.

I can identify how seasons change as the Earth revolves around the sun.

Inquiry Based and Research Project: Shadow Drawings

Background/Theme: Shadows are dark shapes that form when a solid blocks a light source.

Goal: Students will work together to create drawings of their shadows. Students will write sentences that describe the facts they learned about shadows to share with their shadow drawings.

Module 5 Essential Question: Why do light and dark come and go?

Week 1				Vocabulary	
Academic Critical Vocabulary: <u>Big Idea Words</u> : solar, orbit, period 1L4 <i>On Earth</i> : sweep, rolls, universe, tilts, revolve, gravity 1L4 <i>The Black Rabbit</i> : bank, trembling, relief, nibbled, scrambled, tight 1L4 Vocabulary Strategy: Reference Sources 1W6 Generative Vocabulary: Suffixes -er, -est 1L4b					
Reading		Writing			
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills		
<i>Super Shadows!</i> (Teaching Pal/myBOOK) 1RF4a <i>On Earth</i> (Big Book) 1R7 <i>The Black Rabbit</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Text Features*: diagrams, colored, curved and bigger text, labels 1R8 Read for Understanding Make Inferences: text clues, what I know 1R1 Media Literacy: Digital Tools types of technology, presentation 1W6 Close Read Story Structure* : beginning, middle, end, problem, plot, events, resolution 1R7 Bold means priority skill * Means assessed at end of week or end of module	Narrative: Imaginative Story Focus Statement: We've Got the Sun in the Morning and the Moon at Night! <i>Why the Sun and Moon Live in the Sky: An African Folktale</i> Writing Prompt: WRITE a folktale about how something in nature came to be. Instructional Vocabulary: Story structure, Context clues	Narrative: Imaginative Story Introducing the Focal Text: Priming the Students -Explore the Topic, Discuss the Focus Statement) 1SL1a , 1R7 , 1R1 The Read: Priming the Text -Prepare to Read, Identify Story Setting, Read the Focal Text. 1R1 , 1R4 , 1SL6 Vocabulary: Determine Word Meanings, Introduce Folktale, and Action Words. 1R1 , 1R3 , 1L4a , 1L5b Prewriting I: Finding a Topic -Brainstorm Ideas, Choosing a Topic, Organize Ideas. 1SL1 , 1R3 Prewriting II: Developing Topic -Set Goals, Elements of a Story. 1R3 , 1W3 Bold means priority skill * Means assessed at end of week or end of module		

	Foundational Skills	Grammar Skills
	High Frequency Words* around, came, come, found, other, people, two, worked 1RF3g Phonological Awareness Blend, Manipulate Phonemes; Segment, Count Phonemes 1RF2 Phonics* Initial Blends with l; Review st, sl, fl, cl 1RF3a Fluency Expression 1RF4a Spelling* Initial Blends with l 1RF3a	Lesson 1: 1.5.1 Subjects and Verbs * Anchor Standard 1 (PK-2L1) Lesson 2: 1.5.2 Subject and Verb Agreement. * Anchor Standard 1 (PK-2L1) Lesson 3: 1.5.3 Verbs with -s * Anchor Standard 1 (PK-2L1) Lesson 4: 2.3.4 Review Singular and Plural Nouns. Anchor Standard 1 (PK-2L1) Lesson 5: 1.5.5 Connect to Writing: Using Subjects and Verbs Correctly. Anchor Standard 1 (PK-2L1)
Week 2	Vocabulary	

Academic Critical Vocabulary: *How Do You Know it's Winter?*: arrives, avoid, nears, blanket, hidden, bare [1L4](#)
Day and Night: faces, shines, fades, pattern [1L4](#)
The Best Season: seasons, weather [1L4](#)
 Generative Vocabulary: Inflection –s 1L4c [Anchor Standard 1 \(PK-2L1\)](#)

Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>How Do You Know It's Winter?</i> (Read Aloud) 1R7 <i>Day and Night</i> (Teaching Pal/myBOOK) 1RF4a <i>The Best Season</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Make and Confirm Predictions: before, during, & after reading 1R1 Make Connections: experience, text-self, text-text, text-world 1R9 Close Read Text Features*: captions, headings, chart, labels, photos 1R8 Ideas and Support*: persuade, opinion, reasons, examples 1R1 Bold means priority skill * Means assessed at end of week or end of module	Narrative: Imaginative Story <i>Why the Sun and Moon Live in the Sky: An African Folktale</i>	Narrative: Imaginative Story Drafting I: Elements of an Imaginative Narrative -Elements of an Imaginative Narrative, Develop the Beginning, Middle, and End. 1R3, 1W3 Drafting II: Choosing the Right Words-Prepare to Draft. 1W3 Drafting III: Adding Art-Adding Illustrations to Stories. 1W3, 1W7 Revising I: Pronouns-Introducing Pronouns, Choosing the Right Pronouns Anchor Standard 1 (PK-2L1) Revising II: Grouping-Small Group Conference. 1W2, 1W6, 1SL1a Bold means priority skill * Means assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words* again, away, because, cold, fall, full, or, pretty 1RF3g Phonological Awareness Blend, Manipulate Phonemes; Segment, Count, Manipulate Phonemes 1RF2 Phonics* Initial Blends with r; Compound Words 1RF3a Fluency: Phrasing 1RF4a Spelling* Initial Blends with r 1RF3a	Lesson 6: 3.2.1 Verbs and Time* Anchor Standard 1 (PK-2L1) Lesson 7: 3.2.2 Verbs with -ed * Anchor Standard 1 (PK-2L1) Lesson 8: 3.2.3 Present and Past Time * Anchor Standard 1 (PK-2L1) Lesson 9: 1.2.4 Review Sentence Parts Anchor Standard 1 (PK-2L1) Lesson 10: 3.2.5 Connect to Writing: Using Present and Past Tense Verbs Anchor Standard 1 (PK-2L1)
Week 3	Vocabulary	
	Academic Critical Vocabulary: <i>Oscar and the Moth</i> : shivering, starry, creatures, swooping, reaching 1L4	

<i>What Are You Waiting For?:</i> early, waiting, touched, sloppy, blink 1L4 <i>Big Idea Words:</i> solar, period, orbit 1L4 Vocabulary Strategy: Context Clues 1L4a Generative Vocabulary: Suffixes -y, -ful 1L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Oscar and the Moth</i> (Read Aloud) 1R7 <i>What Are You Waiting For?</i> (Teaching Pal/myBOOK) 1RF4a <i>I'm So Hot</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Make and Confirm Predictions: before, during, & after reading 1R1 Topic and Central Idea: supporting evidence 1R2 Close Read Theme* : topic, theme, moral 1R7	Narrative: Imaginative Story <i>Why the Sun and Moon Live in the Sky: An African Folktale</i>	Narrative: Imaginative Story Revising III: The Parts of the Narrative -Revise a Story: Beginning, Middle, and End. 1R3 , 1W3 Editing I: Reviewing for Grammar- Action Verbs, Verbs to Tell Time Anchor Standard 1 (PK-2L1) Editing II: Preparing to Publish-Review Editing Checklist. Anchor Standard 1 (PK-2L1) ; Anchor Standard 2 (PL-2L2) ; 1SL1 Publishing: Prepare the Final Copy, Publish Writing. 1SL1 , 1W3 Sharing: Rules for Sharing, Presenting a Story, Giving Feedback. 1SL1 , 1SL6 Bold means priority skill * Means assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words* any, done, laugh, long, more, pull, teacher, think 1RF3g Phonological Awareness Blend Phonemes, Segment, Count Phonemes; Manipulate Phonemes: Change; Segment, Count Phonemes 1RF2 Phonics* Final Blends, Inflectional –ed 1RF3f Fluency Intonation 1RF4a Spelling* Final Blends 1RF3a	Lesson 11: 3.3.1 The Verb Be * Anchor Standard 1 (PK-2L1) Lesson 12: 3.3.2 Using Is and Are * Anchor Standard 1 (PK-2L1) Lesson 13: 3.3.3 Using Was and Were * Anchor Standard 1 (PK-2L1) Lesson 14: 4.3.4 Review Adjectives Anchor Standard 1 (PK-2L1) Lesson 15: 3.3.5 Connect to Writing: Using the Verb Be Anchor Standard 1 (PK-2L1)