

Grade 1 Module 10

Dare to Dream

Essential Question: How can thinking in different ways help solve problems?

Overview

In this module, students will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things. Students will also find that people can meet challenges and problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world. Students will engage in a variety of texts to connect to personal experiences and society. They will be able to identify the theme of a story and explain its moral.

Students will write a biographical essay. They will write an essay about someone who inspires them. Students will learn that a biographical essay is a type of informational text. Students will learn how to substitute nouns with correct pronouns. They will also revise their writing to include vivid verbs. Students will have the opportunity to publish and share their biographical essays.

Social Studies Connection: Thinking in New Ways

Putnam BOCES- Unit 3: Unity in Community

NYSS 1.6c People interact with their physical environment in ways that may have a positive or a negative effect.

Goal: I can conduct research on inventors, architects, and others who have tried new things and observe how these individuals persevered through challenges.

Module 10 Essential Question: How can thinking in new ways help solve problems?

Week 1	Vocabulary			
	Academic Critical Vocabulary: <u>Big Idea Words</u> : future, genius, applaud 1L4 <i>What Can You Do?</i> : float, whatever, feed, training, dancing 1L4 <i>Young Frank Architect</i> : floor, straight, designed, whole, real, model 1L4 Vocabulary Strategy: Shades of Meaning Generative Vocabulary: Prefix <i>re-</i> 1L4b			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>Kids Are Inventors, Too!</i> (Teaching Pal/myBOOK) 1RF4a <i>What Can You Do?</i> (Big Book) 1R7 <i>Young Frank Architect</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Topic and Central Idea: topic, supporting evidence 1R2 Read for Understanding Retell: first, next, then, last 1R3 , 1R7 Research: Present Information : topic, presentation 1SL1a , 1W6 , 1W7 Close Read Setting* : where, when 1R3 		

Foundational Skills	Grammar Skills
High Frequency Words* begin, brother, front, picture, room, someone, sometimes, young 1RF3g Phonological Awareness segment, count syllables, blend syllables 1RF2 Phonics* Contractions with ‘ve, ‘re; Suffixes –er, –est Anchor Standard 2 (PK-2L2), 1L4b Fluency Intonation 1RF4a Spelling* Contractions with ‘m, ‘s, n’t, ‘ll Anchor Standard 2 (PK-2L2)	Lesson 1: 4.5.1 Adverbs* Anchor Standard 1 (PK-2L1) Lesson 2: 4.5.2 Adverbs for How and Where* Anchor Standard 1 (PK-2L1) Lesson 3: 4.5.3 Adverbs for When and How Much* Anchor Standard 1 (PK-2L1) Lesson 4: 2.9.4 Review Indefinite Pronouns. Anchor Standard 1 (PK-2L1) Lesson 5: 4.5.5 Connect to Writing: Compound Questions. Anchor Standard 1 (PK-2L1)

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>Charlotte the Scientist is Squished</i> : conducting, method, specimens, lab, spoiled, rid 1L4 <i>Sky Color</i> and <i>We are the Future</i> : artist, gallery, mural, rummaged, promise, merrily 1L4 Generative Vocabulary: Words About Places and Things 1L5a				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Charlotte the Scientist is Squished</i> (Read Aloud) 1R7 <i>Sky Color</i> (Teaching Pal/myBOOK) 1RF4a <i>We Are the Future</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Setting: where, when 1R3 Make Inferences: text clues, what you already know 1R1 Create Mental Images: describing words 1R1, 1SL1a Close Read Theme* : topic, moral, lesson 1R7 Elements of Poetry* : rhyme, repetition, alliteration 1R5 Bold means priority skill * Means assessed at end of week or end of module	Informational Text: Biographical Essay. <i>The Girl Who Could Dance in Outer Space</i> .	Informational Text: Biographical Essay. Drafting I: Elements of an Informational Essay- Elements of a Biography, Organizing the Biography, Engage and Respond 1W7; 1R1 Drafting II: Choosing the Right Words-Drafting the Middle, Using Pronouns, Drafting the End, Words that Tell Time, Continue Drafting Anchor Standard 1 (PK-2L1) Drafting III: Adding Art- Writing and Illustrating the Text, Engage and Respond. 1R7; 1R8; Anchor Standard 1 (PK-2L1) Revising I: Verbs- Vivid Verbs, Revising Verbs Anchor Standard 1 (PK-2L1); 1L4a	

			Revising II: Grouping- Small Group Discussion, Feedback and Revision 1SL1a ; 1SL1b Bold means priority skill * Means assessed at end of week or end of module
Foundational Skills			Grammar Skills
High Frequency Words* been, heard, hurry, learn, loved, often, study, world 1L4 Phonological Awareness blend phonemes, segment phonemes 1RF2 Phonics* Vowel Pattern <i>oo</i> (<i>oo ex: look</i>); Consonant + <i>le</i> 1RF3b Fluency Phrasing 1RF4a Spelling* Words with <i>oo</i> (<i>oo ex: look</i>) 1RF3b			Lesson 6: 4.4.1 Adjectives That Compare* Anchor Standard 1 (PK-2L1) Lesson 7: 4.4.2 Adjectives with -er and -est* 1L4b Lesson 8: 4.4.3 Using the Right Adjective* 1L5d . Lesson 9: 5.1.4 Review Contractions Anchor Standard 1 (PK-2L1) Lesson 10: 4.4.5 Connect to Writing: Using Adjectives That Compare. 1L4b

Week 3		Vocabulary	
Academic Critical Vocabulary: <i>I am Amelia Earhart</i> : cab, instant, instructor, altitude, dream, bounds 1L4 <i>Joaquin's Zoo</i> : build, scraps, neat, golden, usually 1L4 Big Idea Words: future, applaud, genius 1L4 Generative Vocabulary: Prefix re- 1L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>I am Amelia Earhart</i> (Read Aloud) 1R7 <i>Joaquin's Zoo</i> (Teaching Pal/myBOOK) 1RF4a <i>Marconi and the Radio</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Text Organization: chronological order 1R3 Make Connections: text to self, text to text, text to world 1R9 View for Understanding Topic and Central Idea*: details, supporting evidence 1R2 Close Read Characters*: reasons, actions 1R3	Informational Text: Biographical Essay. <i>The Girl Who Could Dance in Outer Space</i>.	Informational Text: Biographical Essay. Revising III: Helping Verbs and Contractions-Helping Verbs, Contractions Anchor Standard 1 (PK-2L1) Editing I: Reviewing for Grammar-Identifying Pronouns, Using Pronouns Anchor Standard 1 (PK-2L1) Editing II: Preparing to Publish-Review the Edit Checklist, Edit Writing Anchor Standard 1 (PK-2L1) Publishing- Revisiting Goals, Publish a Print or Digital Version. Anchor Standard 1 (PK-2L1); Anchor Standard 2 (PL-2L2); 1SL1.
		Bold means priority skill * Means assessed at end of week or end of module	

			Sharing- Rules for Sharing, Small Group Sharing, Giving Feedback 1SL1 Bold means priority skill * Means assessed at end of week or end of module
Foundational Skills			Grammar Skills
High Frequency Words* bear, color, happy, money, music, second, sound, without 1L4 Phonological Awareness blend phonemes, segment phonemes 1RF2 Phonics* Vowel Patterns: /oo/ <i>ex: tool (spellings oo, ou, ew)</i> ; Vowel Patterns: /oo/(spellings ue, u) 1RF3b Fluency Expression 1RF4a Spelling* Vowel Patterns /oo/ <i>ex: tool</i> 1RF3b			Lesson 11: 6.1.1 Spelling: Words with Short and Long Vowels* 1RF3 Lesson 12: 6.1.2 Spelling: Words with Endings* 1L4C Lesson 13: 6.1.3 Spelling: High-Frequency Words* 1RF3g Lesson 14: 4.5.4 Review Adverbs. Anchor Standard 1 (PK-2L1) Lesson 15: 6.1.5 Connect to Writing: Using Correct Spelling. 1RF3.