

Marietta City Schools

District Unit Planner

First Grade

Module Title	Powerful Forces	Unit Duration (days)	35 days
Enduring Understanding/ Essential Question	How do people respond to the powerful force of the wind?		

GA DoE Standards

FOCUS STANDARDS:

Foundations:

- 1.F.F.1.b. Read a wide range of grade level texts aloud with increasing accuracy
- 1.F.F.1.c. Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expressing, juncture/pause, and intonation) to demonstrate understanding.

Language:

- 1.L.GC.2.a. Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
- 1.L.GC.2.b. Use a variety of simple sentences (i.e., declarative, imperative, interrogative, and exclamatory) to develop clarity in written texts.
- 1.L.GC.2.c. Use singular and plural subjects with matching verbs.
- 1.L.GC.2.d. With adult support, use adjectives or adverbs to add details or clarify meaning. (Adjectives only)
- 1.L.V.2.a. Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).
- 1.L.V.2.c. Construct words using frequently occurring root words and inflectional endings.
- 1.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 1.L.V.3.c. Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).

Texts:

- 1.TC.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.

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- 1.T.RA.1.a Ask questions about topics of interest for research.
- 1.T.RA.1.b Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.
- 1.T.RA.2.a Refer to parts of texts when supporting an idea, answer, or opinion.
- 1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.
- 1.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.
- 1.T.SS.1.c Use transition words or phrases, such as once upon a time, next, and last to sequence events or actions.
- 1.T.SS.2.a Identify and explain the use of descriptive words in texts.
- 1.T.T.1.a Identify techniques used to craft stories, including characters, setting, major events, and dialogue.
- 1.T.T.1.b Identify a simple plot with a problem and solution.
- 1.T.T.1.c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.
- 1.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.
- 1.T.T.2.a Identify techniques used to craft expository texts, including main topic and supporting details.
- 1.T.T.2.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.T.T.2.c Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.
- K-2.T.T.4 Poetic Techniques: Identify and use poetic techniques to shape understanding.

Practices:

- K-12.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.e Make and track predictions about the events and information likely to come next.
- K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.
- K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (Narrative)
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (Expository)
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

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K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Focusing Question: How is wind a powerful force?</p> <p>Part 1</p> <p>Use your evidence organizer to show what you have learned about the similarities and differences between two sources by:</p> <p>Drawing a line matching information from the two sources that is the same.</p> <p>Underlining information that is different.</p> <p>Part 2</p> <p>Write an informative paragraph to answer the research question, “What does the wind do during a hurricane?”</p> <p>Be sure to include all of the following in your response:</p> <p>All the parts of a Topic Sandwich informative paragraph.</p> <p>Research from two or more sources.</p> <p>Verbs that match their subjects.</p> <p>A detailed illustration.</p> <p>Part 3</p> <p>In your Focusing Question Task paragraph, circle all the nouns and underline the verbs. Change the singular nouns to plural nouns and change the verbs to match.</p>	<p>Develop content knowledge about wind.</p>

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<p>FQT2. Focusing Question: What are feelings?</p> <p>Write a story about the sequenced pictures in “Lost and Found” from the text Feelings on page 24.</p> <p>Be sure to use all of the following in your response:</p> <p>A Story Map to plan your story. Words that describe how the character feels when the problem happens and at the end of the story when the problem is resolved. When you are finished, use the Narrative Writing Checklist to review and revise your writing.</p>	<p>Develop a narrative with sequenced, pictorial support. Demonstrate use of story language, including temporal words to write a narrative. Deepen knowledge of narrative structure, focusing on the problem.</p>
<p>FQT3. Focusing Question: How do characters respond to the powerful force of the wind?</p> <p>Write an original narrative about the character Owl from Owl at Home, “The Guest.”</p> <p>Part 1</p> <p>Imagine that Owl has a new problem with the wind.</p> <p>Write a story describing how Owl responds.</p> <p>Select one of the problems listed below for your story:</p> <p>The wind is too hot. The wind is blowing rain in the house. The wind is blowing Owl’s papers all over the house.</p> <p>Be sure to use all of the following in your story:</p> <p>A Story Map to plan your story. Words that describe how Owl feels and what he does in response to the wind. Words to show the order of events. Present-tense verbs. When you are finished, use the Narrative Writing Checklist to review and revise your writing.</p> <p>Part 2</p> <p>In your Focusing Question Task story, change the first time-order word to one that shows that something is happening in the future, such as tomorrow or the next day. Then underline the verbs and change them from present tense to future tense.</p>	<p>Deepen knowledge of narrative structure, focusing on the responses to the problem and the resolution. Demonstrate narrative structure. Demonstrate writing responses to a problem and a resolution</p>

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<p>FQT4. Focusing Question: How does Irene respond to the powerful force of the wind?</p> <p>Part 1</p> <p>Plan a scene to act out the moment on page 6 when “the wind drove Irene along so rudely...” or page 10 when “the ill-tempered wind ripped the box open...”</p> <p>Write sentences that describe what Irene saw, felt, and heard and how she felt in terms of her emotions using evidence from the text.</p> <p>Be sure to use all the following in your sentences:</p> <p>Sensory and feelings words, including adjectives, to describe what the wind was like and how Irene felt. Past-tense verbs.</p> <p>Part 2</p> <p>Act out your scene in groups of three. Before reading your description of the scene as the narrator, tell your group what is happening at that point in the story to set up the scene. Read your complete sentences while one group member acts as Irene and the other group member acts as the wind. Then switch roles.</p>	<p>Demonstrate use of sensory and feelings words.</p>
<p>FQT5. Focusing Question: How does William use the powerful force of the wind?</p> <p>Part 1</p> <p>Plan a scene to act out the moment on pages 21–22 when William’s windmill starts to work.</p> <p>Write sentences that describe what William saw, felt, and heard and how he felt in terms of his emotions using evidence from the text.</p> <p>Be sure to use all of the following in your sentences:</p> <p>Sensory and feelings words, including adjectives, to describe what the wind was like and how William felt.</p> <p>Part 2</p> <p>Act out your scene in groups of three. Before reading your description of the scene as the narrator, tell your group what is happening at that point in the story to set up the scene. Read your complete sentences while one group member acts as William and the other group member acts as the windmill. Then switch roles.</p>	<p>Demonstrate use of sensory and feelings words.</p>

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<p>NR1. Text: “Wind at Work,” Amy Tao</p> <p>In this New-Read Assessment, the teacher reads aloud the informational text “Wind at Work” as students follow along. This New-Read Assessment has three parts. Part 1 assesses whether students can answer a question to determine the meaning of an unknown word in the text. Part 2 assesses how well students can distinguish between information provided in the words and information provided by the illustrations in a text, and Part 3 asks students to identify real-life connections between words and their use.</p>	<p>Deepen content knowledge about the wind. Recognize that adjectives are used to describe feelings and the wind.</p>
<p>NR2. Texts: Owl at Home, “Owl and the Moon,” Arnold Lobel, and “What Makes the Wind?” Amy Tao</p> <p>In this New-Read Assessment, the teacher reads aloud an excerpt from the literary text “Owl and the Moon” and the informational text “What Makes the Wind?” This New-Read Assessment has several parts. In Part 1, students identify a sensory and feelings word in four sentences from the text. In Part 2, they demonstrate their knowledge of root words by circling the root word in two words from the text. Part 3 assesses their knowledge of the affix re-. Part 4 asks students to distinguish the meaning of two adjectives. Part 5 requires that students use both texts to determine which tells a story and which gives information.</p>	<p>Deepen content knowledge about the wind. Demonstrate understanding that adjectives vary in intensity and can be used to describe feelings and wind.</p>
<p>EOM Task: Essential Question: How do people respond to the powerful force of the wind?</p> <p>Prompt:</p> <p>Create a story about how a character responds to the powerful force of the wind on a windy day.</p> <p>Be sure to include all of the following in your response:</p> <p>A Story Map to plan your story. Sensory and feelings words, including adjectives, that describe what the wind was like, and how the character felt at the beginning and end of the story. Words that show order of events. When you are finished, use the Narrative Writing Checklist to review and revise your writing.</p>	<p>Show understanding that wind is a powerful force that affects people’s feelings. Use a narrative structure to tell a story that has a problem, responses to a problem, and a resolution. Use sensory and feelings words to add details to</p>

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences
Focusing Question 1: How is wind a powerful force?

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	Feel the Wind	Wonder What do I notice and wonder about Feel the Wind?		Distinguish between module texts that provide information and those that tell stories. Distinguish shades of meaning of verbs that describe the wind.
2	Feel the Wind	Wonder What do I notice and wonder about Feel the Wind?	Examine Why is it important to ask questions to clear up confusion about a text or topic under discussion?	Generate and answer questions about Feel the Wind using key details from the text. Define the word powerful and make real-life connections to the word.
3	Feel the Wind	Organize What is happening in Feel the Wind?	Examine Why is research with multiple sources important?	Identify the main topic and retell key details of sections of Feel the Wind. Explain the importance of using multiple sources when researching. Define the word soar and identify real-life connections to the word.
4	Feel the Wind	Organize What is happening in Feel the Wind?	Examine Why is research with multiple sources important? Examine Why is using matching nouns and verbs important?	Identify the main topic and retell key details of sections of Feel the Wind. Gather evidence for shared research project about hurricane winds and identify similarities and differences in evidence collected from two sources. Identify whether the verb matches singular and plural nouns in a sentence.
5	Feel the Wind	Reveal What does a deeper exploration of words and illustrations reveal in Feel the Wind?	Experiment How does research with multiple sources work? Experiment	Distinguish between information provided by illustrations and information provided by the words in Feel the Wind. Identify key details in an informational text to gather evidence about hurricane winds.

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			How does using matching nouns and verbs in a sentence work?	Match singular and plural nouns with the correct verbs in sentences.
6 FQT1	Feel the Wind	Distill What is the essential meaning of Feel the Wind?	Execute How do I use matching nouns and verbs in a sentence?	Support the essential meaning of Feel the Wind with text evidence. Identify similarities and differences between research evidence collected from two texts about hurricane winds. Match nouns and verbs based on the proper number so that the sentence makes sense.
7 FQT1	Feel the Wind	Know How does Feel the Wind build my knowledge?	Execute How do I use research from multiple sources to write an informative paragraph? Excel How do I improve using matching nouns and verbs in my Focusing Question Task?	Write an informative paragraph about hurricane winds using information from multiple sources. Revise sentences to demonstrate understanding of how to match subjects with verbs in a sentence.

Focusing Question 2: What are feelings?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
8	Feelings	Wonder What do I notice and wonder about Feelings?	Experiment How do I ask questions to clear up confusion about texts and topics? Examine Why is using adjectives important?	Generate and answer questions about Feelings using key details from the text, including questions to clear up confusion. Ask a question about an unknown word in the text Feelings. Identify adjectives and how they are used in a sentence.

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9	Feelings	Organize What is happening in Feelings?	Examine Why is having a problem important?	Identify the reasons given to support the author's points in sections of Feelings. Explain why having a problem in a story is important. Define generous and selfish and make real-life connections to the words.
10	Feelings	Reveal What does a deeper exploration of illustrations and words reveal in Feelings?	Experiment How does writing a problem work? Experiment How does using adjectives in a sentence work?	Distinguish between information provided by the illustrations and information provided by the words in Feelings. Write a problem for a story about an illustration from Feelings. Identify and use adjectives in sentences.
11 FQT2	Feelings	Distill What is the essential meaning of Feelings?	Execute How do I write a problem in a story? Execute How do I use adjectives in a sentence?	Determine the essential meaning of Feelings and support it with text evidence. Write a problem for a vignette in Feelings. Use an adjective in a sentence to describe how someone is feeling.
12 FQT2	Feelings	Know How does Feelings build my knowledge?		Write a story using the illustrations in the vignette "Lost and Found" from Feelings. Distinguish shades of meaning of the word sad.
Focusing Question 3: How do characters respond to the powerful force of the wind?				

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
13	Gilberto and the Wind	Wonder What do I notice and wonder about Gilberto and the Wind?	Examine Why is it important to ask for more information from a speaker?	Generate and answer questions about Gilberto and the Wind using key details from the text. Examine the purpose of asking for more information from a speaker. Define the word strong and identify real-life connections to the word.
14	Gilberto and the Wind	Organize What is happening in Gilberto and the Wind?	Examine Why is it important to have responses to a problem and a resolution?	Retell Gilberto and the Wind using key details from the text. Add responses to a problem to explain how a character resolved the problem in a story. Use sentence-level context clues to determine the meaning of float and carries.
15	Gilberto and the Wind	Reveal What does a deeper exploration of sensory and feelings words reveal in Gilberto and the Wind?	Experiment How does responding to a problem work? Examine Why is using verb tenses important?	Identify words and phrases in Gilberto and the Wind that suggest feelings and appeal to the senses. Add responses to a problem to a partially completed story about the Wind and Gilberto. Identify verbs and sort them by tenses.
16	Gilberto and the Wind	Distill What is the central message of Gilberto and the Wind?	Experiment How does writing a resolution to a problem work?	Determine the central message of Gilberto and the Wind based on text evidence. Write a resolution to a problem in a story about the Wind and Gilberto. Categorize words related to strong and gentle along a word line.

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17 NR1	Owl at Home, "The Guest"	Wonder What do I notice and wonder about "The Guest"?	Experiment How does using verb tenses work? Experiment How does using verb tenses work?	Answer questions to determine meaning of an unknown word, distinguish between information provided by illustrations and information provided by text, and identify real-life connections between words and their use using the informational passage "Wind at Work." Generate and answer questions about "The Guest" using key details from the text. Categorize verbs by their tenses.
18 FQT3	Owl at Home, "The Guest"	Organize What is happening in "The Guest"?	Execute How do I write responses to a problem and a resolution in a story?	Retell "The Guest" using key details from the text. Orally rehearse a story using a graphic organizer. Identify root words and their inflectional endings.
19 FQT3	Owl at Home, "The Guest"	Distill What is the central message of "The Guest"?	Execute How do I use verb tenses in a sentence?	Determine the central message of "The Guest" and support it with text evidence. Write an original story about Owl in the present tense. Use correct verb tenses in sentences.
20	Gilberto and the Wind Owl at Home, "The Guest"	Know How do Gilberto and the Wind and "The Guest" build my knowledge?	Experiment How does asking for more information from a speaker work? Excel How do I improve using verb tenses in my Focusing Questioning Task?	Describe characteristics of books that tell stories. Ask and answer a question to clarify something a speaker says. Revise writing to include future tense of verbs.

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Focusing Question 4: How does Irene respond to the powerful force of the wind?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
21 VOC1	Brave Irene	Wonder What do I notice and wonder about Brave Irene?		Generate and answer questions about Brave Irene using key details from the text. Demonstrate understanding of grade-level vocabulary.
22	Brave Irene	Organize What is happening in Brave Irene?	Examine Why is using sensory words in a scene important?	Describe characters, settings, and major events in Brave Irene using key details from the text. Identify sensory words in a sentence. Identify root words and the inflectional ending -ing.
23	Brave Irene	Reveal What does a deeper exploration of sensory and feelings words reveal in Brave Irene?	Experiment How does using sensory and feelings words in a scene work?	Explain how the main character is feeling by identifying sensory and feelings words in the text. Add adjectives, such as sensory and feelings words, to a scene about Irene. Categorize words related to upset and angry along a word line.
24 FQT4	Brave Irene	Distill What is the central message of Brave Irene?	Execute How do I use sensory and feelings words in a scene?	Determine the central message of Brave Irene and support it with text evidence. Plan sentences that include sensory and feelings words to describe a scene from Brave Irene. Identify root words and the inflectional endings -ed and -ing.
25 FQT4	Brave Irene	Know How does Brave Irene build my knowledge?	Excel How do I improve using adjectives in my writing?	Use sensory and feelings words, including adjectives, to write and act out a scene from Brave Irene. Revise sentences by adding adjectives to describe feelings.

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Focusing Question 5: How does William use the powerful force of the wind?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
26	The Boy Who Harnessed the Wind	Wonder What do I notice and wonder about The Boy Who Harnessed the Wind?		Generate and answer questions about The Boy Who Harnessed the Wind using key details from the text. Define and use the prefix re- to make the words.
27	The Boy Who Harnessed the Wind	Organize What is happening in The Boy Who Harnessed the Wind?	Experiment How does using sensory and feelings words in a story work?	Retell The Boy Who Harnessed the Wind using evidence from the text. Determine sensory and feelings words for a scene in The Boy Who Harnessed the Wind. Define and use the prefix pre- to make words.
28 FQT5	The Boy Who Harnessed the Wind	Reveal What does a deeper exploration of the words and illustrations reveal in The Boy Who Harnessed the Wind?	Execute How do I use sensory and feelings words in a scene?	Use illustrations and details to describe events in The Boy Who Harnessed the Wind. Plan sentences that include sensory and feelings words to describe a scene from The Boy Who Harnessed the Wind. Use the prefixes pre- and re- to create words.
29 SS FQT5	The Boy Who Harnessed the Wind	Reveal What does a deeper exploration of science versus magic reveal in The Boy Who Harnessed the Wind?	Execute How do I ask for more information from a speaker?	Ask questions to clear up confusion or gather more information from a speaker during a Socratic Seminar focusing on the role of science and magic in The Boy Who Harnessed the Wind. Use sensory and feelings words, such as adjectives, in sentences to describe a scene in The Boy Who Harnessed the Wind using key details from the text. Use sentence-level context clues to determine the meaning of scanned and rumbled.

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30 FQT5	The Boy Who Harnessed the Wind	Distill What is the essential meaning of The Boy Who Harnessed the Wind?		Determine the essential meaning of The Boy Who Harnessed the Wind based on text evidence. Read and act out sentences that include sensory and feelings words, such as adjectives, to describe a scene from The Boy Who Harnessed the Wind. Connect content vocabulary from the text to the real world.
31 NR2 VOC2	The Boy Who Harnessed the Wind	Know How does The Boy Who Harnessed the Wind build my knowledge?		Identify words that suggest feelings or appeal to the senses, categorize two texts based on whether the text tells a story or gives information and list characteristics of each text type, use an affix as a clue to select the correct meaning of a word, highlight the root word within a word with an inflectional ending, and arrange adjectives in order based on shades of meaning. Identify basic similarities in and differences between The Boy Who Harnessed the Wind and a video about William Kamkwamba. Demonstrate understanding of grade-level vocabulary.

Essential Question: How do people respond to the powerful force of the wind?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
32 EOM	Feel the Wind Feelings Gilberto and the Wind Owl at Home, "The Guest" Brave Irene The Boy Who Harnessed the Wind	Know How do all the Module 3 texts build my knowledge?		Plan an original story about how a character responds to the wind using a graphic organizer.
33 EOM	Feel the Wind Feelings Gilberto and the Wind Owl at Home, "The Guest"	Know How do all the Module 3 texts build my knowledge?	Excel How do I improve my writing?	Write an original story that includes sensory and feelings words. Revise and edit sentences created in response to a prompt.

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	Brave Irene The Boy Who Harnessed the Wind			
34 EOM	Feel the Wind Feelings Gilberto and the Wind Owl at Home, "The Guest" Brave Irene The Boy Who Harnessed the Wind	Know How do all the Module 3 texts build my knowledge?	Excel How do I improve my writing?	Write an original story that includes sensory and feelings words. Revise story based on peer feedback. Revise and edit sentences created in response to a prompt by adding adjectives.
35 SS	Feel the Wind Feelings Gilberto and the Wind Owl at Home, "The Guest" Brave Irene The Boy Who Harnessed the Wind	Know How do all the Module 3 texts build my knowledge?		Ask questions to clear up confusion or gather more information from a speaker during a Socratic Seminar focusing on the Essential Question: "How do people respond to the powerful force of the wind?"

Content Resources

CORE TEXTS

Picture Books, Literary

- *Brave Irene*, William Steig
- *Owl at Home, "The Guest,"* Arnold Lobel
- *Gilberto and the Wind*, Marie Hall Ets

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Picture Books, Informational

- *The Boy Who Harnessed the Wind*, William Kamkwamba and Bryan Mealer
- *Feel the Wind*, Arthur Dorros
- *Feelings*, Alike

SUPPLEMENTARY TEXTS

Poetry

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- “The Wind,” James Reeves
- “It Fell in the City,” Eve Merriam (Handout 21A)
- “This Windmill,” Amy Ludwig VanDerwater

Video

- “William and the Windmill,” *Toronto Star*

Audio

- “Soaring Bird MVI 0902,” SanfordAr
- “Hummingbird Wing Sounds,” MyBackyardBirding

Painting

- *The Red Mill*, Piet Mondrian (1911)
- *Oostzijdse Mill with Extended Blue, Yellow and Purple Sky*, Piet Mondrian (1907)
- *Windmill in the Gein*, Piet Mondrian (1906–07)

Article, Informational

- “Wind at Work,” Amy Tao (Assessment 17A)
- “What Makes the Wind?,” Amy Tao (Assessment 31A)
- “Hurricanes,” National Geographic Kids

Short Story Excerpt, Literary

- “Owl and the Moon,” Arnold Lobel (Assessment 31A)

Websites

- *American Sign Language Dictionary*

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