

Module Summary

*The happiness of the bee and the dolphin is to exist.
For man it is to know that and to wonder at it.*

–Jacques Yves Cousteau

What makes animals fascinating to people? How do people observe animals to learn about their features? How are the features of animals' bodies similar and different? What can people learn from observing animals and why is it important?

People have been fascinated with observing, describing, and depicting animals for as long as both have shared this planet. Young learners, in particular, are riveted by the diversity of animals in our jungles and oceans, and a Grade 1 curriculum would not be complete without an opportunity for students to look deeply at the natural world through the lens of high-quality, content-rich texts and works of art.

Through this module, students discover the diverse characteristics, or features, of all kinds of creatures and identify the commonalities across species. By describing both the main ideas and details, students unlock complex messages in informational texts. As they write informative/explanatory responses to text and draw animals, students build the structure and complexity of their writing and thinking in service of developing their own animal expertise in creating animal trading cards.

This module opens with three animal fables: two classic *Aesop's Fables* and the award-winning and vibrantly illustrated *Seven Blind Mice*. These texts build on the work with central messages begun in Module 1 while showing students the lessons they can learn from stories about animals. Students also get introduced to two works of art: Henri Matisse's *The Snail* and Albrecht Dürer's *Young Hare*. Through examining these works, students uncover the theme of this module and how artists harness their fascination with animals to portray their features in art. Next, through a visually stunning narrative informational biography, *Me...Jane* by Patrick McDonell, students meet 10-year-old Jane Goodall, who spent her childhood enchanted by the wonders of the natural world. This Caldecott Honor book provides a framework for asking and answering questions about the text and illustrations to uncover how and why naturalists observe the features of animals' bodies and behaviors. Students continue their exploration of animals through *Sea Horse: The Shyest Fish in the Sea* by Chris Butterworth, whose detailed and layered illustrations and language reveal more with every read. In the final close reads of the module, learners mine the skillfully crafted, interactive informational texts *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (another Caldecott Honor book) and *Never Smile at a Monkey* (also by Jenkins) for fascinating facts about animal features and how they can use that knowledge to understand how animals survive and keep people safe.

As the culmination of this work for their End-of-Module (EOM) Task, students create large trading cards focusing on one animal from one of the module texts. Students participate in a shared research project as they gather evidence about these animals from texts over the course of the module. An authentic audience for this polished work motivates students to engage more deeply in quality craftsmanship.

Essential Question

What can we discover about animals' unique features?

Suggested Student Understandings

- People can learn about what makes animals similar and different from one another by observing and describing animal features.
- Animal experts describe animals in books, pictures, and videos to help us learn about the natural world and how animals survive.
- When authors and illustrators write or draw about animals, they research them carefully and use a lot of detail so others can learn more about them.

Texts

CORE TEXTS

Picture Book, Literary

- *Seven Blind Mice*, Ed Young

Picture Books, Informational

- *Me...Jane*, Patrick McDonnell
- *Never Smile at a Monkey*, Steve Jenkins
- *Sea Horse: The Shyest Fish in the Sea*, Chris Butterworth, John Lawrence
- *What Do You Do With a Tail Like This?*, Steve Jenkins, Robin Page

SUPPLEMENTARY TEXTS

Fables

- “The Hare and the Tortoise,” *Aesop’s Fables* (<http://witeng.link/0042>)
- “The Ants and the Grasshopper,” *Aesop’s Fables* (<http://witeng.link/0043>)

Poetry

- “Fish,” Mary Ann Hoberman (<http://witeng.link/0046>)

Video

- “Pygmy Sea Horses: Masters of Camouflage,” Deep Look (<http://witeng.link/0053>)

Visual Art

- *Young Hare*, Albrecht Dürer (1502) (<http://witeng.link/0054>)
- *The Snail*, Henri Matisse (1953) (<http://witeng.link/0049>)

Module Learning Goals

KNOWLEDGE GOALS

- Communicate ways and reasons that people observe animals and discover new things about them.
- Describe similarities and differences among diverse animal species, citing details about features of their bodies and behaviors.
- Explain how animals defend themselves and how people should act around animals to keep themselves and the animals safe.

READING GOALS

- Determine the lessons of fables. (RL.1.2)
- Identify the main topic and retell key details of a text. (RI.1.2)
- Describe connections between two pieces of information about animals. (RI.1.3)
- Locate, name, and use various text features to locate key facts or information in a text. (RI.1.5)
- Identify reasons the author gives to support points about an animal in a text, using information from the words and illustrations. (RI.1.8)

WRITING GOALS

- Write informative paragraphs with increasing independence, using information from module texts. (W.1.2)
- Use digital tools to produce a writing piece. (W.1.6)
- Participate in shared research by collecting evidence about animals for an informative paragraph. (W.1.7)
- Write an informative paragraph answering a question about an animal's unique feature and how the animal uses the feature. (W.1.8)

SPEAKING AND LISTENING GOALS

- Speak in complete sentences to ask and answer questions, as well as in collaborative conversations. (SL.1.6)
- Ready your body to listen. (SL.1.1.a)
- Add illustrations to clarify information in an informative paragraph. (SL.1.5)

LANGUAGE GOALS

- Produce complete sentences in response to prompts. (L.1.1.j)
- Use end punctuation for sentences. (L.1.2.b)
- Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) by defining or choosing them or by acting out the meanings. (L.1.5.d)
- Use phonetic spelling for words. (L.1.2.e)
- Sort words into categories based on attributes. (L.1.5.b)
- Use determiners. (L.1.1.h)
- Use frequently occurring prepositions. (L.1.1.i)

Module in Context

- **Knowledge:** In Grade 1 Module 2, students gain an awareness of the natural world around them. Content knowledge primarily focuses on the topic of animals, specifically addressing the idea of form and function of animal body parts and consistently revisiting how people use observation to learn about animals. Students' work in this module serves as a catalyst for deepening an understanding of the power of curiosity and how it drives research.
- **Reading:** Skill development focuses on deep reading of informational texts to ask and answer questions. The focus and texts of this module emphasize the interplay of visual and textual

information and highlight how the structure of informational texts (including text features) improve a reader’s understanding. Additionally, students are introduced to identifying reasons the author gives to support points in a text. Students use the skills of close reading both within and across texts to understand how to build knowledge on the features of animals.

- **Writing:** In this second module of Grade 1, students build their understanding of informational texts alongside the skills they need to execute their own writing of informative paragraphs. Through this work of using Sentence Frames and models for structure, practicing conventions that help strengthen their skill at creating complete sentences, and determining key details, they accrue the skills they need to structure and begin to develop informative writing. In their EOM Task informative paragraph, students apply what they have learned through studying the main topics and key details of informational texts to compose an informative paragraph about an animal’s unique features and how the animal uses those features.
- **Speaking and Listening:** Students continue to build their understanding of how to participate in collaborative conversations, learning the importance of speaking in full sentences, and readying their bodies to listen. They practice and apply speaking in full sentences when asking and answering questions, orally rehearsing for writing, and, more formally, in Socratic Seminars.

Standards

FOCUS STANDARDS

Reading Literature	
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Reading Informational Text	
RI.1.2	Identify the main topic and retell key details of the text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.8	Identify reasons the author gives to support points in a text.
Writing	
W.1.2	Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
Language	
L.1.1.h	Use determiners (e.g., articles, demonstratives).
L.1.1.i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2.b	Use end punctuation for sentences.
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5.b	Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.

CONTINUING STANDARDS

Reading Literature	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
Reading Informational Text	
RI.1.10	With prompting and support, read informational texts with appropriate complexity for Grade 1.
Language	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
<p>1. Write an informative paragraph stating the lesson of <i>Seven Blind Mice</i>.</p> <p>Be sure to include all of the following in your response:</p> <ul style="list-style-type: none"> ▪ A topic statement that names the text and states the lesson. ▪ Two or more examples from the text that support the lesson. ▪ A conclusion. ▪ Complete sentences that begin with a capital letter and end with a punctuation mark. 	<p>Demonstrate an understanding of fables.</p> <p>Demonstrate an understanding of the informative paragraph structure.</p>	<p>RL.1.2, W.1.2, W.1.8, L.1.1.j, L.1.2.b</p>
<p>2. Write an informative paragraph to answer the Focusing Question: How did Jane Goodall make discoveries about animals?</p> <p>Be sure to include all of the following in your response:</p> <ul style="list-style-type: none"> ▪ A topic statement that tells about Jane's discoveries. ▪ Two or more details that support how she made the discoveries. ▪ A conclusion. ▪ Complete sentences that begin with a capital letter and end with a punctuation mark. 	<p>Identify ways people learn about animals.</p> <p>Write a topic statement.</p>	<p>W.1.2, W.1.8, L.1.1.j, L.1.2.b</p>
<p>3. Write an informative paragraph to answer the Focusing Question: How do sea horses use their unique features?</p> <p>Be sure to include all of the following in your response:</p> <ul style="list-style-type: none"> ▪ A topic statement that names a feature of the sea horse. ▪ Two or more details that explain how that feature is used. ▪ A conclusion. ▪ Complete sentences that begin with a capital letter and end with a punctuation mark. ▪ Determiners (identify determiners in your paragraph and circle them). ▪ Your best spelling. ▪ An illustration of the sea horse's feature. 	<p>Select and write the details for an informative paragraph.</p> <p>Use determiners in sentences.</p>	<p>RI.1.3, W.1.2, W.1.8, L.1.1.h, L.1.1.j, L.1.2.b, L.1.2.e, SL.1.5</p>

<p>4. Write an informative paragraph explaining how two animals from the text <i>What Do You Do with a Tail Like This?</i> use the same feature differently.</p> <p>Be sure to include all of the following in your response:</p> <ul style="list-style-type: none"> ▪ A topic statement that names a unique feature from the text <i>What Do You Do with a Tail Like This?</i> ▪ Two or more details about how animals use that feature differently. ▪ A conclusion. ▪ Complete sentences that begin with a capital letter and end with a punctuation mark. ▪ Your best spelling. ▪ A detailed illustration of the animals in the paragraph. ▪ One sentence from the paragraph to add to the class book. 	<ul style="list-style-type: none"> ▪ Identify textual evidence that can be gathered to show how animals use their unique features in different ways. ▪ Select key details to add to an informative paragraph. 	<p>RI.1.3, W.1.2, W.1.8, L.1.1.j, L.1.2.b, L.1.2.e, SL.1.5</p>
<p>5. Write an informative paragraph stating the point the author of <i>Never Smile at a Monkey</i> makes in the text. Include at least two reasons supporting the point. Illustrate your example.</p> <p>Be sure to include all of the following in your response:</p> <ul style="list-style-type: none"> ▪ A topic statement stating the point the author makes. ▪ Two or more reasons that support the author's point. ▪ A conclusion that explains why the author's point is important. ▪ Complete sentences that begin with a capital letter and end with a punctuation mark. ▪ A preposition in at least one sentence, and circle it. ▪ Your best spelling. ▪ An illustration that includes an animal. 	<ul style="list-style-type: none"> ▪ Identify textual evidence that can be gathered to show how animals use unique features to protect themselves. ▪ Use prepositions in sentences. ▪ Write a conclusion for an informative paragraph. 	<p>RI.1.8, W.1.2, W.1.8, L.1.1.g., L.1.1.j, L.1.2.b, SL.1.5</p>

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
<p>1. Text: <i>Whales</i></p> <p>In this New-Read Assessment, the teacher reads the informational text, <i>Whales</i>, aloud. Students individually identify and use select informational text features, identify the main topic and provide key details, and distinguish the meaning of three verbs, ordering them from softest to loudest.</p>	<ul style="list-style-type: none"> ▪ Use text features to locate and use information in a text. ▪ Identify the main topic and key details in an informational text. ▪ Demonstrate understanding of shades of meaning in words. 	RI.1.2, RI.1.5, L.1.5.d
<p>2. Text: <i>Stone Fish</i></p> <p>In this New-Read Assessment, students are individually assessed on whether they can identify the reasons an author gives to support her points in a text, and categorize words using a concept map.</p>	<ul style="list-style-type: none"> ▪ Identify reasons an author gives to support points in a text. ▪ Categorize words by attribute. 	RI.1.8, L.1.5.b

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
<p>1. Respond to what others say in a Socratic Seminar on the following questions:</p> <ul style="list-style-type: none"> ▪ “What lessons did you learn from these fables?” ▪ “What do the lessons of fables teach you about your own life?” 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding that fables include a lesson. ▪ Recognize the connection between the lessons of fables and students’ lives. ▪ Use textual evidence to support statements about the lessons of fables. 	SL.1.1.a, SL.1.1.b, SL.1.6
<p>2. Respond to what others say in a Socratic Seminar on the Focusing Question:</p> <ul style="list-style-type: none"> ▪ In what different ways does the text <i>Sea Horse</i> teach readers about the sea horse’s unique features? 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding that sea horses have unique features. ▪ Recognize that the text teaches readers about sea horses through its organization into main topics and details, illustrations, text features, and language such as similes. ▪ Use textual evidence to support statements about the unique features of sea horses. 	SL.1.1.a, SL.1.1.b, SL.1.6
<p>3. Respond to what others say in a Socratic Seminar on the Essential Question:</p> <ul style="list-style-type: none"> ▪ What have we discovered about animals’ unique features? 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding that animals are unique. ▪ Recognize that animal features help and protect animals from predators. ▪ Use textual evidence to support statements about new learning around animals’ unique features. 	SL.1.1.a, SL.1.1.b, SL.1.6

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
<p>Use evidence gathered during shared class research to write an informative paragraph about an animal's unique features.</p> <p>Be sure to include all of the following in your response:</p> <ul style="list-style-type: none"> ▪ A topic sentence that names the animal and its unique features. ▪ Two or more details of how the animal uses the features. ▪ A conclusion. ▪ Complete sentences that begin with a capital letter and end with a punctuation mark. ▪ Your best spelling. ▪ An illustration of the animal and its features on the front of the card. <p>Use your best handwriting, as you will read and share your story and illustration with your classmates and teacher.</p>	<ul style="list-style-type: none"> ▪ Writes a topic statement naming an animal and the animal's unique features. ▪ Use two or more details to support the topic statement. ▪ Write a conclusion that either restates or relates to the topic statement. ▪ Complete and correctly punctuate sentences. ▪ Correct grade-level spelling with more advanced words spelled phonetically. ▪ A detailed illustration of the animal. 	W.1.2, W.1.7, W.1.8, L.1.1.j, L.1.2.b, L.1.1.g, SL.1.5

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.1.6

Module Map

Focusing Question 1: What lessons can we learn through stories about animals?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	"The Hare and the Tortoise," "The Ants and the Grasshopper"	Wonder: What do I notice and wonder about <i>Aesop's Fables</i> ?		Generate and answer questions about "The Hare and the Tortoise" and "The Ants and the Grasshopper" using key details from the text. (RL.1.1)

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Focusing Question 1: What lessons can we learn through stories about animals?				
2	<p>“The Hare and the Tortoise,”</p> <p>“The Ants and the Grasshopper”</p>	<p>Organize:</p> <p>What is happening in <i>Aesop’s Fables</i>?</p>	<p>Examine:</p> <p>Why is the <u>structure of an informative paragraph</u> important?</p>	<p>Retell “The Hare and the Tortoise” using key details from the text. (RL.1.2, RL.1.3)</p> <p>Identify the components of an informative paragraph. (W.1.2)</p>
3	<p>“The Hare and the Tortoise,”</p> <p>“The Ants and the Grasshopper”</p>	<p>Reveal:</p> <p>What does a deeper exploration of the main character’s actions reveal in <i>Aesop’s Fables</i>?</p>	<p>Examine:</p> <p>Why is the <u>structure of an informative paragraph</u> important?</p>	<p>Analyze the main character’s actions using key details in “The Hare and the Tortoise.” (RL.1.1, RL.1.3)</p> <p>Identify the components of an informative paragraph in an exemplar piece about turtles. (W.1.2)</p>
4	<p>“The Hare and the Tortoise,”</p> <p>“The Ants and the Grasshopper”</p>	<p>Distill:</p> <p>What are the lessons of <i>Aesop’s Fables</i>?</p>	<p>Examine:</p> <p>Why is the <u>structure of an informative paragraph</u> important?</p>	<p>Identify key details from the text to determine the lessons of <i>Aesop’s Fables</i>. (RL.1.2)</p> <p>Collaboratively write an informative paragraph about “The Ants and the Grasshopper” using evidence from class charts. (W.1.2)</p>
5	<i>Seven Blind Mice</i>	<p>Wonder:</p> <p>What do I notice and wonder about <i>Seven Blind Mice</i>?</p>	<p>Experiment:</p> <p>How does the <u>structure of an informative paragraph</u> work?</p>	<p>Generate and answer questions about <i>Seven Blind Mice</i> using key details from the text. (RL.1.1)</p> <p>Add details to an informative paragraph about the lesson of “The Hare and the Tortoise.” (W.1.2)</p>
6	<i>Seven Blind Mice</i>	<p>Organize:</p> <p>What is happening in <i>Seven Blind Mice</i>?</p>	<p>Execute:</p> <p>How do I use the <u>structure of an informative paragraph</u> in my writing?</p>	<p>Retell <i>Seven Blind Mice</i> using key details from the text. (RL.1.2, RL.1.3)</p> <p>Sequence the components of an informational paragraph about hares. (W.1.2)</p>
7	<i>Seven Blind Mice</i>	<p>Reveal:</p> <p>What does a deeper exploration of the characters’ actions reveal in <i>Seven Blind Mice</i>?</p>	<p>Examine:</p> <p>Why is speaking in <u>complete sentences</u> important?</p>	<p>Analyze the characters’ actions using key details in <i>Seven Blind Mice</i>. (RL.1.1, RL.1.3)</p>

Focusing Question 1: What lessons can we learn through stories about animals?				
8 ✓FQT	<i>Seven Blind Mice</i>	Distill: What is the lesson of <i>Seven Blind Mice</i> ?		Identify the lesson of <i>Seven Blind Mice</i> . (RL.1.2) Orally rehearse an informative paragraph using a graphic organizer. (RL.1.2, W.1.2, W.1.8)
9 ✓FQT ✓SS	“The Hare and the Tortoise,” “The Ants and the Grasshopper,” <i>Seven Blind Mice</i>	Know: How do <i>Aesop’s Fables</i> and <i>Seven Blind Mice</i> build my knowledge?	Execute: How do I use <u>complete sentences</u> in a Socratic Seminar? Examine: Why is using <u>phonetic spelling</u> important?	Speak in complete sentences while responding to what others say in a Socratic Seminar. (SL.1.1.a, SL.1.1.b, SL.1.6) Write an informative paragraph to demonstrate knowledge of the lesson of <i>Seven Blind Mice</i> and understanding of how to use informative paragraph structure. (RL.1.2, W.1.2, W.1.8, L.1.1.j, L. 1.2.b)

Focusing Question 2: How did Jane Goodall make discoveries about animals?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
10	<i>Me...Jane</i>	Wonder: What do I notice and wonder about <i>Me...Jane</i> ?	Examine: Why is writing a <u>topic statement</u> important?	Signal unknown words in <i>Me...Jane</i> . (RI.1.4) With support, select the best topic statement for an informative paragraph. (W.1.2)
11	<i>Me...Jane</i>	Organize: What is happening in <i>Me...Jane</i> ?	Experiment: How does writing a <u>topic statement</u> work?	Identify the key details and main topic of sections of the text from <i>Me...Jane</i> with support. (RI.1.2) Generate and write a topic statement for a partially complete paragraph. (W.1.2)

Focusing Question 2: How did Jane Goodall make discoveries about animals?				
12 ✓FQT	<i>Me...Jane</i>	Reveal: What does a deeper exploration of illustrations and photographs reveal about the main character in <i>Me...Jane</i> ?	Execute How do I write a <u>topic statement</u> for my informative paragraph?	Use the illustrations and details in <i>Me...Jane</i> to describe how Jane made discoveries about animals. (RI.1.1, RI.1.7) Write a topic statement for an informative paragraph about Jane Goodall's discoveries about animals in the text <i>Me...Jane</i> . (W.1.2, W.1.8, L.1.1.j, L.1.2.b)
13	<i>Me...Jane</i>	Distill: What is the essential meaning of <i>Me...Jane</i> ?	Experiment: How does <u>phonetic spelling</u> work?	Determine the essential meaning of <i>Me...Jane</i> and support it with textual evidence. (RI.1.2) Compose an informative paragraph with a topic statement. (W.1.2, W.1.8, L.1.1.j, L.1.2.b)
14	<i>Me...Jane</i>	Know: How does <i>Me...Jane</i> build my knowledge?	Excel How do I improve my <u>topic statements</u> ? <u>Experiment</u> How does speaking in <u>complete sentences</u> work?	Describe the connection between information in the back matter of the text to information in the story in <i>Me...Jane</i> . (RI.1.3, RI.1.5) Revise a topic statement in an informative paragraph. (W.1.2, W.1.5, L.1.1.j, L.1.2.b)

Focusing Question 3: How do sea horses use their unique features?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
15	<i>Sea Horse: The Shyest Fish in the Sea</i>	Wonder: What do I notice and wonder about <i>Sea Horse: The Shyest Fish in the Sea</i> ?		Generate and answer questions about <i>Sea Horse: The Shyest Fish in the Sea</i> using key details from the text. (RI.1.1)

Focusing Question 3: How do sea horses use their unique features?				
16	<i>Sea Horse: The Shyest Fish in the Sea</i>	Organize: What is happening in <i>Sea Horse: The Shyest Fish in the Sea</i> ?	Examine: Why is <u>selecting information</u> for informative paragraphs important?	Identify the main topic and retell key details of sections of <i>Sea Horse: The Shyest Fish in the Sea</i> . (RI.1.2) Describe the purpose of information in an informative paragraph. (W.1.2)
17	<i>Sea Horse: The Shyest Fish in the Sea</i>	Organize: What is happening in <i>Sea Horse: The Shyest Fish in the Sea</i> ?	Examine: Why is <u>adding illustrations</u> to an informative paragraph important? Experiment: How does <u>selecting information</u> for an informative paragraph work?	Determine the main topic of the whole text <i>Sea Horse: The Shyest Fish in the Sea</i> . (RI.1.2) Organize information by matching a detail about a sea horse with its corresponding unique feature. (W.1.2)
18	<i>Sea Horse: The Shyest Fish in the Sea</i>	Reveal: What does a deeper exploration of informational text features reveal in <i>Sea Horse: The Shyest Fish in the Sea</i> ?	Execute: How do I <u>select information</u> for an informative paragraph?	Identify and use text features, such as an index, text box, and labels, to locate key information in <i>Sea Horse: The Shyest Fish in the Sea</i> ? (RI.1.5) Select two details to include in an informative paragraph about a feature of a sea horse. (W.1.2)
19 ✓FQT	<i>Sea Horse: The Shyest Fish in the Sea</i>	Reveal: What does a deeper exploration of the language reveal about <i>Sea Horse: The Shyest Fish in the Sea</i> ?	Execute: How do I use <u>phonetic spelling</u> in my writing?	Examine similes in <i>Sea Horse: The Shyest Fish in the Sea</i> and analyze how they reveal deeper meaning in the text. (RI.1.3) Use phonetic spelling in the Focusing Question Task. (L.1.2.e) Write an informative paragraph that includes two or more details about one of a sea horse's unique features. (W.1.2, W.1.8, L.1.1.h, L.1.1.j, L.1.2.b, L.1.2.e, SL.1.5)

Focusing Question 3: How do sea horses use their unique features?				
20 ✓VOC ✓SS	<i>Sea Horse: The Shyest Fish in the Sea</i>	Know: How does <i>Sea Horse: The Shyest Fish in the Sea</i> build my knowledge?	Execute: How do I use <u>complete sentences</u> during a Socratic Seminar?	Speak in complete sentences during a Socratic Seminar focusing on the different ways that <i>Sea Horse</i> teaches readers about a sea horse's unique features. (SL.1.1.a, SL.1.1.b, SL.1.6)

Focusing Question 4: How do animals use the same feature in unique ways?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
21 ✓NR	<i>What Do You Do With a Tail Like This?</i>	Wonder: What do I notice and wonder about <i>What Do You Do With a Tail Like This?</i>		Generate and answer questions about <i>What Do You Do With a Tail Like This?</i> using key details from the text. (RI.1.1) Identify and use an index and a label, identify the main topic and key details, and order verbs from softest to loudest using the informational passage <i>Whales</i> . (RI.1.2, RI.1.5, L.1.5.d)
22 ✓FQT	<i>What Do You Do With a Tail Like This?</i>	Organize: What is happening in <i>What Do You Do With a Tail Like This?</i>	Experiment: How does <u>adding illustrations</u> to an informational paragraph work?	Identify the main topic and retell key details of sections of <i>What Do You Do With a Tail Like This?</i> (RI.1.2) Plan an informative paragraph to complete Focusing Question Task 4. (W.1.2)
23	<i>What Do You Do With a Tail Like This?</i>	Reveal: What does a deeper exploration of informational text features reveal in <i>What Do You Do With a Tail Like This?</i>		Know and use text features to locate more information in <i>What Do You Do With a Tail Like This?</i> (RI.1.5) Write an informative paragraph that describes how two animals use the same feature differently. (W.1.2, W.1.8, RI.1.3, L.1.1.j, L.1.2.b, L.1.2.e, SL.1.5)

Focusing Question 4: How do animals use the same feature in unique ways?				
24	<i>What Do You Do With a Tail Like This?</i> <i>Young Hare</i>	Distill: What is the essential meaning of <i>Young Hare</i> ?	Execute: How do I use <u>adding illustrations</u> to an informative paragraph? Examine: Why is using a <u>digital tool</u> to type my writing important? Experiment: How does using a <u>digital tool</u> to type and publish my writing work?	Add a drawing to a written description of how two animals use the same feature differently to clarify ideas. (SL.1.5) Use a digital tool to type a name on a page that will be added to a book produced by the class. (W.1.6)
25	<i>What Do You Do With a Tail Like This?</i>	Know: How does <i>What Do You Do With a Tail Like This?</i> build my knowledge?	Execute: How do I use a <u>digital tool</u> to type and publish my writing?	Use a digital tool to type a sentence on a page that will be added to a book produced by the class. (W.1.6, L.1.1.j, L.1.2.b, SL.1.5)
26	<i>What Do You Do With a Tail Like This?</i> “5 Reasons Why Bald Eagles Are the Best”	Know: How do <i>What Do You Do With a Tail Like This?</i> and other informational texts build my knowledge of animals?	Experiment: How does <u>research with sources</u> work?	Explain how the authors’ reasons support the point that “bald eagles are the best.” (RI.1.3, RI.1.8) Choose evidence from texts for a collaboratively written opinion piece about favorite animals. (RI.1.2, W.1.1, W.1.7, W.1.8, W.4*)

Focusing Question 5: How do animals use their unique features in unexpected ways?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
27	<i>Never Smile at a Monkey</i>	Wonder: What do I notice and wonder about <i>Never Smile at a Monkey</i> ?		Generate and answer questions about <i>Never Smile at a Monkey</i> using key details from the text. (RI.1.1)

Focusing Question 5: How do animals use their unique features in unexpected ways?				
28	<i>Never Smile at a Monkey</i>	Organize: What is happening in <i>Never Smile at a Monkey</i> ?	Examine: Why is <u>adding a conclusion</u> to an informative paragraph important?	Identify the author's point and reasons given to support that point in sections of <i>Never Smile at a Monkey</i> . (RI.1.8) Identify the reasons why it is important to add a conclusion to an informative paragraph. (W.1.2)
29	<i>Never Smile at a Monkey</i>	Reveal: What does a deeper exploration of text features reveal about the author's points in <i>Never Smile at a Monkey</i> ?	Experiment: How does <u>adding a conclusion</u> to an informative paragraph work?	Locate and name text features and explain how they help make the author's point in <i>Never Smile at a Monkey</i> . (RI.1.5, RI.1.8) Write a conclusion for an informative paragraph. (W.1.2)
30 ✓FQT	<i>Never Smile at a Monkey</i>	Reveal: What does a deeper exploration of illustrations reveal about the author's points in <i>Never Smile at a Monkey</i> ?		Analyze how illustrations help make the author's point in <i>Never Smile at a Monkey</i> . (RI.1.7, RI.1.8) Plan an informative paragraph stating the author's point with supporting reasons. (W.1.2, W.1.7, W.1.8, SL.1.5, L.1.1.h, L.1.1.j, L.1.2.b)
31	<i>Never Smile at a Monkey</i>	Distill: What is the essential meaning of <i>Never Smile at a Monkey</i> ?		Determine the essential meaning of <i>Never Smile at a Monkey</i> . (RI.1.2) Write an informative paragraph that states the author's point and supporting reasons. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.j, L.1.2.b, SL.1.5)

Focusing Question 5: How do animals use their unique features in unexpected ways?				
32 ✓NR	<i>Never Smile at a Monkey</i>	Know: How does <i>Never Smile at a Monkey</i> build my knowledge?	Excel How do I improve at <u>adding conclusions</u> to my writing?	Revise conclusion in an informative paragraph about <i>Never Smile at a Monkey</i> . (W.1.2, L.1.1.j, L.1.2.b, L.1.2.e) Identify the reasons an author gives to support points in the informative text <i>Stone Fish</i> and categorize attributes of a stone fish. (RI.1.8, L.1.5.b)

Essential Question: What can we discover about animals' unique features?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
33 ✓VOC ✓EOM	All Module Texts	Know: How do all the Module 2 texts build my knowledge?		Plan End-of-Module Task. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, SL.1.5)
34	All Module Texts	Know: How do all the Module 2 texts build my knowledge?		Write an informative paragraph about an animal's unique feature and how the animal uses it. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, SL.1.5)
35	All Module Texts	Know: How do all the Module 2 texts build my knowledge?		Add a drawing to a written description of an animal's unique features to clarify ideas. (SL.1.5)
36 ✓SS	All Module Texts	Know: How do all the Module 2 texts build my knowledge?	Excel How do I improve speaking in <u>complete sentences</u> during a Socratic Seminar?	Speak in complete sentences during a Socratic Seminar. (SL.1.1.a, SL.1.1.b, SL.1.6)