

## WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

### Module 1: A World of Books

Module 2: *Creature Features*

Module 3: *Powerful Forces*

Module 4: *Cinderella Stories*

In Module 1, we will study the power of books and libraries around the world. Some people have climbed mountains just to find books. Others have trekked to libraries on boats or even on elephants. In this module, we will ask the question: How do books—and the knowledge they bring—change lives around the world?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Informational)

- *Museum ABC*, The Metropolitan Museum of Art
- *My Librarian Is a Camel*, Margriet Ruurs

### Picture Books (Literary)

- *Tomás and the Library Lady*, Pat Mora and Raul Colón
- *Waiting for the Biblioburro*, Monica Brown and John Parra
- *That Book Woman*, Heather Henson and David Small
- *Green Eggs and Ham*, Dr. Seuss

## OUR CLASS WILL WATCH THESE VIDEOS

- “Biblioburro: The Donkey Library,” Ebonne Ruffins, CNN
- “Pack Horse Librarians,” SLIS Storytelling

## OUR CLASS WILL EXAMINE THIS PAINTING

- *The Midnight Ride of Paul Revere*, Grant Wood

## OUR CLASS WILL ASK THESE QUESTIONS

- How do library books change life for Tomás?
- How does the Biblioburro change life for Ana?
- How do people around the world get books?

- How does the packhorse librarian change life for Cal?
- How do books change my life?

### QUESTIONS TO ASK AT HOME

As you read with your Grade 1 student, ask:

- What do you notice and wonder?

### BOOKS TO READ AT HOME

- *Roger is Reading a Book*, Koen Van Biesen
- *Poppleton*, Cynthia Rylant
- *Rain School*, James Rumford
- *Library Lion*, Michelle Knudsen
- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters
- *Biblioburro: A True Story from Colombia*, Jeanette Winter
- *The Fantastic Flying Books of Mr. Morris Lessmore*, William Joyce
- *Thank You, Mr. Falker*, Patricia Polacco
- *The Stone Lion*, Margaret Wild
- *Bats at the Library*, Brian Lies
- *Wild about Books*, Judy Sierraq
- *The Library*, Sarah Stewart
- *You Wouldn't Want to Live Without Books!*, Alex Woolf

### PLACES YOU CAN VISIT TO TALK ABOUT THE WORLD

Visit the local library together. Ask the librarian:

- What is the history of the library?
- When was the library built?
- Who built the library?
- How many people visit the library each year?
- What programs does the library offer?

## WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 2?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A World of Books*

### Module 2: *Creature Features*

Module 3: *Powerful Forces*

Module 4: *Cinderella Stories*

In Module 2, we will study the unique features of animals. We will ask these questions: What makes animals so fascinating? How do we observe, learn about, and engage with animals? How are the features of animals' bodies and behavior similar to and different from one another?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Informational)

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

### Picture Books (Literary)

- *Seven Blind Mice*, Ed Young

### Fables

- "The Hare & the Tortoise," *Aesop's Fables*
- "The Ants & the Grasshopper," *Aesop's Fables*

## OUR CLASS WILL WATCH THIS VIDEO

- "Pygmy Sea Horses: Masters of Camouflage," *Deep Look* (2014)

## OUR CLASS WILL EXAMINE THESE PAINTINGS

- *Young Hare*, Albrecht Dürer (1502)
- *The Snail*, Henri Matisse (1953)

## OUR CLASS WILL ASK THESE QUESTIONS

- What lessons can we learn through stories about animals?
- How did Jane Goodall make discoveries about animals?
- How do sea horses use their unique features?
- How do animals use the same feature in unique ways?
- How do animals use their unique features in unexpected ways?
- What can we discover about animals' unique features?

## QUESTIONS TO ASK AT HOME

As you read with your Grade 1 student, ask:

- What's happening?
- What does a closer look at words and illustrations reveal about this text's deeper meaning?

## BOOKS TO READ AT HOME

- *Olinguito, from A to Z!*, Lulu Delacre
- *The Iridescence of Birds: A Book about Henri Matisse*, Patricia MacLachlan
- *Creature Features*, Steve Jenkins and Robin Page
- *The Circus Ship*, Chris Van Dusen
- *Henri's Scissors*, Jeanette Winter
- *Sisters and Brothers: Sibling Relationships in the Animal World*, Steve Jenkins and Robin Page
- *How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships*, Steve Jenkins and Robin Page
- *My First Day*, Steve Jenkins and Robin Page
- *The Fantastic Jungles of Henri Rousseau*, Michelle Markel
- *Where in the Wild?: Camouflaged Creatures Concealed ... and Revealed*, David M. Schwartz and Yael Schy
- *Where Else in the Wild?*, David M. Schwartz and Yael Schy
- *Unusual Creatures: A Mostly Accurate Account of Some of Earth's Strangest Animals*, Michael Hearst
- *Furs, Fins, and Feathers: Abraham Dee Bartlett and the Invention of the Modern Zoo*, Cassandre Maxwell
- *The Cat and the Bird: A Children's Book Inspired by Paul Klee*, Géraldine Elschner
- *Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought)*, Kathleen Krull
- *A Bird or Two: A Story about Henri Matisse*, Bijou Le Tord
- *Starfish*, Edith Thacher Hurd
- *Sharks*, Kate Riggs
- *Amazing Animals: Dolphins*, Kate Riggs
- *Gentle Giant Octopus*, Karen Wallace
- *Surprising Sharks*, Nicola Davies
- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino

- *Big Blue Whale*, Nicola Davies
- *Giant Squid: Mystery of the Deep*, Jennifer Dussling
- *Amazing Animals: Cheetahs*, Kate Riggs
- *Amazing Animals: Elephants*, Kate Riggs
- *Walk with a Wolf*, Janni Howker
- *Biggest, Strongest, Fastest*, Steve Jenkins
- *A Tower of Giraffes: Animals in Groups*, Anna Wright
- *The Happy Lion*, Louise Fatio
- *Unlovable*, Dan Yaccarino
- *Inch by Inch*, Leo Lionni
- *Amazing Animals: Eagles*, Kate Riggs
- *Grasshopper on the Road*, Arnold Lobel
- *Fireflies!*, Julie Brinckloe
- *Bat Loves the Night*, Nicola Davies
- *Yucky Worms*, Vivian French
- *Chameleons Are Cool*, Martin Jenkins
- *The Beetle Book*, Steve Jenkins
- *Behold the Beautiful Dung Beetle*, Cheryl Bardoe

### **PLACES YOU CAN VISIT TO TALK ABOUT ANIMALS**

Visit a zoo, farm, or pet shop together. Ask:

- What do you notice and wonder about the animals?
- What are some of the unique features of this animal?
- How does this animal use these unique features?

You could ask these same questions at home about a family pet.

## WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 3?

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Module 1: *A World of Books*

Module 2: *Creature Features*

### **Module 3: Powerful Forces**

Module 4: *Cinderella Stories*

In Module 3, students discover the capacity of wind and the emotions it evokes. We will ask the question: How do people respond to the powerful force of the wind?

## OUR CLASS WILL READ THESE BOOKS

### **Picture Books (Literary)**

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

### **Picture Books (Informational)**

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

### **Poetry**

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

## OUR CLASS WILL WATCH THIS VIDEO

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

## OUR CLASS WILL READ THESE ARTICLES

- “Wind at Work”
- “What Makes the Wind?”

**OUR CLASS WILL READ THIS SHORT STORY EXCERPT**

- “Owl and the Moon,” Arnold Lobel

**OUR CLASS WILL EXAMINE THESE PAINTINGS**

- *The Red Mill*, Piet Mondrian (1911)
- *Oostzijdse Mill with Extended Blue, Yellow and Purple Sky*, Piet Mondrian (1907)
- *Windmill in the Gein*, Piet Mondrian (1906–7)

**OUR CLASS WILL ASK THESE QUESTIONS**

- How is wind a powerful force?
- What are feelings?
- How do characters respond to the powerful force of the wind?
- How does Irene respond to the powerful force of the wind?
- How does William use the powerful force of the wind?

**QUESTIONS TO ASK AT HOME**

As you read with your Grade 1 student, ask:

- What is the essential meaning, or most important message, in this book?

**BOOKS TO READ AT HOME**

- *The Wonderful Wizard of Oz*, L. Frank Baum
- *The Wind Blew*, Pat Hutchins
- *Katy and the Big Snow*, Virginia Lee Burton
- *Twenty-One Elephants and Still Standing*, April Jones Prince
- *Time of Wonder*, Robert McCloskey
- *Neo Leo: The Ageless Ideas of Leonardo da Vinci*, Gene Barretta
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst
- *Coppernickel Goes Mondrian*, Wouter van Reek
- *A Small Tall Tale from the Far Far North*, Peter Sis
- *Hurricanes!*, Gail Gibbons

**PLACES YOU CAN VISIT TO TALK ABOUT THE WIND**

Visit a nearby park or go for a walk together on a windy day. Sit near an open window to feel the breeze. Take a trip to the beach if you live nearby. Ask the following questions:

- What do you know about the wind?
- What does the wind feel like?
- What does the wind sound like?
- Can you see the wind?
- How does this weather make you feel?
- What activities do you like to do on a windy day?
- What can the wind help you do?

## WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A World of Books*

Module 2: *Creature Features*

Module 3: *Powerful Forces*

### Module 4: *Cinderella Stories*

In Module 4, students discover that while there are thousands of versions of the Cinderella story, the stories are united by common elements and themes. Changes to the setting do not disrupt the magic of these tales or their ability to impart the importance of kindness, forgiveness, and belief in good triumphing over evil. We will ask the question: Why do people around the world admire Cinderella?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Literary)

- *Cinderella*, Marcia Brown
- *Cendrillon: A Caribbean Cinderella*, Robert D. San Souci; illustrations, Brian Pinkney
- *The Rough-Face Girl*, Rafe Martin; illustrations, David Shannon
- *Bigfoot Cinderrrrrella*, Tony Johnston; illustrations, James Warhola
- *The Korean Cinderella*, Shirley Climo; illustrations, Ruth Heller
- *Adelita*, Tomie dePaola
- *Glass Slipper, Gold Sandal: A Worldwide Cinderella*, Paul Fleischman; illustrations, Julie Paschkis

## OUR CLASS WILL WATCH THESE VIDEOS

- “Kudhinda Screen Printing”
- “The Process of Making Batik—Artisans at Work”
- “Wycinanka/Paper Cutout”

## OUR CLASS WILL READ THIS ARTICLE

- “900 Cinderellas,” Marcia Amidon Lusted and Judith C. Greenfield

**OUR CLASS WILL EXAMINE THESE PAINTINGS**

- *First Steps*, Jean-Francois Millet
- *First Steps, after Millet*, Vincent van Gogh
- *First Steps*, Pablo Picasso

**OUR CLASS WILL VISIT THESE WEBSITES**

- “Around the World,” *TIME for Kids*
- “Talking Textiles,” *The Children’s University of Manchester*

**OUR CLASS WILL ASK THESE QUESTIONS**

- Why do people admire Perrault’s Cinderella?
- Why do people admire Rough-Face Girl and Ella?
- Why do people admire Adelita and Pear Blossom?

**QUESTIONS TO ASK AT HOME**

As you read with your Grade 1 student, ask:

- How does this text build your knowledge of Cinderella stories? Share what you know about Cinderella stories.

**BOOKS TO READ AT HOME**

- *Spotlight on South Korea*, Bobbie Kalman
- *This Is Ireland*, Miroslav Sasek
- *Vincent van Gogh: (Getting to Know the World’s Greatest Artists)*, Mike Venezia
- *Pablo Picasso: (Getting to Know the World’s Greatest Artists)*, Mike Venezia
- *Vincent’s Colors*, Vincent van Gogh and Metropolitan Museum of Art
- *The Friendly Postman: The Art of Van Gogh*, Yu-ri Kim
- *Sootface: An Ojibwa Cinderella Story*, Robert D. San Souci
- *Lon Po Po: A Red Riding Hood Story from China*, Ed Young
- *Cinderella Penguin, or, The Little Glass Flipper*, Janet Perlman
- *Mufaro’s Beautiful Daughters*, John Steptoe
- *The Irish Cinderlad*, Shirley Climo
- *Vincent Can’t Sleep: Van Gogh Paints the Night Sky*, Barb Rosenstock
- *Yeh-Shen: A Cinderella Story from China*, Ai-Ling Louie
- *Jouanah: A Hmong Cinderella*, adapted by Jewell Reinhart Coburn with Tzexa Cherta Lee
- *The Golden Sandal: A Middle Eastern Cinderella Story*, Rebecca Hickox
- *Cinderella/Cenicienta*,\* Francesc Boada

\*This text is written in both English and Spanish.

**IDEAS FOR TALKING ABOUT CINDERELLA STORIES**

Visit a library together. Ask the librarian to recommend another book about Cinderella, or select one of the titles from the list above. As you read the text with your child, ask the following:

- What traits do you admire about the Cinderella character?
- What traits do you not admire about some of the other characters in the story?
- What elements of Cinderella stories do you recognize? Follow up with: What are the good and evil characters, magical element, and proof of identity in this story?
- What are some similarities and differences between the Cinderella character in this story and the same character in another Cinderella story that we read?
- Who was telling the story in the part we just read? How do you know?