Wit and Wisdom

**First Grade: Module 1 (A World of Books)**

**Module Summary:**

*A World of Books* harnesses Grade 1 students’ inherent desire to read and learn. Through inspiring texts, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books. With each new text, students construct more knowledge and collect more evidence about how and why children everywhere read in order to answer the Essential Question: *How do books change lives around the world?*

The module begins with an exploration of museum masterpieces through the lens of the alphabet in *Museum ABC.* These beautifully curated works of fine art offer students a rich opportunity to engage with an accessible text with increasing depth, mining the works of art for details and understanding. All the texts that follow paint a picture of the joy and power that books bring to children everywhere. The three narrative picture books, *Tomas and the Library Lady* (based on the experiences of a Mexican boy from a migrant family), *Waiting for the Biblioburro* (based on the experiences of Ana, a Columbian girl from a rural village), and *That Book Woman* (based on the stories of packhorse librarians in rural Applachia) show, in exquisite detail, how books transform each character’s life. In *My Librarian is a Camel,* students discover a world of ways that children access books and the heroic efforts of those who dedicate their lives to bringing the joy of reading to all. With the final book, *Green Eggs and Ham,* students experience the power of books for themselves as they delight in how this timeless classic with an inspiring message can impact their lives.

Students then share their knowledge and joy through the End-of-Module Task: an original narrative story about a character that is changed in some ways by books. Each student designs a cover page for this narrative inspired by *Museum ABC,* showing four characters reading joyfully- B is for Books! With this new perspective, the instruction that students encounter in subsequent modules and years of study will be richer because of their enduring understanding about the power of a book.

**Texts:**

**Picture Books, Literacy**

*Tomas and the Library Lady,* Pat Mora and Raul Colon

*Waiting for the Biblioburro,* Monica Brown and John Parra

*That Book Woman,* Heather Henson and David Small

*Green Eggs and Ham,* Dr. Seuss

**Picture Books, Informational**

*Museum ABC,* The Metropolitan Museum of Art

*My Librarian is a Camel,* Margriet Ruurs

**Standards:**

**Reading Literature:**

1.RL.KID.1 Ask and answer questions about key details in a text.

1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe

characters, settings, and major events in a story using key details.

**Reading Informational Text:**

1.RI.KID.1 Ask and answer questions about key details in a text.

1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.

**Writing:**

1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

**Speaking and Listening:**

1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

**Foundational Literacy:**

1.FL.SC.6.a Use common, proper, and possessive nouns.

1.FL.SC.6.e Use frequently occurring adjectives.

1.FL.SC.6.i Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.FL.SC.6.k Use end punctuation for sentences.

**Essential Question:**

*How do books change lives around the world?*

**Focusing Questions:**

*How do library books change life for Tomas?*

*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?*

*How do books change lives around the world?*