Wit and Wisdom

**First Grade: Module 2 (Creature Features)**

**Module Summary:**

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 *Aesops’ 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 Durer’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 McDonnell 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 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 Task, students create large trading cards focusing on one animal from one of the module texts. 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 multiple texts over the course of the module. An authentic audience for this polished work motivates students to engage more deeply in quality craftsmanship.

**Texts:**

**Picture Books, Literacy**

*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

**Fables**

“The Hare & The Tortoise,” Aesop’s Fables

“The Ants & the Grasshopper,” Aesop’s Fables

**Visual Art**

*Young Hare,* Albrecht Durer (1502)

*Snail,* Henri Matisse (1953)

**Standards:**

**Reading Literature:**

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

**Reading Informational Text:**

* 1.RI.KID.2 Identify the main topic and retell key details of a text.
* 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
* 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
* 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.

**Writing:**

* 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
* 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
* 1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.
* 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening:**

* 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
* 1.SL.PKI.6 With prompting and support, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

**Foundational Literacy:**

* 1.FL.SC.6.g Use articles and demonstratives.
* 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.h Use frequently occurring prepositions such as *during, beyond,* and *toward.*
* 1.FL.SC.6.k End sentences with correct punctuation.
* 1.FL.WC.4.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
* 1.FL.VA.7b.ii Define words by category and by one or more key attributes.
* 1.FL.VA.7b.iv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

**Continuing Standards:**

* 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.
* 1RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
* 1.FL.VA.7c 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.

**Essential Question:**

*What can we discover about animals’ unique features?*

**Focusing 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?*