Wit and Wisdom

First Grade: Module 3 (Powerful Forces)

Although none of us has seen the wind, it powerfully impacts our lives. From gentle breezes to raging storms, wind moves our physical and emotional world in countless ways.

In *Powerful Forces*, students discover the capacity of wind and the emotions it evokes. The familiar yet intriguing topic of wind introduces students to the key scientific concepts of weather and forces. Students learn sensory words to describe the invisible force of wind and explore how wind moves objects and generates power. As students study characters’ reactions to varying intensities of wind, they explore another invisible power: emotions. Students learn vocabulary to describe emotions and interpret stories. The module is an investigation of scientific and social-emotional topics.

The authors of the module’s literary and informational texts use vivid verbs and expressive adjectives to illuminate the physical and emotional effects of wind. Through close reading of the module texts, students develop word awareness that will enrich their reading, speaking, and writing.

The module begins with *Feel the Wind,* an information-rich introduction to the wind- how it is created and affects our lives. In conjunction with this text, students complete a mini-research project to investigate what hurricane winds can do. Then students encounter a different kind of power- emotions- in the inventive text *Feelings.* They use their new knowledge to understand the emotional highs and lows of characters in three masterful stories of the wind: *Gilberto and the Wind;* “The Guest,” a short story from *Owl at Home;* and *Brave Irene.* Finally, students meet William Kamkwamba in *The Boy Who Harnessed the Wind,* a real-life young inventor who builds windmills to combat drought in Malawi. Through this text, students learn how William harnesses wind power. Students explore wind power further as they study three windmill paintings by Piet Mondrian throughout the module.

The learning culminates with an End-of-Module Task. Students create an original story about a character who must respond to the powerful force of the wind to solve a problem. They use words that appeal to the senses and feelings, mirroring the descriptive craft of the authors they studied.

**Texts:**

**Picture Books, Literacy**

*Brave Irene,* William Steig

*Owl at Home,* “The Guest,” Arnold Lobel

*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,* Aliki

**Poetry**

*“*The Wind*,”* James Reeves

“It Fell in the City,” Eve Merriam

“This Windmill,” Amy Ludwig VanDerwater

**Video**

“William and the Windmill,” *Toronto Star*

**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”

“What Makes the Wind?”

**Short Story Excerpt, Literacy**

“Owl and the Moon,” Arnold Lobel

**Standards:**

**Reading Literature:**

* 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
* 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

**Reading Informational Text:**

* 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
* 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
* 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

**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.

**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.
* 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Foundational Literacy:**

* 1.FL.SC.6.b Use singular and plural nouns with correct verbs in basic sentences.
* 1.FL.SC.6.d Use verbs to convey a sense of past, present, and future.
* 1.FL.SC.6.e Use frequently occurring adjectives.
* 1.FL.VA.7a.ii Use frequently occurring affixes as a clue to the meaning of a word.
* 1.FL.VA.7a.iii Identify frequently occurring root words and their inflectional forms.
* 1.FL.VA.7b.iii Identify real-life connections between words and their use.
* 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.
* 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
* 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

**Essential Question:**

*How do people respond to the powerful force of the wind?*

**Focusing 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?*