

GREAT MINDS® WIT & WISDOM®

# Grades K–2 Module 0:

## Introduction to *Wit & Wisdom*

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*Teacher Edition*

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# Teacher Edition

GRADES K–2, MODULE 0

Introduction to *Wit & Wisdom*

# Module Summary

*In a flash, every beast in the zoo was stampeding to  
learn something about this new something called reading.*

– Judy Sierra

Module 0 is a brief module that introduces students and teachers to Wit & Wisdom’s key components and features. This introductory module also serves to cultivate a community of readers and writers. The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning.

In Module 0 for Grades K–2, students are invited to experience the joy and power of reading as they explore the world of knowledge available through books. In *Wild about Books*, a playful story by Judy Sierra, students follow along as the animals at the zoo delve into the world of books and reading. Students also learn the importance of writing about what they read as they practice responding to ideas from the text. Additionally, students begin their yearlong exploration of visual art as they analyze *I and the Village*, a painting by Marc Chagall. This provides an opportunity to examine artistic elements such as color, line, and shape, consider what they reveal about the essential meaning of a painting, while adding to students’ understanding of how close reading and observation build knowledge.

Focusing on suggested texts for the specific grade band, the six lessons in Module 0 guide students through the Content Stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1–4. Instructional routines, like Think-Pair-Share or Gallery Walk, are multistep practices designed to build independence by instilling the habits of mind that expert readers use. Module 0 creates a foundation for these instructional routines, and it gives students space to practice and reflect on how the routines support their development of understanding. Instructional strategies, like annotation and sentence frames, provide students with tools and scaffolds to engage with the text. Because the main purpose of Module 0 is to build classroom culture and introduce Wit & Wisdom practices and routines, so the lessons in this module spend less time on content knowledge than most Wit & Wisdom lessons.

Module 0 builds students’ joy of reading as it sets them up for successful encounters with texts and offers opportunities to practice new routines and strategies they will later use to achieve curricular goals. Although Module 0 includes informal assessments designed to help you get to know your students, it has no formal assessment tasks. Above all, students should leave Module 0 eager to begin Module 1 and equipped with the tools to approach a great text and discover the rewards of reading.

Module 0 is designed to fit the needs of your classroom. Prior to starting Module 0 with students, read through this Overview and each of the six lessons. Review the length and scope of the lessons to plan for the beginning of the year at your school. Consider the following questions:

- Are the lessons longer or shorter than the time allotted for English Language Arts or literature classes? If so, consider whether to trim or extend the lessons. Suggested modifications can be found throughout the lessons.
- Would you prefer to use an alternate text at the beginning of the year? In most lessons, each of the Content Stages and instructional routines can be introduced with any grade-level-appropriate, high-quality text. The best texts for this purpose are accessible to students, highly engaging, and rich with opportunities for close reading. See Appendix A: Alternate Texts for grade-level suggestions, or choose another high-quality text. Appendix A of the Common Core State Standards includes more guidelines on choosing complex texts.
- Are students unfamiliar with some of the instructional routines introduced and practiced in the lessons? If so, consider which instructional routines students need to practice. (See the Instructional Routines section in the “Resources” chapter of the *Wit & Wisdom* Implementation Guide for more information.)
- Are students unfamiliar with some of the vocabulary introduced and explored in the lessons? For the purpose of Module 0, Appendix B: Vocabulary is included as a resource and reference for the vocabulary introduced and explored in these lessons. Note that in Modules 1–4, Appendices A–E are included in the Teacher Edition.
- Are students new to a classroom environment? Module 0 contains special scaffolds to support the unique needs of beginning-of-the-year Kindergarten students. These supports can be found at point of use and are indicated with the label “Kindergarten Scaffold.” These scaffolds may also be useful for Grade 1 students in need of additional support.

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## Essential Question

How does reading help us learn?

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## Suggested Student Understandings

- Reading a book multiple times for different purposes helps readers better understand and enjoy the story.
- Different readers enjoy different types of books.

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# Texts

## CORE TEXTS

### Picture Book

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

### Painting

*I and the Village*, Marc Chagall

## ALTERNATE TEXTS

Please see Appendix A for recommended alternate texts.

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# Module Learning Goals

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom's lesson structure.
- Engage with Focusing Questions, Content Framing Questions and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

## Knowledge Goals

- Recognize that there are many types of books, and readers can find a book to fit their needs and interests.
- Analyze the way illustrations can contribute to the understanding of a story.
- Explain the role that reading plays in building knowledge.



# Module in Context

**Knowledge:** In Module 0, students begin their yearlong engagement with reading rich texts. Students consider how books bring joy and knowledge to readers of all backgrounds. Students primarily develop this knowledge through the examination of a literary picture book and fine art painting. Students consider how reading is both a solitary and community-based activity, something that has the potential to positively affect your whole life. This module allows for students to engage in this exploration of reading as they practice and reflect on key instructional routines and build a classroom culture of reading, writing, and discussion for Modules 1–4.

**Reading:** In Module 0, students begin to explore their critical- and close-reading skills by working with a literary picture book as well as a painting. Students engage in all five of the Content Stages of *Wit & Wisdom*, building habits of mind that will frame their reading and analysis throughout Modules 1–4. While reading Judy Sierra’s *Wild about Books*, students examine how the librarian in the story makes reading fun for the animals in the zoo. While viewing Marc Chagall’s *I and the Village*, students consider how a close reading of color and shape can build their knowledge of how a painting can tell a story. Reading in Module 0 pairs rich content with key instructional routines to prepare students for the work in Modules 1–4.

**Writing:** Throughout Module 0, students engage in informal writing tasks. Students are introduced to the four stages of craft instruction in *Wit & Wisdom*, primarily discussing writing as a way to express knowledge about the texts that they read. This exploration provides students with a deep understanding of the craft progression in Modules 1–4.

**Speaking and Listening:** Throughout Module 0, students engage in whole-class, small-group and paired discussion. Students consider how sharing and discussing ideas helps them build knowledge. Students’ work with the core literary text culminates in a Socratic Seminar, an instructional routine that students will engage in multiple times in each of Modules 1–4.

## Module Map

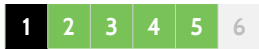
Focusing Question 1: How does the librarian make reading fun in <i>Wild about Books</i> ?				
	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTION	LEARNING GOALS
1	<i>Wild about Books</i>	<u>Wonder</u> What do I notice and wonder about <i>Wild about Books</i> ?		<ul style="list-style-type: none"> <li>Make observations about <i>Wild about Books</i>.</li> </ul>

Focusing Question 1: How does the librarian make reading fun in <i>Wild about Books</i> ?				
2	<i>Wild about Books</i>	<u>Organize</u> What is happening in <i>Wild about Books</i> ?	<u>Examine</u> Why is it important to write about what I read?	<ul style="list-style-type: none"> <li>Identify key details in <i>Wild about Books</i></li> </ul>
3	<i>Wild about Books</i>	<u>Reveal</u> What does a deeper exploration of the words and illustrations reveal in <i>Wild about Books</i> ?	<u>Experiment:</u> How does writing about what I read work?	<ul style="list-style-type: none"> <li>Identify how words and pictures work together in <i>Wild about Books</i> to communicate key details and meaning.</li> </ul>
4	<i>Wild about Books</i>	<u>Distill</u> What is the essential meaning of <i>Wild about Books</i> ?	<u>Execute</u> How do I write about <i>Wild about Books</i> ?	<ul style="list-style-type: none"> <li>Determine an essential meaning of <i>Wild about Books</i>.</li> <li>Express understanding of how the librarian makes reading fun for the animals.</li> </ul>
5 ✓ ss	<i>Wild about Books</i>	<u>Know</u> How does <i>Wild about Books</i> build my knowledge?	<u>Excel</u> How do I improve my writing?	<ul style="list-style-type: none"> <li>Discuss how <i>Wild about Books</i> builds knowledge of reading.</li> <li>Improve writing by responding to peer feedback.</li> </ul>

Focusing Question 2: What can we learn from studying visual art?				
	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTION	LEARNING GOALS
6	<i>I and the Village</i>	<u>Know</u> How does this painting build my knowledge?		<ul style="list-style-type: none"> <li>Describe how Marc Chagall uses color and shape to tell a story in <i>I and the Village</i>.</li> </ul>

## ■ FOCUSING QUESTION: LESSONS 1–5

How does the librarian make  
reading fun in *Wild about Books*?



# Lesson 1

**TEXT**

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

# Lesson 1: At a Glance

## AGENDA

### Welcome (6 min.)

*Read the Essential Question*

### Launch (6 min.)

### Learn (33 min.)

*Listen Actively (13 min.)*

*Share Observations (15 min.)*

*Share Questions (5 min.)*

### Land (4 min.)

*Answer the Content Framing Question*

### Wrap (1 min.)

*Reflect on Routines*

## INSTRUCTIONAL ROUTINES

- Echo Reading
- Notice and Wonder Chart

## MATERIALS

- Notice and Wonder Chart
- Magnifying glass

*Make observations about **Wild about Books**.*

✓ Share an observation by completing a sentence frame.

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## Prepare

### ESSENTIAL QUESTION: Module O

*How does reading help us learn?*

### FOCUSING QUESTION: Lessons 1–5

*How does the librarian make reading fun in Wild about Books?*

### CONTENT FRAMING QUESTION: Lesson 1

Wonder: *What do I notice and wonder about Wild about Books?*

The core text of this module is Judy Sierra’s *Wild about Books*, illustrated by Marc Brown, which follows the journey of zoo animals as they explore the world of reading. The animals in the zoo are delighted to discover that reading is for everyone, and there is a book to match every reader. *Wild about Books* promotes the joy of reading through its rich vocabulary, playful rhymes, and vibrant illustrations.

In this lesson, students engage in the first Content Stage of *Wit & Wisdom*—Wonder. This stage allows time for students to have a first encounter with a text, and it gives space for initial reactions, responses, and questions. (For more information about the Content Stages, see the Content–Craft–Create section in the “Getting Started” chapter of the Implementation Guide.) Students listen to a read-aloud of *Wild about Books*, then practice making observations and asking questions using a Notice and Wonder Chart. Students learn how to use sentence frames, an important instructional strategy for developing oral and written responses to share observations and questions. These tasks enable students to develop and organize their observations and questions and frame an initial interaction with a text.

### TEACHER NOTE

Lessons 1–5 use *Wild about Books* as the core text. To kick off the year and practice lesson structures and routines, you might substitute another preferred text. Alternative options are listed in the Module Overview. Adapt the lessons in this module to fit the new text while retaining the steps of each lesson.

# Welcome 6 MIN.

## READ THE ESSENTIAL QUESTION

Ask: “Is there a book you love to read or listen to?” Instruct students to stand up if they can think of a book they love. Call on volunteers to share the title of the book and ask: “What do you like about that book?”

Tell students that over the year the class will explore many books and topics together. Explain that the lessons during the first few weeks of school will introduce them to questions and routines that they will use each time they encounter a new book or text.

Point out that when reading a text, it is helpful to have something to look for, or a question to answer, to guide exploration. Explain that as they work their way through each module, students will answer a big question, called the Essential Question. Essential Questions require a lot of thinking and learning to answer. As students work together to find answers, they will use all the texts they read and the art they view during a whole module.

### ***Kindergarten Scaffold***

Define a text as something that can be read. Explain that texts contain words and illustrations, which communicate information or messages for readers to understand. Provide a variety of examples and non-examples and ask: “Is this a text?”

Post and read aloud the Essential Question, pointing to each word as you say it: “How does reading help us learn?”

Tell students that lessons often begin by discussing and Echo Reading the questions for the day. Ask: “What does it mean to *echo* something?”

Confirm that *echo* means “to repeat something back.” Explain that when students Echo Read, they echo the reader by repeating the sentence aloud as a group.

Students practice Echo Reading the Essential Question. Reread the question aloud and point to each word as students Echo Read together.

Provide feedback by sharing what you noticed about how students engaged in the Echo Reading routine. Repeat the routine as necessary to clarify expectations.

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## Launch 6 MIN.

Hold up a copy of *Wild about Books* and share that this is the first text students examine as they think about the Essential Question.

Explain that in order to build up to answering the big Essential Question, students think about medium-sized questions called Focusing Questions. These questions are like stepping stones that help them gather information and ideas for answering the Essential Question.

Post and read aloud the Focusing Question, pointing to each word as you say it: *How does the librarian make reading fun in Wild about Books?*

Students Echo Read the question. Explain that students will think about the same Focusing Question for several days in a row as they read and reread one text.

Tell students that they have one more question to think about: the Content Framing Question. Explain that Content Framing Questions are small or bite-sized questions that guide students' work with the text each day.

Post and read aloud the Content Framing Question. *What do I notice and wonder about Wild about Books?* Students Echo Read the question.

Explain that in this lesson students will read *Wild about Books*, share important things they notice, and ask questions they have about the text.

Reinforce the three types of questions by instructing students to point to the following:

- The biggest question that takes the longest time to answer
  - *Essential Question*
- The medium-sized question that takes several days to answer
  - *Focusing Question*
- The smallest question that takes a day to answer
  - *Content Framing Question*

#### TEACHER NOTE

Display these three types of questions throughout each module. Post the Essential Question, then the Focusing Question underneath it. Display the Focusing Question as long as you are reading the corresponding text. Beneath the Focusing Question, add the daily Content Framing Question. This display provides students with a visual representation of the relationship among the questions.

# Learn 33 MIN.

## LISTEN ACTIVELY 13 MIN.

### Whole Group

Display the front cover of *Wild about Books* and read aloud the title, author, and illustrator. Ask: “What does it mean to be *wild* about something?”

Use responses to confirm that to be *wild* about something means “to be very excited and enthusiastic” about it. Invite students to silently demonstrate how they might look if they were wild, or very excited, about something. Explain that this story shows how one person shares her excitement and love for books.

Display the title page and point out the picture of the bookmobile. Provide a brief explanation of the purpose of a bookmobile. Ask: “Where might this bookmobile be going?”

- to the zoo
- to school
- to the library

Read through the text with minimal interruptions.

Ask: “What happened to the animals at the zoo?”

- They got books.
- They started reading and writing books.
- The librarian taught the animals about books, and they got excited about reading and writing.

#### TEACHER NOTE

Responses above and to questions throughout Module 0, represent possible responses for each grade level. For example, the first response represents a sample Kindergarten response, the second response, that of a Grade 1 student, and the last, that of a Grade 2 student.



## SHARE OBSERVATIONS 15 MIN.

### Pairs

Explain that students will need to find a partner for the next part of their exploration of *Wild about Books*. Ask students to think about their favorite wild animal. Direct students to walk around the room, silently acting out their animal, and look for a partner that is acting out a different animal. When students find a partner they sit down next to each other and share which animal they were acting out.

Reread the Content Framing Question and highlight the word *notice*. Direct students to watch as you model noticing things around the classroom. Hold up a magnifying glass and model using it to notice things around the room, using the sentence frame **I notice** \_\_\_\_\_ .

Ask: “What does it mean to *notice*?”

- *You see.*
- *You look at something closely.*
- *You pay attention to things around you.*

Explain that when good readers explore a text, they take time to notice details in the words and pictures. Noticing helps readers better understand and enjoy a text.

Post the sentence frame: **I notice** \_\_\_\_\_ .

Explain that sentence frames help people communicate, or share, their thinking. Sentence frames provide words to start a response and let people finish the response with their own ideas.

Point to and read aloud each word in the sentence frame. Explain that the blank space is where students fill in their own thinking. Emphasize that when using a sentence frame, students say or write all the words in the frame not just the part in the blank.

#### TEACHER NOTE

The pages of the text are not numbered. Page 1 begins, “It started the summer of 2002.” To keep track of page numbers and understand the page references that follow, write a page number at the bottom of each page.

Display and read aloud pages 1–2 of the text. Model using the sentence frame, point to images, and share what you notice.

Display and read aloud pages 3–4 of the text.

✓ Pairs take turns using the sentence frame to share observations about pages 3–4.

Circulate and provide support as needed.

Display a blank Notice and Wonder Chart.

Text: <i>Wild about Books</i>	
Notice	Wonder
I notice:	I wonder:

Explain that this chart will help keep track of what students notice and wonder about the text. Read aloud the title and column headings of the chart. Direct students to point to the space where their observations should go.

Ask several students to use the sentence frame to share a detail they or their partner noticed in the text. Add these details to the Notice column on the chart. As time permits, invite students to share observations about additional pages from the book.

### **Kindergarten Scaffold**

Increase accessibility of notes on the Notice and Wonder Chart by pairing each observation with a matching drawing or image.

Ask: “How did the sentence frame help us share our thinking?”

- *It gave us words to say.*
- *It helped get our thinking started.*
- *It helped us know how to start the sentence and then we could use our thoughts to finish it.*

## SHARE QUESTIONS 5 MIN.

### Whole Group

Ask: “What else do we need to do to answer our Content Framing Question?”

Highlight the word wonder in the Content Framing Question and confirm that the next step is to wonder about the text.

Explain that good readers wonder, or ask questions, about what they read in order to think about the text more deeply. Wondering helps readers stay curious and interested in what they read.

Post and read aloud the sentence frame: **I wonder** \_\_\_\_\_. Model using the frame to share a question about the text.

Reference the Notice and Wonder Chart and instruct students to point to the space on the chart where their questions should go.

Provide time for students to think of a question they have about the text. Call on several students to use the sentence frame and share their question. Add these questions to the chart.

**Kindergarten Scaffold**

To reduce the cognitive load, consider rereading a short section of the book and direct students to generate questions based on that portion of the text.

Text: <i>Wild about Books</i>	
Notice	Wonder
<div>I notice:<ul style="list-style-type: none"><li>a moose</li><li>an animal with blue and brown striped horns</li><li>the librarian reading a book</li><li>animals staring at the librarian</li><li>The animals like books like we do.</li></ul></div>	<div>I wonder:<ul style="list-style-type: none"><li>Why did the librarian go to the zoo?</li><li>What is a how-to book?</li><li>How do the animals know how to write?</li><li>Where is the zookeeper?</li></ul></div>

Land

4 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Wonder: *What do I notice and wonder about Wild about Books?*

Ask: “Which question did we answer in this lesson?”

Confirm that students answered the Content Framing Question.

Ask: “How does noticing and wondering about a story help us learn?”

- We think about what we see.*
- It helps us look closely and think about the book.*
- We pay attention and get curious about the story.*

Present the following scenario: **After school today, a parent or caregiver will probably ask you, “What did you do today? What did you learn?”**

Ask: “What will you tell them about *Wild about Books*?”

### Extension

Divide students into pairs. Partners take turns role-playing the above scenario.

## Wrap 1 MIN.

### REFLECT ON ROUTINES

Encourage students to take a moment to reflect on the routines they practiced in this lesson. Remind students that in this lesson they examined a text for the first time, recording observations and questions on a Notice and Wonder Chart. They also used Echo Reading to repeat a sentence aloud and sentence frames to help them share their thinking. Encourage students to consider the following questions. Ask: “Which routine are you most excited to try again? Why?”

#### Analyze

##### Context and Alignment

Students are introduced to the first Content Stage for reading a text. Informally assess students’ responses about their observations of the text. Each student should

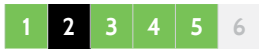
- use the sentence frame **I notice** \_\_\_\_\_ to structure a response and
- articulate an accurate observation of the text.

##### Next Steps

If students find it challenging to articulate observations about the text, continue to provide opportunities for practice in different contexts. For example, when entering or leaving the classroom, invite each student to share something they notice in the classroom, on the playground, in the lunchroom, etc., using the sentence frame **I notice** \_\_\_\_\_ .

## ■ FOCUSING QUESTION: LESSONS 1–5

How does the librarian make  
reading fun in *Wild about Books*?



## Lesson 2

### TEXT

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

# Lesson 2: At a Glance

## AGENDA

### Welcome (8 min.)

*Share Interests*

### Launch (4 min.)

### Learn (35 min.)

*Create Tableaux (18 min.)*

*Explore Vocabulary (10 min.)*

*Examine Writing about Texts  
(7 min.)*

### Land (2 min.)

*Answer the Content Framing  
Question*

### Wrap (1 min.)

*Reflect on Routines*

## INSTRUCTIONAL ROUTINES

- Equity Sticks
- Tableaux
- Word Wall

Identify key details in *Wild about Books*.

✓ Create a Tableau to demonstrate key details from the text.

---

## MATERIALS

- Wooden craft sticks
- Sticky notes or index cards
- Chart paper
- Notebooks (Grade 2 only)

## Prepare

### FOCUSING QUESTION: Lessons 1–5

*How does the librarian make reading fun in Wild about Books?*

### CONTENT FRAMING QUESTION: Lesson 2

Organize: What is happening in Wild about Books?

### CRAFT QUESTION: Lesson 2

Examine: *Why is it important to write about what I read?*

In this lesson, students work to understand the story of *Wild about Books*, identifying how and why Molly came to arrive at the zoo, and what the animals learned about reading. This work supports student engagement with the second Content Stage—Organize—in which they identify basic elements of a text and retell events. In this lesson students create Tableaux scenes to demonstrate key events from *Wild about Books*. Creating Tableaux allows students to identify with the characters and better understand how the animals change in response to their discovery of reading. This understanding prepares students to explore deeper layers of meaning within the text during subsequent Content Stages. They also explore the uses of a Vocabulary Journal and Word Wall in examining key vocabulary from the text. Finally, students begin the first stage of craft instruction in *Wit & Wisdom*—Examine—and discuss why it is important to write about what they read. (For more information about the Craft Stages, see the Content–Craft–Create section of the Implementation Guide.)

In *Wit & Wisdom*, students use three key journals—Vocabulary Journal, Response Journal, and Knowledge Journal—to record their vocabulary, observations, and growing body of knowledge. These journals can either be spread across separate notebooks or a single notebook for each student, divided into parts. (For more information about these journals, see the Setting Up a *Wit & Wisdom* Classroom section of the Implementation Guide.) In this grade band, the Knowledge Journal is a collaborative, whole-class chart. In Grade 2, students use the Vocabulary Journal and Response Journal to record their vocabulary and observations. Students in Kindergarten and Grade 1 do not begin work with Vocabulary Journals at this time. See lesson for additional details.

### TEACHER NOTE

If you are choosing to use an informational text for Module 0, it is appropriate to use an instructional routine that is focused on the main idea and details rather than literary elements. In *Wit & Wisdom* lessons, the routine Buttons and Boxes is often used in Grades 1–2. The box represents the main idea and the buttons inside the box represent the important details supporting the main idea. See the Instructional Routines section of the Implementation Guide for more details.

# Welcome 8 MIN.

## SHARE INTERESTS

Display the front cover of *Wild about Books* and remind students that the animals in the story became very excited about reading—they became *wild* about books. Ask students to think silently about the following questions. Ask: “What are you wild about? What makes you really excited?”

Distribute paper and instruct students to respond to the question by drawing a picture of something they are wild about. If time permits and students are able, ask them to label their drawing.

### **Scaffold**

Provide a sentence frame such as: **I am wild about** \_\_\_\_\_ to support students in labeling their response. This will lighten the cognitive load for English learners and foster development of language skills.

# Launch 4 MIN.

Display and read aloud the Essential Question and Focusing Question. Ask: “What do you notice about these questions?”

- *I heard them before.*
- *I remember those from yesterday!*
- *They are the same questions we talked about yesterday.*

Use responses to remind students that they will think about the same Essential Question for several weeks and the same Focusing Question for several days.

Post the Content Framing Question underneath the first two questions and read it aloud. Explain that the Content Framing Question is different from yesterday because it usually takes only one lesson to answer a Content Framing Question. Explain that today students will continue to explore *Wild about Books* to better understand what happens in the story.

Echo Read each question with students. As you read the questions, demonstrate the size relationship among the questions by stretching your hands out wide for the Essential Question, bringing them closer together for the Focusing Question, and bringing them even closer for the Content Framing Question. Students imitate the hand movements as they Echo Read.



# Learn 35 MIN.

## CREATE TABLEAUX 18 MIN.

### Whole Group

#### TEACHER NOTE

Use wooden craft sticks to create a set of Equity Sticks prior to the start of the lesson. Write each student's name on a different stick and place the sticks in a cup or other container. When indicated in the lesson, engage in the Equity Sticks routine by pulling sticks out of the container to select students to respond to a question. This routine is designed to promote student engagement and equitable participation during class discussions.

Tell students they will reread *Wild about Books* to think about what is happening in the text. Explain that as they listen to the story, you will ask questions to help them better understand the text.

Display the container of Equity Sticks, and explain that the Equity Sticks are a tool to help the class have good conversations about the text. Ask: "What do you notice about these sticks?"

- *I see words.*
- *I notice names.*
- *Our names are on the sticks.*

Emphasize that each student has a stick with his or her name on it because each student's voice is important. Explain that after asking a question, you will pick a stick out of the container and call on that student to answer. This will help make class discussions fair and interesting because it will be a surprise to see who gets picked!

To practice the Equity Sticks routine, pose the questions below, and use Equity Sticks to call on students to respond.

Display and read aloud pages 1–2.

#### 1 What are the animals doing?

- *They are looking at the girl.*
- *They are watching the librarian.*
- *They are peeking out from windows to see what the librarian is doing.*

**Scaffold**

Ask: “How does the illustration show that the animals ‘watched from a distance’?”

Read aloud pages 3–4.

**2 How did Molly get the animals’ attention?**

- *By reading a book.*
- *She started reading a book out loud.*
- *Molly started reading a Dr. Seuss book out loud. I think the animals wanted to listen to the story.*

**Scaffold**

Ask: “The text says Molly ‘attracted’ a mink and a moose.’ What might *attracted* mean? What makes you say that?” Use responses to provide a brief definition of *attracted*.

Read aloud pages 5–16.

**3 Do all the animals read the same books? How do you know?**

- *No, the books look different.*
- *No, the animals asked for different kinds of books.*
- *No, they read different books. It said the kangaroo read Nancy Drew and the hyenas read joke books.*

Read the remainder of the text aloud.

Explain that one way to express understanding of what happens in a story is to act out a frozen image—or Tableau—of a moment in the story. Creating a Tableau helps a reader imagine and step into a scene from the story. Just like a picture or photograph, once the Tableau is set it does not move or make sound.

Direct students to practice freezing into position. Ask them to imagine they are Molly the librarian and pretend to drive the bookmobile. Instruct them to freeze into position, creating a snapshot.

Assign one student the role of the librarian and invite that student to the front of the classroom to step into the scene and freeze in place. Invite other students to join the scene gradually, taking on the roles of animals at the zoo. As they enter the scene, students freeze into a position to show what the animals were doing and how they looked at the beginning of the story. Display the illustration on pages 1–2 if needed.

- ✓ The whole group creates a Tableau of the scene at the beginning of the story.

Direct students to unfreeze and silently shift their position to create a Tableau of what the animals were doing at the end of the story. Once students get into their new position, they freeze again. Display the illustration on pages 29–30 if needed.

After students return to their seats, ask: “How did creating a Tableau help you understand what happened in the story?”

- *I acted like the animals.*
- *It made me think about how the animals looked.*
- *It made me feel like part of the story. I thought about what the characters were doing.*

## EXPLORE VOCABULARY 10 MIN.

### Whole Group

#### TEACHER NOTE

Prior to the lesson, create space in your classroom for a Word Wall that is easily visible for students. Students will encounter two main types of Word Wall words over the course of the year: module words and yearlong words. Consider listing words on the Word Wall in alphabetical order, using different colors to represent the two main types of words.

Explain to students that another way to think more deeply about what is happening in a text is to think about new or unfamiliar words they read. Emphasize that good readers use the pictures and words around an unknown word as clues to help them figure out what this word might mean.

Display and read aloud pages 5–6 to provide an example. Repeat the word *stampeding*. Ask: “What do you think *stampeding* means? Use the picture to help you understand.”

- *It means running.*
- *It means running really fast together.*
- *It means running together in a big group.*

Use student responses to reinforce the definition of *stampeding* as “suddenly rushing wildly as a group.” Invite students to stand and carefully act out the meaning of *stampeding* while remaining in place.

Write *stampeding* on an index card or sticky note. Students Echo Read the word. Add it to the classroom Word Wall as a module word.

Introduce students to the set-up of the Word Wall and explain that *stampeding* will remain posted and other words will be added as they encounter new and interesting words. Emphasize that students can use these words in their writing by copying them from the wall.

**Kindergarten Scaffold**

Pair each word with a corresponding image before placing it on the Word Wall. This will help students locate words more easily and with greater independence..

**TEACHER  
NOTE**

Students begin to use Vocabulary Journals in the second half of Grade 1. For Kindergarten and Grade 1, instead of introducing the Vocabulary Journal here, continue exploring the concept of the Word Wall by adding more words from the text.

Explain that students will also use a Vocabulary Journal to keep track of new and interesting words from their reading. Point out that this journal will be like each student's own personal dictionary. They will write new words in their journals and will draw a picture to help them remember the meaning, or definition, of each word.

On a sheet of chart paper, create and display a sample Vocabulary Journal page. Write *stampeding* in the left-hand column. In the right-hand column, write the meaning, referring to students' responses about it. Model adding a sketch to enhance understanding and support later recall of the meaning.

**Sample Vocabulary Journal page**

Word	Meaning
stampeding (v.)	Suddenly rushing wildly as a group.

Distribute Vocabulary Journals. Students copy the chart to create their first Vocabulary Journal entry.

## EXAMINE WRITING ABOUT TEXTS 7 MIN.

### Whole Group

Display pages 21–22 and ask: “After the animals in *Wild about Books* started to read, what else did they learn how to do?”

- *They started writing.*
- *They learned how to write books.*
- *The animals became authors of their own books.*

Explain to students that like the animals in the story, they will learn about writing and become authors this year. Ask: “Why do people write? Stand up if you can think of a reason people write.”

- *My mom writes lists.*
- *Some people write stories.*
- *Sometimes people write to tell others about things when they are not there to see or hear what is happening.*

### **Scaffold**

Ask: “Where do you see words written in the classroom? At home?”

Affirm that people create many kinds of writing for different purposes. Explain that one important type of writing students will do this year is to write about the texts they read.

Display and read aloud the Craft Question:

Examine: *Why is it important to write about what I read?*

Explain that Craft Questions are similar to Content Framing Questions, but instead of focusing on students’ reading, these questions focus on students’ learning about writing or speaking.

Students Echo Read the question.

Ask: “How might writing about *Wild about Books* help you better understand the story?”

- *I could tell what happens in the story.*
- *It would make me think about the story.*
- *It would help me remember the story and make me think about what I could say about it.*

Use responses to emphasize that when writers write about what they read, it helps them think more deeply about the text and allows them to share their thinking with others. Explain that students will think more about how writers write about texts in the next lesson.

# Land

2 MIN.

## ANSWER THE CONTENT FRAMING QUESTION

Organize: *What is happening in Wild about Books?*

Ask: “What is one word that could describe how the animals felt about the librarian and books at the beginning of the story? At the end?”

Students share their words.

# Wrap

1 MIN.

## REFLECT ON ROUTINES

Encourage students to take a moment to reflect on the routines they practiced in this lesson. Remind students that in this lesson they used Equity Sticks to answer questions and participated in Tableaux to better understand scenes from *Wild about Books*. They also examined new words with the Word Wall and Vocabulary Journals. Encourage students to consider the following questions and ask: “Which routine are you most excited to try again? Why?”

### Analyze

Identifying and understanding key details in a story is fundamental to the close reading students will do in subsequent Content Stages. Check for the following success criteria as students create Tableaux of scenes from *Wild about Books*. Each student should

- hold a position that accurately represents characters in the scene and
- demonstrate a shift in the position of their character as they engage in the second Tableau scene.

### Next Steps

If students had a difficult time following along during the Tableaux, repeat the exercise in a smaller setting where you can offer individual support and clarification, helping students identify the key details from each part of the story.

If students are anxious about making drawings to accompany their vocabulary words, point out that vocabulary illustrations are meant to be quick, rough sketches to show that students understand the meanings of the words. Make a note of those students who are inhibited, and identify opportunities to support and encourage their drawing.

## ■ FOCUSING QUESTION: LESSONS 1–5

How does the librarian make  
reading fun in *Wild about Books*?



## Lesson 3

### TEXT

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

# Lesson 3: At a Glance

## AGENDA

### Welcome (5 min.)

*Identify Rhyming Words*

### Launch (5 min.)

### Learn (35 min.)

*Analyze Words and Illustrations*  
(15 min.)

*Experiment with Writing about*  
*Texts* (20 min.)

### Land (4 min.)

*Answer the Content Framing*  
*Question*

### Wrap (1 min.)

*Reflect on Routines*

## INSTRUCTIONAL ROUTINE

- Think-Pair-Share

## MATERIALS

- Device for playing music
- Chart paper
- Notebooks

Identify how words and pictures work together in *Wild about Books* to communicate key details and meaning.

✓ Make an observation about the relationship between words and pictures in a Think-Pair-Share.

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## Prepare

### FOCUSING QUESTION: Lessons 1–5

*How does the librarian make reading fun in Wild about Books?*

### CONTENT FRAMING QUESTION: Lesson 3

Reveal: *What does a deeper exploration of the words and illustrations reveal in Wild about Books?*

### CRAFT QUESTION: Lesson 3

Experiment: *How does writing about what I read work?*

In this lesson, students consider how the dynamic illustrations in *Wild about Books* help them understand the excitement and energy the animals display toward reading. Students continue their exploration of the Wit & Wisdom Content Stages by engaging in the third Content Stage—Reveal—in which they look closely at a specific textual element to understand the deeper meaning of a text. Students work collaboratively with peers using the Think-Pair-Share instructional routine as they consider how the illustrations work together with the words to communicate meaning. Students also establish their Response Journals to explore the second Craft Stage—Experiment. During the Experiment Stage students try out a writing or speaking strategy in a scaffolded way. In this lesson, students experiment with writing about a text by recording their thinking about *Wild about Books* in their Response Journals.

# Welcome 5 MIN.

## IDENTIFY RHYMING WORDS

Hold up a copy of *Wild about Books* and explain that one reason the story is so much fun to read is that the author uses words that rhyme.

### **Kindergarten Scaffold**

Ask: “What does it mean when words rhyme?” Volunteers respond. Use responses to confirm that words rhyme when the sounds at the end of the words are the same. Illustrate the concept by offering examples of rhyming pairs.

Instruct students to listen for pairs of rhyming words as you read portions of the text. Encourage students to raise their hands when they hear a rhyming pair.

Read aloud the third line on page 10. Then, read the fourth line. Call on a student who signaled that he or she heard the rhyming pair to share the words that rhyme.

- The words *otter* and *Potter* rhyme.

Repeat this process with the first two lines on page 21.

- The words *exciting*, *fighting*, *writing* rhyme.

Explain that students will now practice creating their own rhyming pairs with words from the text.

Introduce the procedure:

1. Students walk or dance around the room while music plays.
2. When the music stops, they freeze and partner up with a classmate nearby.
3. Students listen while you call out a word from the text. They take turns sharing a corresponding rhyming word with their partner.
4. Repeat the process as time allows.

Students practice creating rhyming pairs with different partners. Call out words from the text that meet the developmental needs of your students. Consider options such as: *fat*, *wall*, *day*, *right*, and *zoo*.

### **Scaffold**

Reinforce rhyming pairs by providing English learners the opportunity to view and repeat the words. Display the rhyming words. Then ask students to slowly sound and tap out the beginning, middle, and ending sounds of each word. Finally, ask students to repeat the rhyming word pair to a partner.

## Launch

5 MIN.

Post and read aloud the Content Framing Question. As necessary, explain that a *deeper exploration* is “a closer look at something” and *reveal* means “show.” Students Echo Read the Content Framing Question.

Display any two-page spread from the text. Ask: “Where are the words on this page?” Instead of having a volunteer answer, use Equity Sticks to call on a student to approach the text and point to the words. Repeat this same step to have a student identify the illustrations, or pictures, on the page.

Ask: “What is the job of the words in a text?”

- *They tell the story.*
- *They say what is happening in the story.*
- *We read the words to know what is going on in the story.*

Ask: “What is the job of the illustrations in a text?”

- *We look at the pictures.*
- *They show us what is happening.*
- *They show us what the words are saying, and usually show us more information, too.*

Use student responses to reinforce that students will be looking closely at how the words and illustrations work together to communicate important ideas and events in the story. Explain that students will not read the whole text in this lesson but will look closely at a few pages.

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## Learn 35 MIN.

### ANALYZE WORDS AND ILLUSTRATIONS 15 MIN.

#### Whole Group

Tell students that they will use a new routine to help them think about and discuss Wild about Books: Think-Pair-Share. Explain that this routine has three parts and is done with a partner. Introduce each part of the routine:

1. **Think:** Think silently about the answer to a question.
2. **Pair:** Take turns sharing your thinking with a partner.
3. **Share:** Participate in discussing the answer with the whole class.

Explain that when students pair with a partner, they will need to find a partner quickly and quietly. Introduce a practice, such as shoulder to shoulder, that students can use to form pairs. Students practice using the method to find a partner.

After they have paired, practice the routine step by step. Display and read aloud pages 5–6. Ask: “How do the animals feel about reading at this point in the story? How do you know?” Provide time for students to think silently about their response. Then, instruct partners to quietly share their thinking with each other, reminding them halfway through the Pair time to switch roles. Call on several pairs to share their thinking with the whole class.

- *They are happy. I see them smiling.*
- *They are excited about reading. They are running over to learn about reading.*
- *I think they are excited about reading. I can tell because they are rushing to learn about it with happy expressions.*

Debrief the Think-Pair-Share experience by asking the following questions:

- *What should the Think time look and sound like? Why?*
- *What should the Pair time look and sound like? Why?*
- *What should the Share time look and sound like? Why?*

Explain that students will continue to use the Think-Pair-Share routine to explore another page in the text.

Practice the Think-Pair-Share routine by posing the following text-dependent questions (TDQs):

Read aloud page 9.

**1 How does the illustration help us understand why a gecko needs a stick to the wall book?**

- *The geckos are on the wall.*
- *They have sticky feet and want sticky books.*
- *They need “stick to the wall books” so they can read on the wall.*

**Scaffold**

Name each animal written about in the text and invite students to identify where the animal is pictured in the illustration.

Read aloud page 10.

**2 How do the words and illustrations tell us what kind of books the otters need? Use examples from the text to support your answer.**

- *I see them in the water with their books.*
- *They need books that are waterproof.*
- *The word says “waterproof,” and we see the otters reading in the water.*

Read aloud pages 11–12.

**3 How do the words and illustrations tell us about the different ways the animals read their books? Use examples from the text to support your answer.**

- I see llamas reading and eating.
- The picture shows raccoons lying down in the trees to read by themselves.
- The words say the baboons read in “bunches.” And I see them all sitting together, sharing one book.

**4 ✓ What do we learn about the animals and their books from looking closely at the words and illustrations?**

- The animals like lots of kinds of books.
- The animals all like different books, and Molly has a lot.
- The animals like different kinds of books, and they read in different ways.

## EXPERIMENT WITH WRITING ABOUT TEXTS 20 MIN.

### Individuals

Remind students that another way to share their thinking about a text is through writing.

Display the Craft Question:

Experiment: *How does writing about what I read work?*

Students Echo Read the question. Remind students that Craft Questions focus students’ learning about writing or speaking.

Share that students will use a Response Journal to record thoughts about texts they read. They will be able to look back on their past ideas and share them with others. In order to do this, they need to make sure their writing is well organized.

Display a sample Response Journal page on chart paper, and write the sentence frame: **One type of animal in the story is \_\_\_\_\_** at the top.

Conduct a Think-Aloud as you model creating an entry to respond to the following question. Ask: “What is one type of animal in the story?”

As you develop a response, emphasize the following:

- Response Journal entries can include words and drawings.
- Words and drawings each have their own space on the page.
- Each page answers one question or completes one sentence frame.

**TEACHER  
NOTE**

Modify directions for the Response Journal according to student ability. For Kindergarten, a drawing is a developmentally appropriate response. If time permits, use dictation to transcribe Kindergarten students' sentences. In Grades 1–2, students may be able to write responses or create entries without using the sentence frame. If students are ready to expand their writing, you might consider altering the prompt to add the question: "How do you know?"

Distribute Response Journals. Instruct students to open to the first page of their Response Journals and use their finger to point to where they will create their first entry. Students use the sentence frame to create an entry in their Response Journals.

If time permits, invite several students to share their Response Journal entry with the class.

**Scaffold**

Allow partners to verbally rehearse their response before writing it down. This will provide English learners an opportunity to organize their thoughts and develop their ideas before writing.

# Land

4 MIN.

## ANSWER THE CONTENT FRAMING QUESTION

Reveal: *What does a deeper exploration of the words and illustrations reveal in Wild about Books?*

Ask: "How does looking closely at the pictures help us learn more from the story?"

- *The pictures show us what's happening in the story.*
- *The pictures show us what the words say.*
- *The pictures help us understand the words and show us what is happening.*

Instruct students to Think-Pair-Share, and ask: "Molly the librarian helped each animal find just the right book. What kind of books do you think the animal you wrote about might like to read?" Use Equity Sticks to call on students to respond.

# Wrap

1 MIN.

## REFLECT ON ROUTINES

Encourage students to take a moment to reflect on the routines they practiced in this lesson. Remind students that in this lesson they used the Think-Pair-Share routine to discuss questions with a partner. They also shared their thinking about a text by writing in their Response Journals for the first time. Encourage students to consider the following questions and ask: “Which routine are you most excited to try again? Why?”

### Analyze

#### Context and Alignment

Students closely read a section of *Wild about Books* and respond to questions about how the words and illustrations work together to communicate key details and meaning. Each student should

- cite evidence from the text, including the words and pictures, and
- develop a reasonable conclusion about what readers learn from the words and illustrations together.

#### Next Steps

If students had difficulty responding to the questions, return to the text and use a Think Aloud to explain the connection between the words and pictures on the page. Then, turn to a new page and ask students to identify and explain the connection between the words and illustration, offering support as needed.





## ■ FOCUSING QUESTION: LESSONS 1–5

How does the librarian make  
reading fun in *Wild about Books*?



## Lesson 4

### TEXT

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

# Lesson 4: At a Glance

## AGENDA

### Welcome (5 min.)

*Act Out Characters*

### Launch (5 min.)

### Learn (37 min.)

*Determine Essential Meanings*  
(15 min.)

*Collect Text Evidence* (10 min.)

*Execute Writing about Texts*  
(12 min.)

### Land (2 min.)

*Answer the Content Framing*  
*Question*

### Wrap (1 min.)

*Reflect on Routines*

## INSTRUCTIONAL ROUTINE

- Mix and Mingle

## MATERIALS

- Sample Response Journal page from Lesson 3
- Evidence Organizer

Determine an essential meaning of *Wild about Books*.

✓ Discuss essential meanings of the text during a Mix and Mingle.

Express understanding of how the librarian makes reading fun for the animals.

✓ Use information from the Evidence Organizer to describe how the librarian makes reading fun.

## Prepare

### FOCUSING QUESTION: Lessons 1–5

*How does the librarian make reading fun in Wild about Books?*

### CONTENT FRAMING QUESTION: Lesson 4

*Distill: What is the essential meaning of Wild about Books?*

### CRAFT QUESTION: Lesson 4

*Execute: How do I write about Wild about Books?*

In this lesson, students go beyond a literal understanding of *Wild about Books* as they respond to questions that explore the story's essential meaning and consider how *Wild about Books* illuminates how reading is both fun and knowledge building. Students continue their exploration of the Wit & Wisdom Content Stages by engaging in the fourth Content Stage—Distill—which focuses on the essential meaning of a text. Depending on their age and development, students will use literary terms such as *central message*, *lesson*, *moral*, *theme*, and *central idea* to describe texts' essential meanings. In addition, they take a closer look at the Focusing Question and engage in the core practice of using an evidence organizer to process text evidence in order to answer a culminating question. Finally, students encounter the third Craft Stage—Execute—in which they practice responding to a prompt in writing about the Focusing Question.

# Welcome 5 MIN.

## ACT OUT CHARACTERS

Display the sample Response Journal page from the previous lesson and remind students of the entry they wrote to describe an animal from *Wild about Books*. Explain that students will share their animal from the text by silently acting it out.

Ask one student to silently act out their animal from the text while the rest of the class guesses what it is.

Repeat the procedure as time allows.

# Launch

5 MIN.

Ask: “How does having a question to answer each day help us learn?”

- *We know what to look for as we read.*
- *We can look for answers to it in the book.*
- *It gets us ready to for what we will learn that day.*

Post and read aloud the Content Framing Question. Students Echo Read the question.

Ask: “Where have we heard the word *essential* before?”

- *It’s our question.*
- *It’s the big question.*
- *It is the big question that takes a long time to answer.*

Use student responses to reinforce that it is the same word used in the Essential Question and that *essential* means “extremely important.” Define *essential meaning*. For example, say:

## TEACHER NOTE

We will pick out an important message the author wants us to learn by reading a text. An essential meaning is an important message of the text. It can also be a lesson we learn through the story.

Explain that thinking and talking about a story with others helps readers find essential meanings; this is one of the reasons they read a text multiple times and for different reasons.

# Learn

37 MIN.

## DETERMINE ESSENTIAL MEANINGS

15 MIN.

### Whole Group

Emphasize that as students read the text again, they have an opportunity to better understand its message by noticing different things or making connections between ideas. Invite students to think about the important message the author is telling them as they listen to *Wild about Books*.

Pose the following questions for whole-group discussion.

Read pages 1–8. Flip back and forth between pages 1–2 and pages 7–8 as you ask the question below.

**1 Compare the illustrations on pages 1–2 and pages 7–8. What is different? How do the animals change?**

- *The animals were hiding. Now they're reading.*
- *At first the animals were hiding from the librarian. Then they came out and went crazy for books!*
- *The animals are changing because they are starting to read. They look happy and excited about their books.*

Read pages 9–16.

**2 How are the books different for different animals? Use examples from the text to support your answer.**

- *The animals get books they like. The otter gets Harry Potter.*
- *The animals get different books because they like different things. The hyenas read joke books to make them laugh.*
- *The animals get books that are just right for them. The giraffes read tall books because they are tall.*

Read pages 17–30.

**3 Do the animals still need Molly? How do you know?**

- *No, they know how to read now.*
- *No, they can read and write their own books now.*
- *No, they have a Zoobrary now and can get their own books.*

Tell students they will engage in a new routine in order to discuss the essential meaning of *Wild about Books* with their classmates: Mix and Mingle. Explain that Mix and Mingle is similar to Think-Pair-Share. Both routines start the same way, with students thinking about the answer to a question. Instead of staying in place and sharing with one partner, during a Mix and Mingle students share their ideas with multiple partners as they walk around the room.

Ask: “What is the essential meaning of the story? What important message does the author tell us?” After providing time for students to think about the answer, instruct them to Mix and Mingle by standing up and finding a partner.

✓ Individuals Mix and Mingle, taking turns sharing their responses with each other.

Instruct students to find a new partner. The new pair takes turns sharing their responses to the same question.

**Scaffold**

If students struggle to identify an essential meaning, ask more pointed questions to help narrow their focus. For example, ask: “What important message does the author tell us about books? About reading?”

Use Equity Sticks to call on students to share.

- *Reading is exciting.*
- *Books are for everyone.*
- *Different books fit different readers.*
- *Reading changes everything.*

Ask: “What did you notice about the answers you heard from your two partners? Were they the same, or were they different?”

Use student responses to reinforce the importance of listening to opinions and answers from different people because sometimes their answers are the same, but sometimes they are different, and we can learn from everyone.

## COLLECT TEXT EVIDENCE 10 MIN.

### Whole Group

Emphasize that reading and rereading *Wild about Books* has allowed students to more deeply understand the text and has enabled them to answer the Focusing Question (the medium-sized question).

Post and have students Echo Read the Focusing Question: “How does the librarian make reading fun?”

Tell students that they will need to collect evidence from the text to help them answer the Focusing Question. Ask: “What is *evidence*? Where have you heard that word before?”

Use responses to define *evidence* as “facts, information, and other forms of proof that show something is true.” Explain that students collect text evidence when they use the words and pictures in a text to find answers to questions.

Display a blank evidence organizer for *Wild about Books*:

How does the librarian make reading fun in <i>Wild about Books</i> ?
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>

TEACHER  
NOTE

The purpose of this lesson is to demonstrate how to locate evidence in the text and record it on the Evidence Organizer. Create this chart before the lesson. The Evidence Organizer may be organized differently for each text and each Focusing Question.

Instruct students to look closely at a few pages of the text to locate and collect text evidence to help answer the Focusing Question.

Read aloud pages 7–8. Instruct students to Think-Pair-Share in response to the following question.

- 4 What do you hear in the words and see in the pictures that help us understand how the librarian made reading fun for the animals?
- Alligators can read books about alligators.

▪ It is fun that there are so many kinds of books. She gives animals different kinds of books.

▪ She makes reading fun because she has so many kinds of books and lets the animals choose the book they want.

As students answer, record evidence on the Evidence Organizer. Repeat the same sequence of reading, questioning, and recording evidence for pages 9–10.

Kindergarten Scaffold

As evidence organizers are designed for student use, it is important for them to be able to independently read and understand the evidence on the chart. Pair each piece of evidence on the Evidence Organizer with an image in order to increase accessibility.

Ask: “Is there any other text evidence we should add to show how Molly makes reading fun?”

Support students in locating the page in the text with their suggested piece of evidence. Add responses to the Evidence Organizer.

How does the librarian make reading fun in <i>Wild about Books</i> ?
<div><div>▪ Alligators read alligator books. (drawing of alligators reading about themselves)</div><div>▪ She has lots of books. (drawing of different books, such as fat ones, thin ones, etc.)</div><div>▪ Animals choose their books.</div></div>

## EXECUTE WRITING ABOUT TEXTS 12 MIN.

### Individuals

Tell students that they will use the evidence collected from the text to help them write a response to the Focusing Question.

Display and read aloud the Craft Question:

Execute: *How do I write about Wild about Books?*

Remind students that during the previous lesson, they used a sentence frame to practice answering a question about the text in their Response Journals. Explain that today they will write in their Response Journals again. This time, they will have more independence because they will use the Evidence Organizer as a guide for answering the Focusing Question.

Reread the Focusing Question and ask: “The Focusing Question asks me how the librarian makes reading fun. Can I write about the zoo train? Why or why not?”

- No, we need to talk about books.
- No, we need to answer the question by writing about books and reading.
- No, we should use evidence that we collected from the text.

Emphasize the importance of using relevant text evidence to support a response. Model finding a piece of evidence from the Evidence Organizer and crafting a sentence about how the librarian makes reading fun.

#### **Scaffold**

Play a mystery evidence game to support English learners with understanding and accessing information on the Evidence Organizer. Create a quick sketch to represent one piece of evidence and have students guess the corresponding item on the chart. Alternatively, divide students into pairs or small groups and have them draw and guess pieces of evidence among themselves.

Partners use the Evidence Organizer to craft and verbally rehearse a sentence to answer the Focusing Question.

Distribute Response Journals. Reinforce that each page of the Response Journal answers one question or completes one sentence frame. Instruct students to open their Response Journals and point to where they will create today's entry.

✓ Individuals write a Response Journal entry to describe how the librarian makes reading fun in *Wild about Books*.



**TEACHER  
NOTE**

Modify directions for the Response Journal entry according to student ability. For Kindergarten, a drawing is a developmentally appropriate response. As time permits, use dictation to transcribe Kindergarten students' sentences into their journals. Grade 1 students may use a combination of writing and drawing to complete one sentence while Grade 2 students may be able to write multiple sentences.

# Land

2 MIN.

## ANSWER THE CONTENT FRAMING QUESTION

Distill: *What is the essential meaning of Wild about Books?*

Read the Content Framing Question aloud. Ask: "What did we do today to help us understand the essential meaning of *Wild about Books*?"

- *We read the story again.*
- *We read the story and looked for an important message.*
- *We read the story and thought about an important lesson the author tells us.*

# Wrap

1 MIN.

## REFLECT ON ROUTINES

Encourage students to take a moment to reflect on the routines they practiced in this lesson. Remind students that in this lesson they used the Mix and Mingle routine to discuss a question with several partners. They also used an evidence organizer to collect text evidence to answer the Focusing Question. Encourage students to consider the following questions and ask: "Which routine are you most excited to try again? Why?"

## Analyze

### Context and Alignment

Students record evidence and respond to the Focusing Question for the first time. Review students' entries in their Response Journals. Each student should

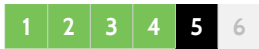
- make an observation that is relevant to answering the Focusing Question and
- include evidence from the text in his or her response.

### Next Steps

Throughout the year, students will continue to hone their ability to identify and use text evidence in their writing. Consider sharing several exemplar responses in the next lesson to further model how text evidence can be used to support a response.

## ■ FOCUSING QUESTION: LESSONS 1–5

How does the librarian make  
reading fun in *Wild about Books*?



## Lesson 5

### TEXT

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

# Lesson 5: At a Glance

## AGENDA

### Welcome (6 min.)

*Discuss Unfamiliar Animals*

### Launch (4 min.)

### Learn (35 min.)

*Participate in a Socratic Seminar  
(15 min.)*

*Record Knowledge (10 min.)*

*Excel with Writing about Texts  
(10 min.)*

### Land (4 min.)

*Answer the Content Framing  
Question*

### Wrap (1 min.)

*Reflect on Routines*

## INSTRUCTIONAL ROUTINE

- Socratic Seminar

## MATERIALS

- Small manipulatives
- Evidence Organizer from Lesson 4
- Chart paper
- Notebooks

Discuss how *Wild about Books* builds knowledge of reading.

✓ Participate in a Socratic Seminar.

Improve writing by responding to peer feedback.

✓ Add a detail to a Response Journal entry after receiving feedback from a peer.

## Prepare

### FOCUSING QUESTION: Lessons 1–5

*How does the librarian make reading fun in Wild about Books?*

### CONTENT FRAMING QUESTION: Lesson 5

Know: *How does Wild about Books build my knowledge?*

### CRAFT QUESTION: Lesson 5

Excel: *How do I improve my writing?*

In this lesson, students express and expand their understanding of *Wild about Books* through a student-guided conversation—the Socratic Seminar. (For more information on the Socratic Seminar, see the Socratic Seminar Guidance section in the “Resources” chapter of the Implementation Guide.) This work supports student exploration of Wit & Wisdom’s fifth and final Content Stage—Know. During the Know stage, students synthesize the knowledge and skills they have developed through their work with a text. Then, they reflect on the knowledge and skills they have gained from their work with the text and create their first entries in a Knowledge Journal chart. The Knowledge Journal will be used throughout the year to process learning and capture growth in the areas of “What I know” and “What I can do.” Students also experience the final Craft Stage—Excel—in which they improve their writing skills through peer feedback and by adding details to a previously written Response Journal entry.

# Welcome 6 MIN.

## DISCUSS UNFAMILIAR ANIMALS

Remind students of their discussions in previous lessons about their favorite animals from *Wild about Books*. Emphasize that, in addition to well-loved and familiar animals, *Wild about Books* also includes some unfamiliar animals.

Ask: “Are there animals in the story that you have never heard of before? Which animal are you most curious about?”

### Scaffold

If students struggle to remember the names of unfamiliar animals from the story, read a page from the text to stimulate their thinking. For example, you might read page 3.

**Extension**

Use responses to select an animal for the class to learn more about. Conduct a brief Internet search, or use other classroom resources, to look up information about the selected animal. Display and read aloud information about the animal.

---

## Launch

4 MIN.

Explain that today students will think about their final Content Framing Question for *Wild about Books*. Post and read aloud the Content Framing Question. Students Echo Read the question.

Highlight the word *knowledge*. Instruct students to Think-Pair-Share, and ask: “What is *knowledge*?”

Use responses to confirm that *knowledge* is “information that someone has learned and understands.” Explain that building knowledge of the world and ideas is a big part of what learning is all about. As people learn, it is like they are building in their brains.

Emphasize that today students will think about the knowledge they have built in their brains through their work with *Wild about Books*.

---

## Learn

35 MIN.

### PARTICIPATE IN A SOCRATIC SEMINAR

15 MIN.

#### Whole Group

Explain that engaging in discussions with classmates is a great way for students to build knowledge. Introduce students to a special class discussion called a Socratic Seminar.

Share that in a Socratic Seminar, small groups of students discuss, or talk about, questions the teacher provides. However, the teacher is not involved in the discussion. Instead, the Socratic Seminar is a time for students to be in charge and talk about the text on their own. During the seminar, students share their ideas and practice listening and responding to other ideas.

**Kindergarten Scaffold**

Depending on the needs of your classroom, consider conducting a Fishbowl as an alternative to the Socratic Seminar. The Fishbowl allows students to listen and watch their peers discuss before they take a turn discussing. This can be a powerful scaffold for students as they learn how to participate in whole-group discussion.

Display the small manipulatives known as talking chips, and explain they are a tool to help the group make sure everyone has a chance to share. Talking chips also help students remember to use one voice at a time.

With several volunteers, model how to use talking chips to take turns speaking and listening:

1. Sit in a semicircle.
2. Each person has one talking chip in front of him or her.
3. When a student is ready to share, she or he picks up the chip.
4. Only one person can be holding a chip at a time.
5. After sharing, the student places the chip in the middle of the circle to show his or her turn is over.
6. Every student uses a chip before redistributing the chips and starting the process again.

Explain that during the Socratic Seminar, students will discuss a question together by following the talking chips procedure outlined above. Refer students to the Evidence Organizer. Often, they will be able to use evidence from an organizer in their Socratic Seminars.

Post and read aloud the Socratic Seminar opening question and ask: “How does reading books change life at the zoo in *Wild about Books*?” Students Echo Read the question.

**Scaffold**

After introducing the Socratic Seminar questions, but before discussions begin, offer students an opportunity to discuss their thoughts with a partner. This gives English learners and reluctant speakers a chance to rehearse their ideas, organize their thinking, and build their confidence before engaging in a group discussion. If appropriate, offer students a chance to write or draw notes and ideas that they might draw upon in the discussion.

✔ Students participate in a Socratic Seminar.

Encourage students to respond to one another’s comments, rather than directing their observations to the teacher.

**Scaffold**

Consider displaying common active listening sentence starters for students to refer to as they agree, disagree, clarify, and build on one another’s comments.

Circulate as students discuss to listen in and offer support where needed.

As discussion winds down, ask: “What went well during your group discussion? What surprised you?”

As time permits, share notable discussions you observed while circulating during the Socratic Seminar.

## RECORD KNOWLEDGE 10 MIN.

### Whole Group

#### TEACHER NOTE

Grades K–2 students record the Knowledge Journal on a class chart. To set up the Knowledge Journal, post two pieces of chart paper side by side to simulate an open journal. If possible, write in different colors differentiating each lesson in which the students create a Knowledge Journal entry. This will visually highlight the progression of knowledge and skills students acquire over the course of the module.

Display a blank Knowledge Journal Chart:

What I Know	What I Can Do
▪	▪

Ask: “What is a journal? Why do people keep them?” As necessary, remind students of other journals they have used thus far.

Reinforce that journals are books in which people write important things they want to remember. Explain that the Knowledge Journal is a tool the class will use to keep track of its important learning. Emphasize that reflecting on learning helps students build knowledge.

Label the left-hand page of the Knowledge Journal Chart “What I Know,” and include a picture to cue students. Explain this part of the Knowledge Journal is for the new information they have learned about reading, books, and the world from reading *Wild about Books*.

Instruct students to Think-Pair-Share, and ask: “What did you learn about reading and books from this text? What did you learn about the world?” Record student responses on the right-hand page.



**Scaffold**

It may be helpful to include an image or sketch a gesture (e.g., tapping forehead for “What I Know,” miming writing for “What I Can Do”) that corresponds with each skill and piece of knowledge added to the Knowledge Journal. This will allow English learners and all students greater independence when referring to the journal.

Label the right-hand page of the Knowledge Journal “What I Can Do,” and include a picture to cue students. Explain that this column is for things students can now do—in their heads, aloud, or on paper. Refer to artifacts from previous lessons, including the Notice and Wonder Chart, the sample Response Journal entry, the Evidence Organizer, etc.

Instruct students to Think-Pair-Share, and ask: “What did you learn to do as a writer? As a reader?” Record student responses on the right-hand page.

**Scaffold**

Ask more concrete questions to prompt students and encourage the application of key vocabulary. For example:

- What did you learn about using a Response Journal?
- How did you use the Notice and Wonder Chart?
- How did the illustrations to help you understand the story?

What I Know	What I Can Do
<ul style="list-style-type: none"><li>▪ I know reading is fun.</li><li>▪ I know there are different kinds of books.</li><li>▪ I know reading can help me learn.</li><li>▪ I know geckos can hang on walls.</li><li>▪ I know otters swim in the water.</li></ul>	<ul style="list-style-type: none"><li>▪ I can write about things I read.</li><li>▪ I can use a Response Journal to write down my ideas.</li><li>▪ I can ask questions about a book.</li><li>▪ I can look at the words and pictures together.</li></ul>

Explain that students will add to this chart throughout the year, so they can track the knowledge and skills they learn with each text.

EXCEL WITH WRITING ABOUT TEXTS

10 MIN.

PAIRS

Share that one way writers develop their writing is by returning to a piece of writing to think about how they could improve it, or make it better.

Display and read aloud the Craft Question:

Excel: *How do I improve my writing?*

Explain that one way to think about ways to improve a piece of writing is to ask a classmate for ideas. Explain that today students will return to a Response Journal entry. Instruct students to ask a partner for suggestions about a detail they could add to make their writing better.

Distribute Response Journals and instruct students to turn to the entry from the previous lesson. Remind students that the writing describes how the librarian makes reading fun in *Wild about Books*.

Encourage students to help one another become better writers by suggesting a detail their partner could add to emphasize how the librarian makes reading fun. Remind students they should carefully listen to, or look at, their partner's response first, and then politely suggest a new detail.

### **Kindergarten Scaffold**

If your students are not ready to offer peer suggestions, instruct them to give a compliment to their partner instead of a suggestion. Provide a sentence frame for students to use to structure their response; for example, **I like \_\_\_\_\_**. This allows students to practice the process of sharing and responding to writing.

Ask: "Where did we record text evidence about how the librarian makes reading fun?" Use responses to encourage students to use the Evidence Organizer to help them make suggestions.

### **Scaffold**

Display a sample Response Journal entry. Model how to use the Evidence Organizer to suggest an additional detail.

✓ Pairs take turns sharing Response Journal entries and making suggestions. Based on peer feedback, students add an additional detail to their response.

Instruct students to Think-Pair-Share, and ask: "How did sharing your work with a partner help you to improve your writing?"

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## Land 4 MIN.

### ANSWER THE CONTENT FRAMING QUESTION

Read aloud the Content Framing Question. Instruct students to Mix and Mingle, and ask: "What important learning will you remember from your work with *Wild about Books*?"

Invite several students to share a thought they heard from a partner during the Mix and Mingle.

**Extension**

Remind students that *Wild about Books* starts with Molly making a mistake by driving her bookmobile into the zoo. Ask: “How does Molly handle her mistake? What can this teach you about handling mistakes?”

# Wrap

1 MIN.

## REFLECT ON ROUTINES

Encourage students to take a moment to reflect on the routines they practiced in this lesson. Remind students that in this lesson they participated in a Socratic Seminar to explore questions and ideas with their classmates. They also contributed to a Knowledge Journal to record important learning from their work with *Wild about Books*. Encourage students to consider the following questions and ask: “Which routine are you most excited to try again? Why?”

### Analyze

**Context and Alignment**

Students participate in their first Socratic Seminar. Observe students’ participation in the discussion. Each student should

- participate in the discussion,
- take turns speaking, and
- use evidence in their discussion.

**Next Steps**

For students who struggled to participate, consider the underlying reasons why in order to support them in subsequent Socratic Seminars. Did students lack confidence in the content? If so, provide additional time reviewing items on the Evidence Organizer prior to the seminar. Did students lack confidence in their speaking abilities? If so, consider instructing them to Think-Pair-Share about the Socratic Seminar questions prior to discussing them in a small-group setting.



## ■ FOCUSING QUESTION: LESSON 6

What can we learn  
from studying visual art?



# Lesson 6

## TEXT

- *I and the Village*, Marc Chagall (<http://witeng.link/0114>)

# Lesson 6: At a Glance

## AGENDA

### Welcome (5 min.)

*Understand the Focusing Question*

### Launch (10 min.)

### Learn (28 min.)

*Determine What Is Happening in the Painting (5 min.)*

*Analyze Color and Shape (18 min.)*

*Interpret Essential Meaning (5 min.)*

### Land (6 min.)

*Answer the Content Framing Question*

### Wrap (1 min.)

*Reflect on Module 0*

## INSTRUCTIONAL ROUTINE

- Nonverbal Signals

## MATERIALS

- Handout 6A: Observing Visual Art
- Sentence strips
- Crayons or colored pencils

Describe how Marc Chagall uses color and shape to tell a story in *I and the Village*.

✓ Complete Handout 6A.

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## Prepare

### FOCUSING QUESTION: Lessons 6

*What can we learn from studying visual art?*

### CONTENT FRAMING QUESTION: Lesson 6

Know: *How does this painting build my knowledge?*

Students examine their first piece of visual art for the year: Marc Chagall's enchanting *I and the Village*. Students consider how this painting can add to their developing knowledge around the power of reading and help answer the Essential Question of this module. In Modules 1–4, art investigations are often woven throughout the module, allowing for multiple exposures to the selected works, and offering numerous opportunities to deepen student understanding. In this lesson, students apply the thinking behind the five Content Stages to their analysis of artwork. As students apply habits of mind from each Content Stage to the piece, they use the routine of Nonverbal Signals to process information while building their understanding of the artwork's meaning. Finally, students consider their answer to the Essential Question before ending with a reflection on their work in Module 0 as a whole.

# Welcome 5 MIN.

## UNDERSTAND THE FOCUSING QUESTION

Post the Essential Question and read it aloud. Ask: “What do you notice about this question?”

Use responses to confirm that it is the same big question students have been thinking about since the beginning of the module.

Post the Focusing Question and read it aloud. Students Echo Read the question. Explain that this is a new Focusing Question because students start work with a new text in this lesson. Reinforce that responding to multiple Focusing Questions will help students answer the Essential Question.

Highlight the words *visual art* in the Focusing Question. Share that students will not be reading a book today, but will work with a different type of text. Ask: “What do you think we will explore today?”

Use responses to confirm that students will examine a painting today. Explain that *visual art* is “artwork that is created for people to look at.” Provide examples, such as paintings, drawings, photographs, videos, etc.

Post the Content Framing Question and read it aloud. Students Echo Read the question. Remind students that their work in this lesson will help them answer the Content Framing Question by the end of the lesson.

## Launch 10 MIN.

### TEACHER NOTE

Like reading, viewing visual art requires concentration. Examining visual art requires the use of many of the same analytical skills and habits of mind. Throughout the curriculum, students observe art to enrich their appreciation of the arts, strengthen their analytical skills, and develop writing, speaking, and listening skills. This seemingly simple process of observing a work of art is essential. Give students ample silent viewing time to observe the entire work, noticing both details and the big picture. Allow students time to grapple with the confusion that sometimes arises from seeing an image for the first time.

Explain that as students explore the painting today, they will look at the painting several times, for different reasons. This builds their understanding of the painting and helps them answer the Content Framing Question.

Instruct students to start by thinking about what they notice and wonder about the painting.

Display the painting *I and the Village* by Marc Chagall (<http://witeng.link/0114>). Do not provide the artist's name or the title of the painting at this stage in the lesson. Give students time to notice and infer from the work itself.

### TEACHER NOTE

The link to the painting displays the title and painter's name. Click on the image of the painting to view without the title and painter's name. Consider having this image ready for viewing prior to class so that students do not see the title or painter's name.

Invite students to observe the painting silently. Gently suggest that students look from the top to the bottom, from left to right, and notice details, lines, and colors.

### ***Kindergarten Scaffold***

If students struggle to remain quiet and focused on the painting, consider using a pointer to direct their attention to different parts of the painting, including the top, bottom, middle, and corners.



Instruct students to share what they see in the painting. Explain that after one student shares, other students will use Nonverbal Signals to let the class know if they see the same thing. Explain that Nonverbal Signals help students communicate without speaking. For this activity, students use thumbs-up if they see the detail and thumbs-down if they do not.

Ask: “What do you see in this painting?”

When students are not responding, encourage them to use Nonverbal Signals to let the class know if they, too, can find the given detail. If other students indicate they do not see the detail in the painting, ask the speaker to point out where it is located.

- *I see a green man.*
- *The man is holding a plant.*
- *I see a man walking and a woman floating upside down!*

#### TEACHER NOTE

At this point in their art exploration, students should not interpret the imagery, but simply describe what they see. Try to steer students away from interpretations of what is going on, e.g., “I see a happy man talking to his horse” and instead guide them to use observation skills to say what they see without adding commentary, e.g., “I see a green man looking at an animal.”

Post and read aloud the sentence frame: **I notice** \_\_\_\_\_ .

Instruct students to Think-Pair-Share, and ask: “What do you notice in this painting?”

If students have difficulty with this question, you might ask follow-up questions, such as, “What is the first thing that catches your eye? Then, what do you see? What is unusual about this painting?”

- *I notice that there are lots of colors.*
- *I notice a lot of circles in the painting.*
- *I notice that the man and the animal are very big and the other people and animals are small.*

Post and read aloud the sentence frame: **I wonder** \_\_\_\_\_ .

Instruct students to Think-Pair-Share, and ask: “What do you wonder about this painting?”

If students have difficulty with this question, you might ask follow-up questions. Ask: “What is confusing about this painting? What do you want to know more about?”

- *I wonder why the man’s face is green.*
- *I wonder why that woman is upside down.*
- *I wonder if that is a horse, cow, sheep, or goat.*

# Learn 28 MIN.

## DETERMINE WHAT IS HAPPENING IN THE PAINTING 5 MIN.

### Whole Group

Shift students' thinking to now look at the painting for a different purpose. Ask: "What is happening in this painting?"

Explain that just as students need to figure out what is happening in a written text, they can learn a lot about a painting by asking the same question. If possible, zoom in on different areas of the painting for closer examination.

Ask: "What are the people doing in this painting?"

- *The green man is looking at an animal.*
- *A man is walking with a farming tool over his shoulder.*
- *A woman is floating upside down. It looks like she might be playing the violin.*

Ask: "What do you think the setting is for this painting? When and where is this scene happening? How can you tell?"

- *I think it's on a farm because there are cows and goats.*
- *I think it's a long time ago because the people's clothes look old-fashioned.*
- *I think it's in someone's imagination because the people, colors and shapes are all mixed up. It doesn't look like a real place.*

#### Extension

Invite students to act out parts of the painting in a Tableau. For example, ask two students to act as the goat and the green man in the foreground. Ask: "What expressions do they have on their faces?"

## ANALYZE COLOR AND SHAPE 18 MIN.

### Individuals

Explain that, just as readers examine a text closely to learn more from it, students can also better understand a painting by looking at it closely. Direct students to look at the painting, and ask: "What does a deeper exploration of color and shape reveal in this painting?"

Explain that artists make choices about color and shape when they create works of art. Ask students to identify at least two different colors and shapes in the painting. Additionally, you might invite students to add the words *color* and *shape* to the Word Wall or their Vocabulary Journals.

### Scaffold

As you begin this activity, provide picture cards with the words *color* and *shape* and examples of each to English learners and other students who may need additional support. These students may hold up the cards whenever they hear these words, or point to the specific shapes and colors on their cards as the shapes and colors are discussed.

Display and distribute Handout 6A, and read aloud the directions.

✓ Individuals use drawing materials to complete the handout.

Circulate, posing questions to further student thinking about color and shape. Questions may include:

- Which colors does the artist use the most in the painting? Which does the artist use the least?
- How do you describe the colors?
- Where do you see curved shapes? Shapes with straight lines?

**Handout 6A: Observing Visual Art**

**Part 1 Directions:** Look at the painting. What colors do you see? Use crayons or colored pencils to show which colors you see.

How do these colors make you feel? Circle all that apply.

Happy   Sad   Calm   Excited   Other feeling

Gather the whole group and ask students to hold up their handouts for others to see. Ask: “What colors do you see in the painting?”

Point to them in the painting and ask: “How does this combination of colors make you feel?”

Instruct students to Think-Pair-Share, and ask: “Why might an artist choose these colors to include in his painting?”

- *These colors make him feel happy.*
- *Maybe he wanted to show a happy place.*
- *I think he wanted to show the animals and people living peacefully together.*

Ask: “What shapes do you see?” Point to them and ask: “What do these shapes remind you of?”

- *I see a white circle. It looks like the moon.*
- *I see a circle in the middle of the painting. It reminds me of the sun.*
- *I see triangles in the large animal's face, in the houses, and in the gray part around the branch. The triangles remind me of building blocks and pyramids.*

### Extension

If time allows, potentially include the following questions and activity:

- What colors might you use to show a mad feeling? A sad feeling?
- What shapes do you like to use when you draw pictures? Why?
- Draw your own picture using the same shapes and colors as this painting.

## INTERPRET ESSENTIAL MEANING 5 MIN.

### Whole Group

Share that students are now ready to look at the painting as a whole and think about the question: “What is the essential meaning of this painting?”

Post and read aloud the title of the painting: *I and the Village*. Explain that an artist named Marc Chagall painted it in 1911. Chagall was born in a village in Russia (in present-day Belarus), and this painting is set in his childhood home there. Some art historians think that the green man in the foreground is Chagall himself. Explain that Chagall often painted scenes from dreams, folktales, and his childhood home. If possible, point to Belarus on a world map and then show where the year 1911 would fall on a class timeline.

Instruct students to Think-Pair-Share, and ask: “What makes this painting seem like a dream?”

- *People and houses are upside down.*
- *It doesn't look real—the colors are all mixed up.*
- *It's like a story that doesn't make sense. There are lots of things happening at the same time in different sizes.*

Instruct students to Think-Pair-Share, and ask: “After learning more information about Marc Chagall, how do you think he felt about his childhood home? What makes you think this?”

- *He felt silly there. People and things are upside down.*
- *He was happy there. He used bright, happy colors to show his village.*
- *He liked living with animals. There is a line that connects the man and the animal's eyes, like they are friends looking into each other's eyes.*

#### **Extension**

Some additional questions you might ask include the following:

- How do you think Chagall felt about nature? How does he show this in his painting?
- What parts of this image look like they could be part of a folktale?

The following is an additional activity you might include: Invite students to draw pictures of themselves in their own communities. Ask: “What colors will you use? What shapes? What objects or scenes will you include?” Before they draw, instruct students to Think-Pair-Share their answers to these questions. Then, distribute art materials for students to use to draw their pictures.

# Land

6 MIN.

## ANSWER THE CONTENT FRAMING QUESTION

Know: *How does this painting build my knowledge?*

Instruct students to Think-Pair-Share, and ask: “How does Marc Chagall use color and shape to tell a story in this painting?”

- *He used bright colors to show his home as a happy place.*
- *He used mixed-up colors and upside-down things to show stories from his dreams.*
- *He used different shapes from nature to show people and nature happy together.*

### Extension

If time allows, reference the Essential Question. Remind students that their work with *Wild about Books* and *I and the Village* has prepared them to answer this question. Instruct students to Mix and Mingle to answer the Essential Question, and ask: “How does reading help us learn?”

- *Reading helps us learn something new.*
- *Reading makes us excited to learn more.*
- *Reading helps us think.*
- *Reading makes us curious and we ask questions.*
- *Reading helps us think about things we never thought about before.*

Select three or four strong responses, and write each response on a different piece of large paper. Post each response in a different area of the room.

Instruct students to select the response to the Essential Question that stands out the most to them. They walk to the area of the room and stand with the poster showing their selected response. Use Equity Sticks to call on a student or two from each area to explain their thinking.

# Wrap

1 MIN.

## REFLECT ON MODULE O

Encourage students to reflect on the work they have just completed in this module. Ask: “Think about the routines you have learned over the course of the module. Which routine was the most challenging? Which routine was your favorite?” Refresh students’ memories about the routines they learned as needed.

## Analyze

### Context and Alignment

Throughout the *Wit & Wisdom* curriculum, students observe and analyze multiple and varied works of visual art. This lesson establishes the routine of close viewing and discussion. Students engage in thoughtful analysis of a work of art, using domain-specific vocabulary, and referring directly to the artwork to support claims. On Handout 6A and in discussion, notice the following:

- Do the colors students identify match the predominant colors in the painting? They should identify pinks, reds, oranges, greens, and blues.
- Do the shapes they name match those in the painting? They should identify circles, half-circles, triangles, and squares.
- Do students identify areas in the painting where they see each art element of shape and color?
- Do students identify evidence from the artwork to support their ideas?

### Next Steps

- For students struggling to refer to the work of art to support their ideas, consider doing the following:
- Provide additional exposure to works of art throughout the year. Hang posters of beloved works on the walls and engage in casual discussion during transitions and other relaxed times of the day.
- Gather art magazines, and allow students to choose works of art to study. Ask them to circle specific colors and shapes in the pictures or reproduce certain shapes or lines.
- Ask students to create drawings of the scenes or subjects of their choice. Have students describe the colors, shapes, and lines they drew and to explain why they included those elements in their images.

# Appendix A: Alternate Texts

In Modules 1–4, Appendix A: Text Complexity provides qualitative and quantitative information about the module’s core texts. Note that in Module 0, Appendix A: Alternate Texts offers alternate texts for grade-level adaptation of Module 0.

Note that there is no alternate text suggestion for Kindergarten, as students will encounter Module 0 and the original recommended text for the first time.

## GRADE 1

<b>Title and Author</b>	<p><i>The Rainbow Fish</i>, Marcus Pfister</p> <p>Audio and video: <a href="http://witeng.link/O772">http://witeng.link/O772</a></p> <p>Text: <a href="http://witeng.link/O773">http://witeng.link/O773</a></p>
<b>Description of Text</b>	<p>A lighthearted story that explores the need for friendship, <i>The Rainbow Fish</i> takes children on a journey into the sea where they learn about ideas such as happiness, beauty, sharing, inclusion, and selflessness. These themes are relevant to a wide range of readers. Students easily relate to the need to feel special while also fitting in and develop a connection to Rainbow Fish’s struggles.</p> <p>The vocabulary is both content-specific and vivid. These words make this text appropriately challenging for students while illuminating the beauty of sensory language and lively descriptions. The text relies on simple dialogue to move the plot forward, which allows for a variety of joyful, low-stakes fluency activities at the beginning of the year. The colorful watercolor illustrations and glittering foil-stamping on Rainbow Fish further enliven the text and engage readers of all levels.</p>
<b>Rationale for Grade-Level Alignment</b>	<p>The topic and themes of <i>The Rainbow Fish</i> are accessible and relatable for students in Grade 1. The text offers multiple entry points for student understanding and includes a straightforward plot and themes of friendship and community.</p> <p>The strong story line combined with deeper layers of meaning make <i>The Rainbow Fish</i> an excellent vehicle for introducing the Content Stages with Module 0. In addition, discussion around both the plot and the essential meaning of the text provide a natural platform for discussing what it means to be a friend and how one can contribute to a community.</p> <p>The content of <i>The Rainbow Fish</i> can serve as a touchstone for the content students will encounter in Grade 1 Module 2, <i>Creature Features</i>. In Module 2, students explore unique characteristics of a variety of animal species. They also explore the central messages and lessons taught through animal fables. <i>The Rainbow Fish</i> connects well to both knowledge goals and can serve as a reference point for Module 2.</p>

## GRADE 2

<b>Title and Author</b>	<i>Chester's Way</i> , Kevin Henkes Audio and video: <a href="http://witeng.link/O774">http://witeng.link/O774</a>
<b>Description of Text</b>	<p>This story of the dynamic friendship among Chester, Wilson, and Lilly is animated and fun! It provides a joyful space for communities of learners to begin their journey of text exploration together in Grade 2. Henkes draws readers in by interweaving believable characters and subtle humor.</p> <p>Realistic and expressive drawings promote increased connection to the characters and strengthen understanding of events in the story. Repeated phrases create rhythm in the text and underscore the book's essential meaning. The lessons about friendship and change that lie below the surface of the plot provide opportunities for deeper discovery and multiple reads. A delightful surprise, the ending offers rich context for conversation and discussion.</p>
<b>Rationale for Grade-Level Alignment</b>	<p>Grade 2 students enjoy the playful story that unfolds across the surface of the text and readily relate to the underlying themes of friendship and change. These themes connect closely to the content students encounter in Module 1, <i>A Season of Change</i>, which engages students in exploring the ways change impacts people and nature.</p> <p>In addition to the Module 1 connection, exploring change as a natural part of friendship and growth and acknowledging that it can be both challenging and rewarding supports students in adjusting to the new school year—and to life!</p>



# Appendix B: Vocabulary

*Wit & Wisdom* focuses on teaching and learning words from texts. Students develop an awareness of how words are built, how they function within sentences, and how word choice affects meaning and reveals an author's purpose.

The purpose of vocabulary study in *Wit & Wisdom* is to achieve the following three key student outcomes:

- Improve comprehension of complex texts
- Increase students' knowledge of words and word parts (including affixes, Latin or Greek roots, etc.)
- Increase students' ability to solve for unknown words on their own

In order to achieve these outcomes, vocabulary study in *Wit & Wisdom* emphasizes the three categories of vocabulary words.

- **Content-Specific Vocabulary:** Necessary for understanding a central idea of the domain-specific text and/or module topic).
- **Academic Vocabulary:** “High-priority” words that can be used across disciplines and are likely to be encountered in other texts. Often abstract and with multiple meanings, these words are unlikely to be known by students with limited vocabularies.
- **Text-Critical Vocabulary:** Words and phrases that are essential to students' understanding of a particular text or excerpt.

In *Wit & Wisdom* modules, students conduct deeper explorations of vocabulary in Deep Dives and are assessed on their vocabulary knowledge during direct and indirect assessments. Note that students are not assessed on vocabulary in Module 0.

## MODULE WORD LIST

The following is a complete list of all words taught and practiced in Module 0.

### **Wild about Books, Judy Sierra; Illustrations, Marc Brown**

Lesson Number	Word	Content-Specific	Academic	Text Critical	Teaching Strategy
1	wild			✓	Student-generated definition; apply understanding
1	bookmobile			✓	Teacher-provided definition
2	stampeding			✓	Text clues; apply understanding

### General Words

Lesson Number	Word	Content-Specific	Academic	Text Critical	Teaching Strategy
1	echo		✓		Teacher-provided definition
1	notice		✓		Modeling
3	reveal		✓		Teacher-provided definition
4	essential		✓		Teacher-provided definition; apply understanding
4	evidence		✓		Teacher-provided definition; apply understanding
5	knowledge		✓		Student-generated definition
6	color	✓			Student identification; apply understanding
6	shape	✓			Student identification; apply understanding

## WORDS TO KNOW

Understanding vocabulary and building background knowledge are essential for students' comprehension of complex text. *Wit & Wisdom* students study topics for an extended period of time, building background knowledge. However, students may need additional support with unfamiliar vocabulary as they access complex text.

The words listed here may pose a challenge to student comprehension. Provide definitions or a glossary for these challenging words so that students will comprehend complex text. Use a free resource to generate glossaries for students.

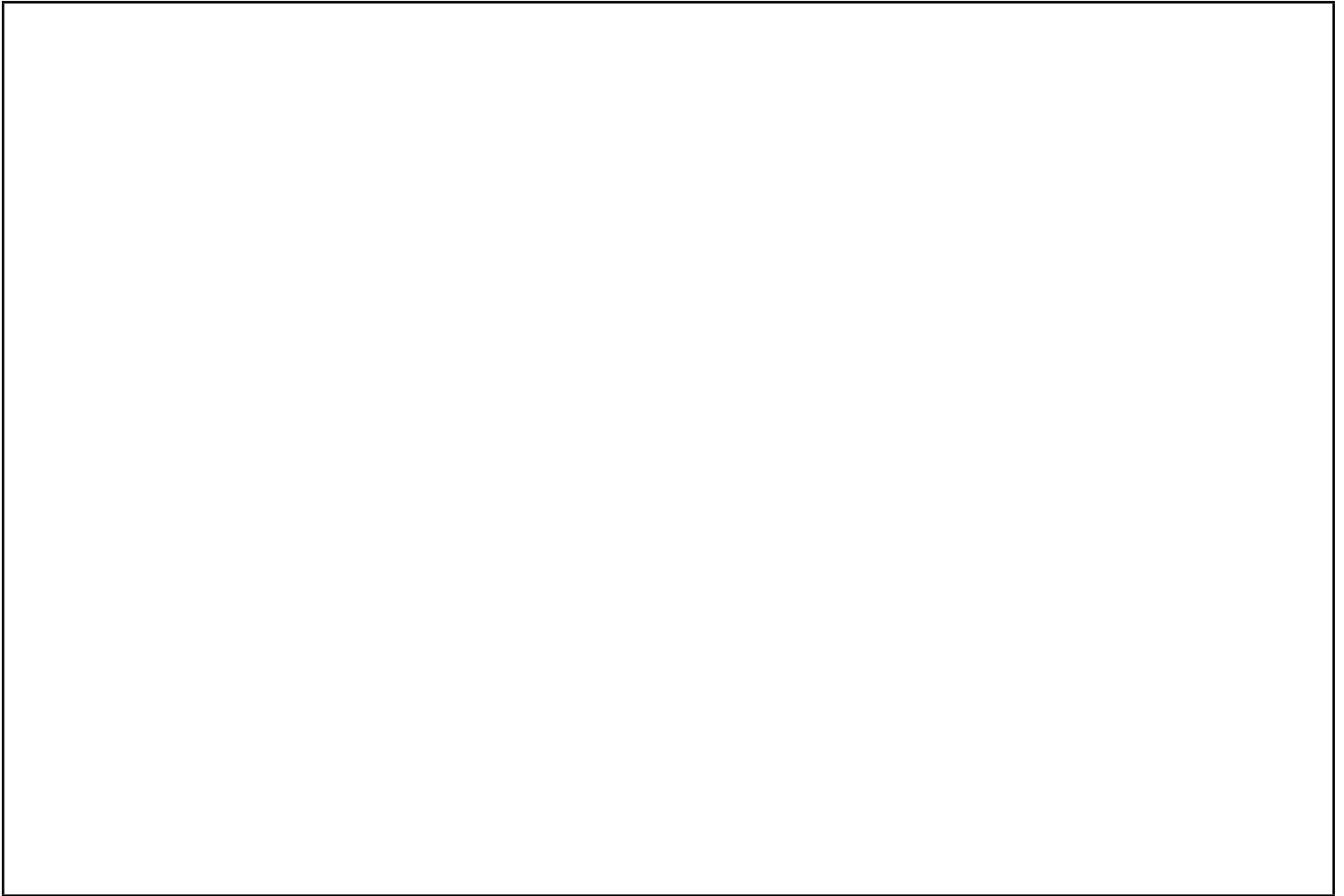
### **Wild about Books, Judy Sierra; Illustrations, Marc Brown**

- distance
- resistance
- attracted
- niches
- nooks
- craved
- demanded
- requests
- adored
- overdue
- devoured
- thrilling
- bills
- quills
- haiku
- cannibal
- pretentious
- redundant
- review
- novel
- memoir



# Handout 6A: Observing Visual Art

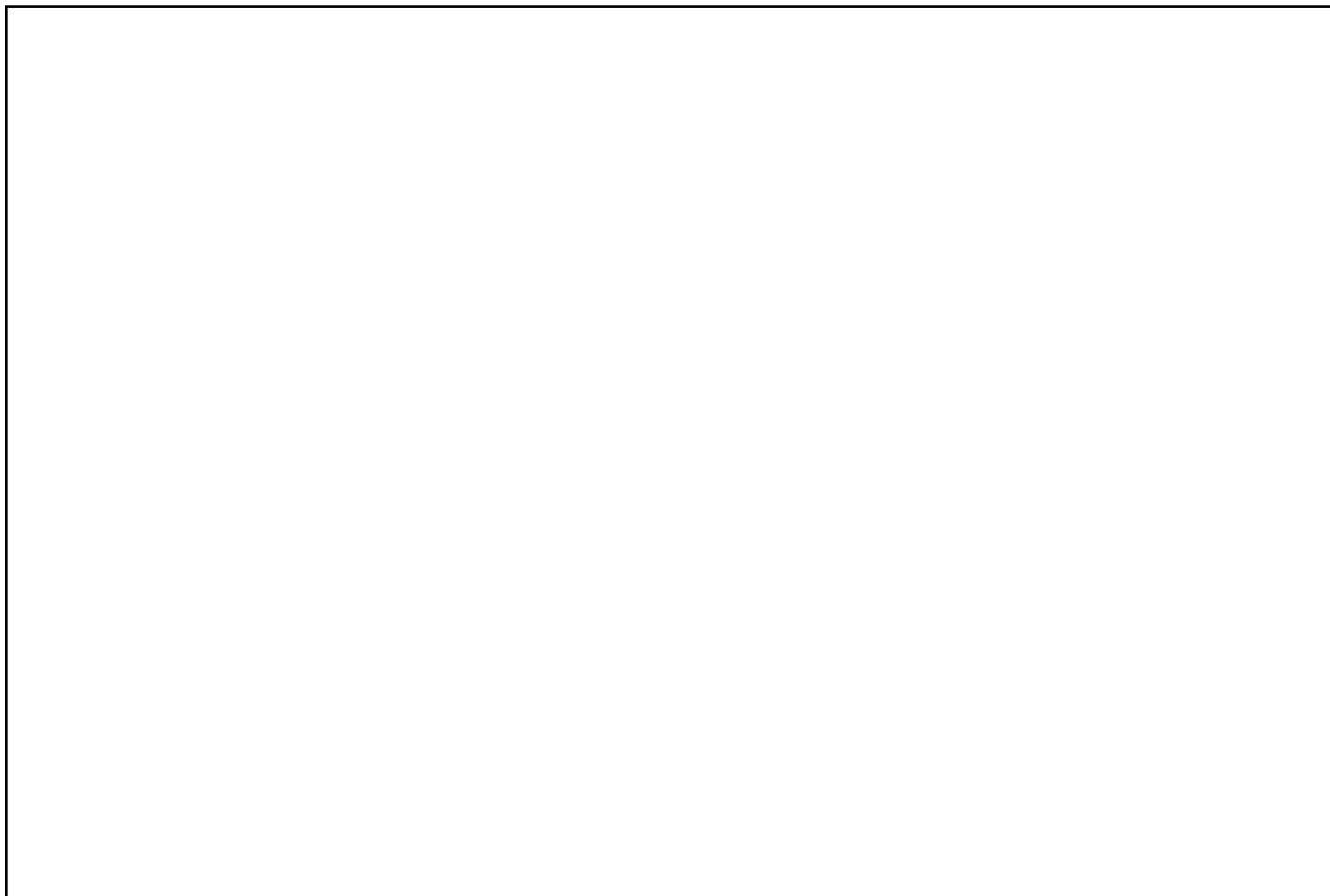
**Part 1 Directions:** Look at the painting. What colors do you see? Use crayons or colored pencils to show which colors you see.



How do these colors make you feel? Circle all that apply.

Happy      Sad      Calm      Excited      Other feeling

**Part 2 Directions:** Look at the shapes in the painting. What shapes do you see? Draw them here.

A large, empty rectangular box with a thin black border, intended for a student to draw the shapes they observed in a painting.

**Optional:** What do these shapes remind you of?

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