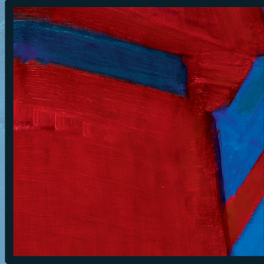


GREAT MINDS<sup>®</sup>



MODULE 3  
POWERFUL FORCES

WIT &  
WISDOM

GRADE

1

GREAT MINDS® WIT & WISDOM

# Grade 1 Module 3: Powerful Forces

---

*Student Edition*



## COPYRIGHT STATEMENT

Published by Great Minds®.

Copyright ©2016 Great Minds®. All rights reserved. No part of this work may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems—without written permission from the copyright holder.

ISBN: 978-1-68386-023-5

---

# Table of Contents

Handout 1A: Fluency Homework	
Handout 1B: Shades of Meaning Chart	
Handout 3A: Buttons and Boxes	
Handout 3B: Wind Illustration	
Handout 5A: Research Evidence Organizer	
Handout 7A: Topic Sandwich Chart	
Handout 7B: Informative Writing Checklist	
Handout 8A: Fluency Homework	
Handout 10A: Write a Problem	
Handout 11A: <i>Feelings</i> Story Map	
Handout 12A: Narrative Writing Checklist	
Handout 12B: Shades of Meaning Chart	
Handout 13A: Fluency Homework	
Handout 15A: Gilberto and the Balloon	
Handout 16A: Word Cards	
Handout 17A: Fluency Homework	
Handout 17B: Verb-Tense Chart	
Handout 18A: “The Guest” Story Map	
Handout 18B: Focusing Question Task 3 Story Map	
Handout 18C: Root Words	
Handout 19A: Narrative Writing Checklist	
Handout 21A: Fluency Homework	
Handout 22A: <i>Brave Irene</i> Story Map	
Handout 23A: <i>Brave Irene</i> Scene	
Handout 23B: Word Cards	
Handout 24A: <i>Brave Irene</i> Evidence Organizer	
Handout 26A: Fluency Homework	
Handout 27A: Key Events	
Handout 27B: A Scene about William	
Handout 28A: <i>The Boy Who Harnessed the Wind</i> Evidence Organizer	
Handout 28B: Prefixes	
Handout 32A: End-of-Module Story Map	
Handout 33A: Story Element Icons	
Handout 34A: Narrative Writing Checklist	
Handout 35A: Socratic Seminar Self-Assessment	
Volume of Reading Reflection Questions	
Wit & Wisdom Parent Tip Sheet	

Name: \_\_\_\_\_

# Handout 1A: Fluency Homework

Directions: Read the text for homework. Have an adult or peer initial the unshaded boxes each day that you read the passage.

## *Feel the Wind*, Arthur Dorros

Wind is moving air. Air is what we breathe. It is everywhere around us, even though we can't see it. We can't see air. And we can't really see wind. But we can see the wind move things. Wind pushes clouds across the sky. Wind flutters leaves of trees and makes ripples on the lake.

55 Words

Dorros, Arthur. *Feel the Wind*. HarperCollins, 1989.

Student Performance Checklist:	Day 1		Day 2		Day 3	
	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.						
Read with appropriate phrasing and pausing.						
Read with appropriate expression.						
Read at a good pace, not too fast and not too slow.						
Read to be heard and understood.						

\*Adult or peer



Wind is moving air. Air is what we breathe. It is everywhere around us, even though we can't see it. We can't see air. And we can't really see wind. But we can see the wind move things. Wind pushes clouds across the sky. Wind flutters leaves of trees and makes ripples on the lake.

Dorros, Arthur. *Feel the Wind*. HarperCollins, 1989.

\*Adult or peer

Name: \_\_\_\_\_









# Handout 1B: Shades of Meaning Chart

Directions: Place the verbs from the poem on the chart from least strong to strongest.


Name: \_\_\_\_\_

## Handout 3A: Buttons and Boxes

Directions: Cut on dotted lines. Say a detail and place a button in the box.



Name: \_\_\_\_\_

## Handout 3B: Wind Illustration

Directions: Study the illustration to answer the question,  
“What can I learn about wind from studying this illustration?”



Name: \_\_\_\_\_

# Handout 5A: Research Evidence Organizer

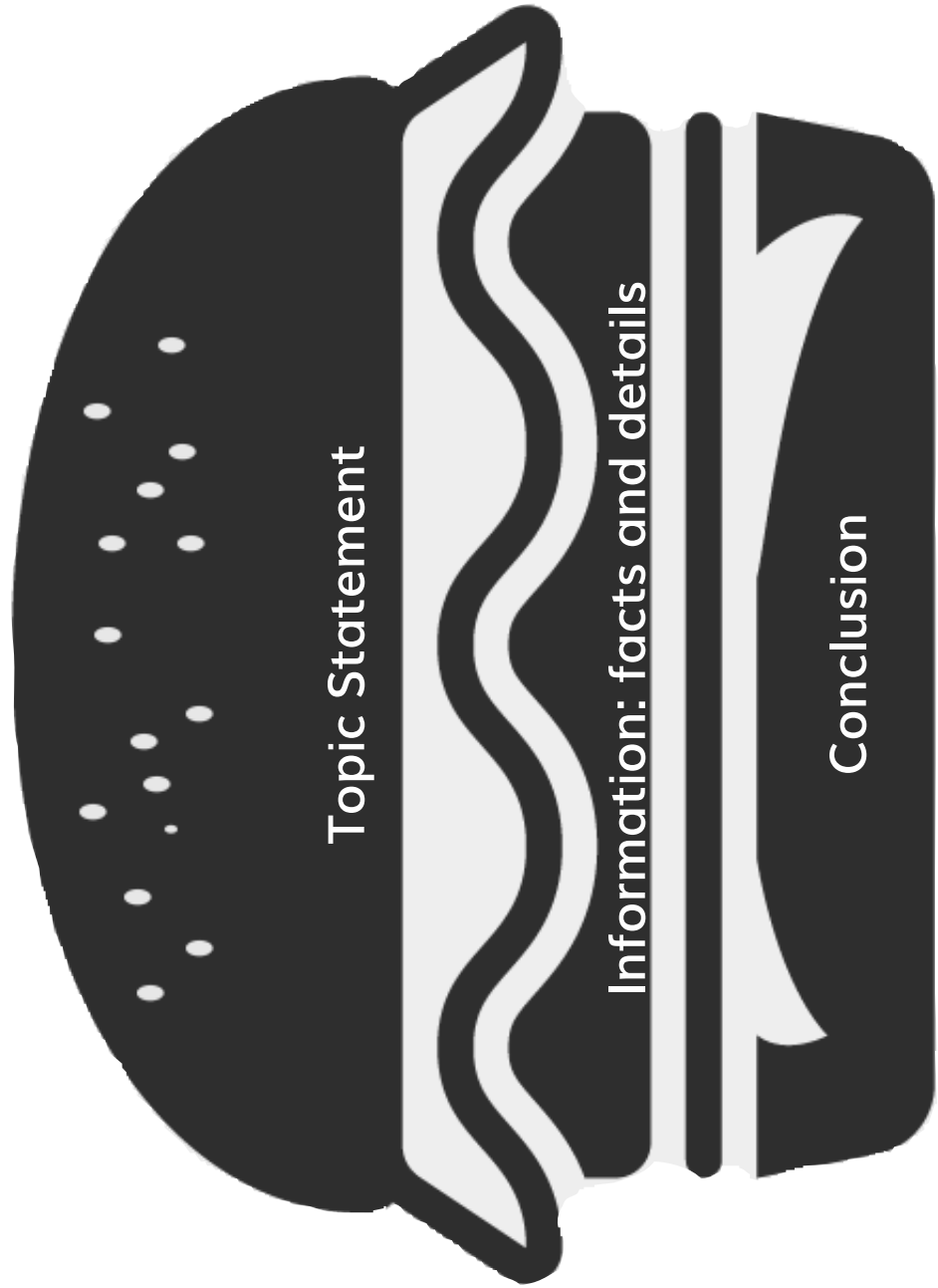
Directions: Record key details about what the wind can do during a hurricane to complete the Evidence Organizer.

	<b>Source 1:</b> <i>Feel the Wind</i>	<b>Source 3:</b>
<b>Key Details</b>		

Name: \_\_\_\_\_

# Handout 7A: Topic Sandwich Chart

Directions: Point to each component of the Topic Sandwich as you orally rehearse an informative paragraph.
























Name: \_\_\_\_\_

# Handout 7B: Informative Writing Checklist

Directions: Circle 😊 Yes or 😐 Not Yet to answer each prompt.

Grade 1 Informative Writing Checklist			
Structure	Self	Peer	Teacher
I have a topic statement that names my topic.	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet
I have two or more facts or details to support my topic statement.	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet
I have a conclusion.	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet
Conventions	Self	Peer	Teacher
I use capital letters at the beginning of sentences and proper nouns.	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet	😊 😐 Yes Not Yet
<b>ABC</b>			

# Name: \_\_\_\_\_

<p>I use end punctuation.</p> <p>. ? !</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I write complete sentences.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use my best spelling.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>Total number of </p>			

Name: \_\_\_\_\_

# Handout 8A: Fluency Homework

Directions: Choose one of the text options to read for homework. Have an adult or peer initial the unshaded boxes each day that you read the passage.

## Option A

"Whiskers," Alik

Girl: Whiskers died.  
Boy: Oh, poor Whiskers. You had her so long. I'm sad for you.  
Girl: She was old. She was sick.  
She had to die sometime. My heart is broken.  
Boy: She was silly.  
Girl: She was funny.  
Both: We'll miss you, Whiskers.

46 Words

Alik. *Feelings*. HarperCollins, 1984.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.								
Read with appropriate phrasing and pausing.								



Name: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Read with appropriate expression.								
Read at a good pace, not too fast and not too slow.								
Read to be heard and understood.								

\*Adult or peer

Name: \_\_\_\_\_

## Option B

"Your Attention, Please," Alik

Mom: Look at Adam run.

Girl: I can run faster.

Mom: Look at Adam build.

Girl: I can build higher.

Mom: Listen to Adam.

Girl: Listen to me.

Mom: Adam can read.

Girl: I can read more.

Mom: Ha Ha Ha Ha. Adam is funny!

Girl: Ha Ha Ha Ha. I am funny, too.

Mom: Where is Adam?!

Girl: Where am I?

Mom: Adam is hurt!

Girl: I'm hurt, too.

Mom: Look at Adam!

Girl: Look at me!

Mom: I see you, dear. You're wonderful.

85 Words

Alik. *Feelings*. HarperCollins, 1984.

Name: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read at a good pace, not too fast and not too slow.								
Read to be heard and understood.								

\*Adult or peer

Name: \_\_\_\_\_

# Handout 10A: Write a Problem

Directions: Complete each Sentence Frame. Write a character's name, setting, and a problem to complete the partial story.



One night \_\_\_\_\_



\_\_\_\_\_ was in his \_\_\_\_\_



Suddenly, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

started to







cry.

Name: \_\_\_\_\_

# Handout 11A: *Feelings* Story Map

Directions: Draw a picture or write to show the elements of the story.



































## *Feelings*

<b>Characters</b> 	<b>Setting</b> 
<b>Problem</b> 	
<b>Resolution</b> 	

























Name: \_\_\_\_\_

# Handout 12A: Narrative Writing Checklist

Directions: Circle 😊 Yes or 😐 Not Yet to answer each prompt.

Grade 1 Narrative Writing Checklist			
Structure	Self	Peer	Teacher
I have characters. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a setting. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a problem. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have time-order words to sequence two or more events.  (One day, Suddenly, Then)	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a resolution. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet

Name: \_\_\_\_\_

Conventions	Self	Peer	Teacher
<p>I use capital letters at the beginning of sentences and proper nouns.</p> <p><b>ABC</b></p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use end punctuation.</p> <p><b>. ? !</b></p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use complete sentences.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use words to describe the character's feelings.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet



Name: \_\_\_\_\_

# Handout 12B: Shades of Meaning Chart

Directions: Write the words from the class chart from sad to heartbroken.

sad
heartbroken

Name: \_\_\_\_\_

# Handout 13A: Fluency Homework

Directions: Read the text for homework. Have an adult or peer initial the unshaded boxes each day that you read the passage.

*Gilberto and the Wind*, Marie Hall Ets

I hear Wind whispering at the door. "You-ou-ou," he whispers. "You-ou-ou-ou!" So I get my balloon, and I run out to play.

At first Wind is gentle and just floats my balloon around in the air. But then, with a jerk, he grabs it away and carries it up to the top of a tree. "Wind! Oh, Wind!" I say. "Blow it back to me! Please!" But he won't. He just laughs and whispers, "You-ou-ou-ou!"

75 Words

Ets, Marie Hall. *Gilberto and the Wind*. Viking, 1963.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read at a good pace, not too fast and not too slow.								
Read to be heard and understood.								

\*Adult or peer

Name: \_\_\_\_\_

## Handout 15A: Gilberto and the Balloon

Directions: Cut on the dotted lines. Glue the story to a sheet of paper. Listen carefully as your teacher reads the story. Select two ways Gilberto responds to the problem. Glue your responses below the story.

-----

**Gilberto is in the yard playing with his balloon. Suddenly, Wind grabs the balloon and carries it to the top of the tree. Gilberto is angry.**

-----

**Gilberto walks to the tree and jumps to grab the string.**

-----

**Gilberto pops the balloon.**

-----

**Gilberto bangs the branch with a stick.**

-----

Name: \_\_\_\_\_

## Handout 16A: Word Cards

Directions: Cut apart the word cards.

**gentle**

**strong**

**shakes**

**carries**

**floats**

**jerks**

**grabs**

**pull**

**breaks**

Name: \_\_\_\_\_

## Handout 17A: Fluency Homework

Directions: Read the text for homework. Have an adult or peer initial the unshaded boxes each day that you read the passage.

### "The Guest," Arnold Lobel

Page 5

Narrator: Owl was at home.

Owl: How good it feels to be sitting by this fire. It is so cold and snowy outside.

Narrator: Owl was eating buttered toast and hot pea soup for supper.

Narrator: Owl heard a loud sound at the front door.

Owl: Who is out there, banging and pounding at my door on a night like this?

Narrator: Owl opened the door. No one was there. Only the snow and wind.

Page 13

Narrator: The snow whirled up the stairs and whooshed down the hallway.

Owl: Winter! You are my guest. This is no way to behave!

# Name:

---

**Narrator:** But Winter did not listen. It made the window shades flap and shiver. It turned the pea soup into hard, green ice.

**Narrator:** Winter went into all the rooms of Owl's house. Soon everything was covered with snow.

**Owl:** You must go, Winter! Go away, right now!

67 Words

Lobel, Arnold. "The Guest." *Owl at Home*, HarperCollins, 1975.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read at a good pace, not too fast and not too slow.								
Read to be heard and understood.								

\*Adult or peer

Name: \_\_\_\_\_

# Handout 17B: Verb-Tense Chart

Directions: Fill in the chart.





Verb Tenses		
Past	Present	Future
<i>-ed</i>	<i>-ing</i>	will _____

Name: \_\_\_\_\_

## Handout 18A: "The Guest" Story Map

Directions: Draw a picture or write to show the elements of the story.

### "The Guest"

<b>Characters</b> 	<b>Setting</b> 
<b>Problem</b> 	
<b>Responses to the Problem</b> 	






Name: \_\_\_\_\_

# Resolution



**Directions: Draw a picture or write to show the elements of the story.**

<b>Characters</b>  Owl	<b>Setting</b>  Owl's House
<b>Problem</b> 	

Name: \_\_\_\_\_

## Responses to the Problem



## Resolution



Name: \_\_\_\_\_

## Handout 18C: Root Words




























Directions: Find the ending and cut apart each card to find the root word.

<b>thumped</b>	<b>bumped</b>
<b>behaved</b>	<b>jerked</b>
<b>shivered</b>	<b>pushed</b>













































Name: \_\_\_\_\_

# Handout 19A: Narrative Writing Checklist

Directions: Circle 😊 Yes or 😐 Not Yet to answer each prompt.

Grade 1 Narrative Writing Checklist			
Structure	Self	Peer	Teacher
I have characters. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a setting. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a problem. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have time-order words to sequence two or more events.  (One day, Suddenly, Then)	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet

Name: \_\_\_\_\_

<p>I have two or more ways a character responds to the problem.</p> 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I have a resolution.</p> 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<b>Conventions</b>	<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
<p>I use capital letters at the beginning of sentences and proper nouns.</p> <p><b>ABC</b></p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use end punctuation.</p> <p><b>. ? !</b></p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use complete sentences.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use words to describe the character's feelings.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use present-tense verbs.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet



Name: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4		Day 5	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.										
Read with appropriate phrasing and pausing.										
Read with appropriate expression.										
Read at a good pace, not too fast and not too slow.										
Read to be heard and understood.										

\*Adult or peer







Name: \_\_\_\_\_

## Handout 22A: *Brave Irene* Story Map

Directions: Draw a picture or write to show the elements of the story.

### *Brave Irene*

<b>Characters</b> 	<b>Setting</b> 
<b>Problem</b> 	
<b>Responses to the Problem</b> 	

Name: \_\_\_\_\_

# Resolution



Name: \_\_\_\_\_

## Handout 23A: *Brave Irene* Scene

Directions: Use sensory and feelings words to complete each sentence in the scene.

The \_\_\_\_\_ wind pushed Irene to the ground.

She was \_\_\_\_\_ and \_\_\_\_\_.

Irene stood up. She felt \_\_\_\_\_.

Irene yelled, "Get out of my way!"

Name: \_\_\_\_\_

## Handout 23B: Word Cards

Directions: Cut apart the word cards.

<b>angry</b>	<b>upset</b>
<b>frustrated</b>	<b>annoyed</b>
<b>resentful</b>	

Name: \_\_\_\_\_

## Handout 24A: *Brave Irene* Evidence Organizer




Directions: Circle a scene from *Brave Irene* to write about.

Choice 1: "the wind drove Irene along so rudely ..."

Choice 2: "the ill-tempered wind ripped the box open ..."

Write sensory and feelings words to describe:

- What Irene saw, heard, and felt during the scene.
- How Irene felt, in terms of her emotions, during the scene.

<b>Saw</b> 	<b>Heard</b> 	<b>Felt or Touched</b> 
<p>A word to describe how Irene felt during this scene</p>          		

Name: \_\_\_\_\_

## Handout 26A: Fluency Homework

Directions: Read the text for homework. Have an adult or peer initial the unshaded boxes each day that you read the passage.

"The Wind," James Reeves

I can get through a doorway without any key,  
And strip the leaves from the great oak tree,  
I can drive storm-clouds and shake tall towers,  
Or steal through a garden and not wake the flowers.  
Seas I can move and ships I can sink;  
I can carry a house-top or the scent of a pink.  
When I am angry I can rave and riot;  
and when I am spent, I lie quiet as quiet.

75 Words

Reeves, James. "The Wind." *Lower School Poetry Archive*, Web. Accessed 15 Sept. 2016.

# Name:

---

Student Performance Checklist:	Day 1		Day 2		Day 3	
	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.						
Read with appropriate phrasing and pausing.						
Read with appropriate expression.						
Read at a good pace, not too fast and not too slow.						
Read to be heard and understood.						

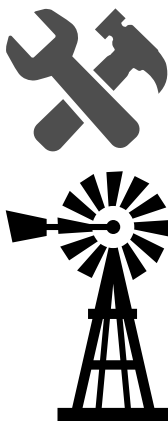
Student Performance Checklist:	Day 4		Day 5		Day 6	
	You	Listener*	You	Listener*	You	Listener*
Read the passage three to five times.						
Read with appropriate phrasing and pausing.						
Read with appropriate expression.						
Read at a good pace, not too fast and not too slow.						
Read to be heard and understood.						

\*Adult or peer

Name: \_\_\_\_\_

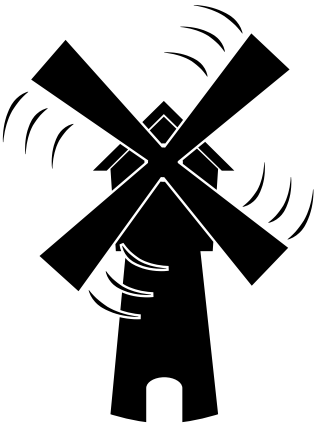
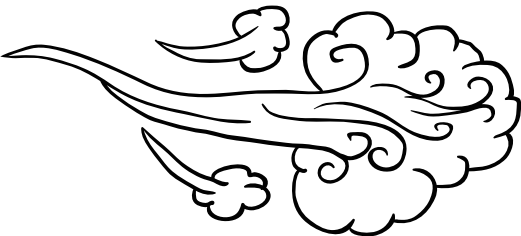
## Handout 27A: Key Events

Directions: Cut apart the key events cards. Sequence the events and retell the story.





Name: \_\_\_\_\_



Name: \_\_\_\_\_

## Handout 27B: A Scene about William

Directions: Fill in the blanks with sensory and feelings words to complete the scene on page 15 from *The Boy Who Harnessed the Wind*.

In the junkyard, pieces appeared like

\_\_\_\_\_ treasures

in the \_\_\_\_\_ grass.




William felt \_\_\_\_\_.

Name: \_\_\_\_\_

## Handout 28A: *The Boy Who Harnessed the Wind* Evidence Organizer

Directions: Write sensory and feelings words to describe the scene on pages 21–22 from *The Boy Who Harnessed the Wind*:

- What William saw, heard, and felt during the scene.
- How William felt, in terms of his emotions, during the scene.

<b>Saw</b> 	<b>Heard</b> 	<b>Felt or Touched</b> 
<p>A word to describe how William felt during this scene</p>          		

Name: \_\_\_\_\_

## Handout 28B: Prefixes





Directions: Write the prefix in front of the word to create a new word that matches the definition.

____mix mix before	____tie tie again
____made made again	____cook cook before
____pay pay before	____pack pack again
____write write again	____mix mix again

Name: \_\_\_\_\_

# Handout 32A: End-of-Module Story Map

Directions: Draw a picture or write to show the elements of the story.

<b>Characters</b> 	<b>Setting</b> 
<b>Problem</b> 	
<b>Responses to the Problem</b> 	

Name: \_\_\_\_\_

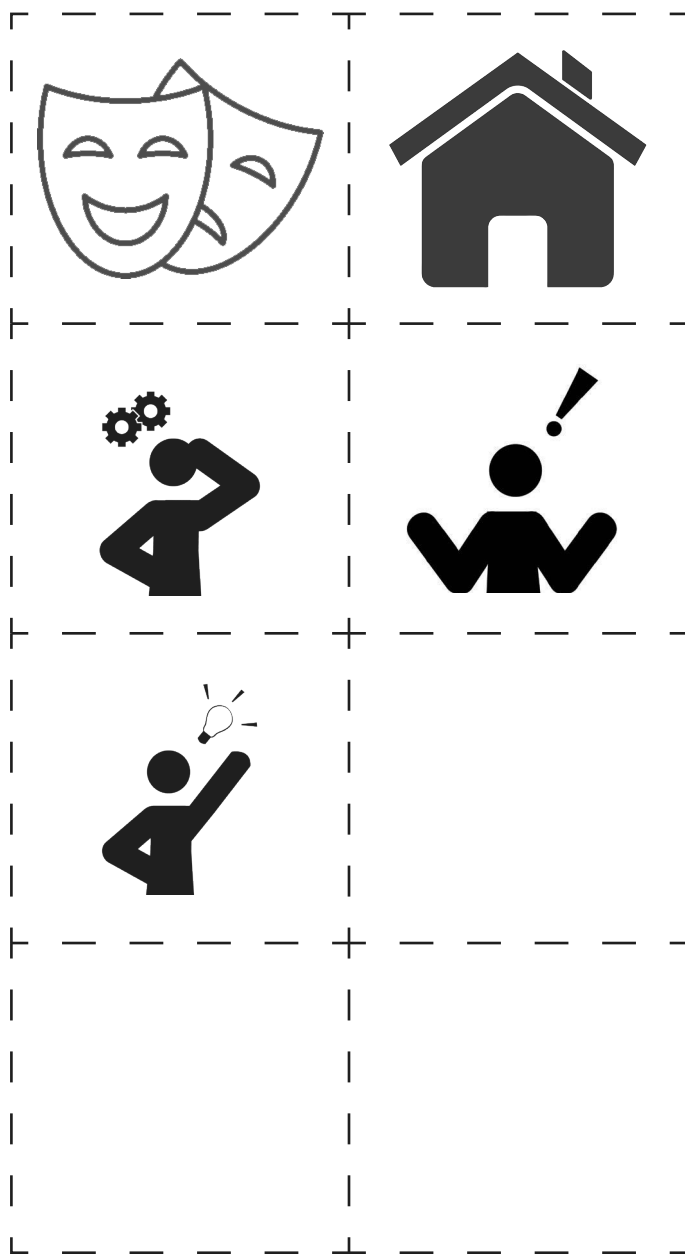
# Resolution



Name: \_\_\_\_\_

## Handout 33A: Story Element Icons




























Directions: Cut out and glue these icons to End-of-Module writing paper to help plan your story.



Name: \_\_\_\_\_













































# Handout 34A: Narrative Writing Checklist

Directions: Circle 😊 Yes or 😐 Not Yet to answer each prompt.

Grade 1 Narrative Writing Checklist			
Structure	Self	Peer	Teacher
I have characters. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a setting. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have a problem. 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
I have time-order words to sequence two or more events.  (One day, Suddenly, Then)	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet



Name: \_\_\_\_\_

<p>I have two or more ways a character responds to the problem.</p> 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I have a resolution.</p> 	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<b>Conventions</b>	<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
<p>I use capital letters at the beginning of sentences and proper nouns.</p> <p><b>ABC</b></p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use end punctuation.</p> <p><b>. ? !</b></p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use complete sentences.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use words to describe the character's feelings.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet
<p>I use sensory words.</p>	  Yes   Not Yet	  Yes   Not Yet	  Yes   Not Yet

Name: \_\_\_\_\_

# Handout 35A: Socratic Seminar Self-Assessment

Directions: Use one of the letters below to describe how often you performed each action during the Socratic Seminar.

- A = I always did that.  
S = I sometimes did that.  
N = I'll do that next time.

Expectation	Evaluation (A, S, N)
I followed our class rules for the seminar.	
I asked and answered questions to gather or clarify information.	
I spoke in complete sentences.	
I readied my body to listen.	
I listened with my whole body.	

# Volume of Reading Reflection Questions

*Powerful Forces*, Grade 1, Module 3

Student Name:

Text:

Author:

Topic:

Genre/type of book:

Share what you know about the wind by sharing the answers to the questions. Draw, write, or tell your teacher your answers.

# Informational Texts

1. **Wonder:** What do you notice when you look at the title and illustrations on the cover of this book? How is this book different from a story?
2. **Organize:** What does the author tell you about wind in this book? What are the main ideas of the text?
3. **Reveal:** How does the illustrator or photographer show you more about the wind? Find one place in the text where you learn an important detail from an illustration. What is the detail that you learned?
4. **Distill:** What is the most important idea about wind that you learned by reading this text? Draw a picture showing this idea and explain your drawing on the paper or to your teacher.
5. **Know:** What new information do you now know about the wind? Explain how this information compares to a different book about wind. Is it the same or is it different information? Explain.
6. **Vocabulary:** What new word from this book would you like to learn to use? What clues in the text or illustrations might help you know what it means? Ask an adult to help you figure out the meaning. Create a drawing and a sentence that shows the new word and its meaning.

# Literary Texts

1. **Wonder:** Look at the title and illustrations on the cover. What do you wonder about the story? How is this book different from an informational text?
2. **Organize:** What happened in this story? Act out the story focusing on how the character feels. Be sure your face looks like the character feels during the beginning, middle, and end of the story.
3. **Reveal:** How does the author use sensory details to tell us more of the story? Find one sensory detail and explain how you learned more about a story part because of the detail.
4. **Distill:** Did any of the characters in this story learn a lesson? What lesson did they learn?
5. **Know:** How do the characters in this story tell you more about people's feelings? What made their feelings change?
6. **Vocabulary:** What are three words or phrases that suggest feelings? Make up motions to go with each feeling or draw faces to show the expression that goes with the feeling. Be sure to write the words or phrases with your picture.

---

# WIT & WISDOM PARENT TIP SHEET

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

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

Module 1: A World of Books

Module 2: Creature Features

**Module 3: Powerful Forces**

Module 4: Cinderella Stories

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

## OUR CLASS WILL READ THESE BOOKS:

### Picture Books (Literary)

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

### Picture Books (Informational)

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

### Poetry

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

## OUR CLASS WILL WATCH THESE VIDEOS:

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

## OUR CLASS WILL READ THESE ARTICLES:

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

## OUR CLASS WILL READ THIS SHORT STORY EXCERPT:

- “Owl and the Moon,” Arnold Lobel

## OUR CLASS WILL EXAMINE THESE PAINTINGS:

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

## OUR CLASS WILL ASK THESE QUESTIONS:

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

## QUESTIONS TO ASK AT HOME:

As you read with your Grade 1 student, ask:

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

## BOOKS TO READ AT HOME:

- *The Wonderful Wizard of Oz*, L. Frank Baum
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst
- *Coppernickel Goes Mondrian*, Wouter van Reek
- *Time of Wonder*, Robert McCloskey
- *Katy and the Big Snow*, Virginia Lee Burton
- *A Small Tall Tale from the Far Far North*, Peter Sís

- *Hurricanes!*, Gail Gibbons
- *Tornadoes!*, Gail Gibbons
- *The Wind Blew*, Pat Hutchins

## PLACES YOU CAN VISIT TO TALK ABOUT THE WIND:

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

## ASK:

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



## CREDITS

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds® for proper acknowledgment in all future editions and reprints of this module.

- All images are used under license from Shutterstock.com unless otherwise noted.
- All material from the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.
- Handout 21A: “It Fell in the City” From BLACKBERRY INK by Eve Merriam. Copyright © 1985 Eve Merriam. All Rights Renewed and Reserved. Used by permission of Marian Reiner.
- Assessment 17A: “Wind at Work” from *When the Wind Blows*, Click magazine, March 2012. Text copyright © 2012 by Carus Publishing Company. Reprinted by permission of Cricket Media. All Cricket Media material is copyrighted by Carus Publishing d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions
- Assessment 31A: “What Makes the Wind?” from *When the Wind Blows*, Click magazine, March 2012. Text copyright © 2012 by Carus Publishing Company. Reprinted by permission of Cricket Media. All Cricket Media material is copyrighted by Carus Publishing d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions
- For updated credit information, please visit <http://witeng.link/credits>.

## ACKNOWLEDGMENTS

### Great Minds® Staff

*The following writers, editors, reviewers, and support staff contributed to the development of this curriculum.*

Ann Brigham, Lauren Chapalee, Sara Clarke, Emily Climer, Lorraine Griffith, Emily Gula, Sarah Henchey, Trish Huerster, Stephanie Kane–Mainier, Lior Klirs, Liz Manolis, Andrea Minich, Lynne Munson, Marya Myers, Rachel Rooney, Aaron Schiffrin, Danielle Shylit, Rachel Stack, Sarah Turnage, Michelle Warner, Amy Wierzbicki, Margaret Wilson, and Sarah Woodard.

### Colleagues and Contributors

*We are grateful for the many educators, writers, and subject-matter experts who made this program possible.*

David Abel, Robin Agurkis, Elizabeth Bailey, Julianne Barto, Amy Benjamin, Andrew Biemiller, Charlotte Boucher, Sheila Byrd–Carmichael, Eric Carey, Jessica Carloni, Janine Cody, Rebecca Cohen, Elaine Collins, Tequila Cornelious, Beverly Davis, Matt Davis, Thomas Easterling, Jeanette Edelstein, Kristy Ellis, Moira Clarkin Evans, Charles Fischer, Marty Gephart, Kath Gibbs, Natalie Goldstein, Christina Gonzalez, Mamie Goodson, Nora Graham, Lindsay Griffith, Brenna Haffner, Joanna Hawkins, Elizabeth Haydel, Steve Hettleman, Cara Hoppe, Ashley Hymel, Carol Jago, Jennifer Johnson, Mason Judy, Gail Kearns, Shelly Knupp, Sarah Kushner, Shannon Last, Suzanne Lauchaire, Diana Leddy, David Liben, Farren Liben, Jennifer Marin, Susannah Maynard, Cathy McGath, Emily McKean, Jane Miller, Rebecca Moore, Cathy Newton, Turi Nilsson, Julie Norris, Galemari Ola, Michelle Palmieri, Meredith Phillips, Shilpa Raman, Tonya Romaine, Emmet Rosenfeld, Jennifer Ruppel, Mike Russoniello, Deborah Samley, Casey Schultz, Renee Simpson, Rebecca Sklepovich, Amelia Swabb, Kim Taylor, Vicki Taylor, Melissa Thomson, Lindsay Tomlinson, Melissa Vail, Keenan Walsh, Julia Wasson, Lynn Welch, Yvonne Guerrero Welch, Emily Whyte, Lynn Woods, and Rachel Zindler.

### Early Adopters

*The following early adopters provided invaluable insight and guidance for Wit & Wisdom:*

- Bourbonnais School District 53 • Bourbonnais, IL
- Coney Island Prep Middle School • Brooklyn, NY
- Gate City Charter School for the Arts • Merrimack, NH
- Hebrew Academy for Special Children • Brooklyn, NY
- Paris Independent Schools • Paris, KY
- Saydel Community School District • Saydel, IA
- Strive Collegiate Academy • Nashville, TN
- Valiente College Preparatory Charter School • South Gate, CA
- Voyageur Academy • Detroit, MI

Design Direction provided by Alton Creative, Inc.

Project management support, production design, and copyediting services provided by [ScribeConcepts.com](https://www.scribeconcepts.com)

Copyediting services provided by Fine Lines Editing

Product management support provided by Sandhill Consulting

**POWERFUL FORCES** The wind is invisible, but its effects are not. From blustery blizzards to gentle breezes, wind affects our lives. Emotions are another invisible power. In this module, you will study these two powerful forces, and our responses to them.

**MORE MEANINGFUL ENGLISH** Examining, debating, and synthesizing evidence leads to a deep understanding of an entire text. As you explore texts including *The Boy Who Harnessed the Wind* you will answer the question *What is the essential meaning?*



**ON THE COVER**

*The Red Mill*, 1911

Piet Mondrian, Dutch, 1872–1944

Oil on Canvas

Gemeentemuseum Den Haag, The Hague, Netherlands

© 2016 Mondrian/Holtzman Trust

Photo credit: Piet Mondrian, *The Red Mill*, Collection of the Gemeentemuseum Den Haag

**GRADE 1 MODULES**

1. *A World of Books*

2. *Creature Features*

3. ***Powerful Forces***

4. *Cinderella Stories*

**GREAT MINDS** A group of education leaders founded the nonprofit Great Minds in 2007 to define and encourage knowledge-rich comprehensive education for all American schoolchildren. In pursuit of that mission, Great Minds brings schoolteachers together in collaboration with scholars to craft exemplary instructional materials and share them with the field. Great Minds' *Eureka Math™* is the only comprehensive math curriculum aligned to the new standards at every grade.

**WIT &  
WISDOM™**

Grade 1 | Module 3

Learn more at [GreatMinds.org](http://GreatMinds.org)

