
WIT & WISDOM PARENT TIP SHEET

WHAT IS MY FIRST GRADE STUDENT LEARNING IN MODULE 1?

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 this first module, *A World of Books*, we will study the power of books and libraries around the world. Some people have climbed mountains just to find books. Others have trekked to libraries on boats or even on elephants. In this module, we will ask the question: *How do books—and the knowledge they bring—change lives around the world?*

OUR CLASS WILL READ THESE BOOKS:

Picture Books, (Informational)

- *Museum ABC*, The Metropolitan Museum of Art
- *My Librarian Is a Camel*, Margriet Ruurs

Picture Books, (Literary)

- *Tomás and the Library Lady*, Pat Mora and Raul Colon
- *Waiting for the Biblioburro*, Monica Brown and John Parra
- *That Book Woman*, Heather Henson and David Small
- *Green Eggs and Ham*, Dr. Seuss

OUR CLASS WILL WATCH THESE VIDEOS:

- “Biblioburro: The Donkey Library,” Ebonne Ruffins, CNN
- “Pack Horse Librarians,” SLIS Storytelling

OUR CLASS WILL EXAMINE THIS PAINTING:

- *The Midnight Ride of Paul Revere*, Grant Wood

OUR CLASS WILL ASK THESE QUESTIONS:

- How do library books change life for Tomás?
- How does the Biblioburro change life for Ana?
- How do people around the world get books?
- How does the packhorse librarian change life for Cal?
- How do books change my life?

QUESTIONS TO ASK AT HOME:

As you read with your first grade student, ask:

- *What do you notice and wonder?*

BOOKS TO READ AT HOME:

- *Poppleton*, Cynthia Rylant
- *Rain School*, James Rumford
- *Library Lion*, Michelle Knudsen
- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters
- *Thank You Mr. Falker*, Patricia Polacco
- *Wild about Books*, Judy Sierra
- *The Library*, Sarah Stewart

PLACES YOU CAN VISIT TO TALK ABOUT BOOKS:

Visit the local library together. Ask the librarian:

- *What is the history of the library?*
- *When was the library built?*
- *Who built the library?*
- *How many people visit the library each year?*
- *What programs does the library offer?*

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WHAT IS MY FIRST-GRADE STUDENT LEARNING IN MODULE 2?

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 2, *Creature Features*, we will study the unique features of animals. We will ask: *What makes animals so fascinating? How do we observe, learn about, and engage with animals? How are the features of animals' bodies and behavior similar to and different from one another?*

OUR CLASS WILL READ THESE BOOKS:

Picture Books (Informational)

- *Me...Jane*, Patrick McDonnell
- *Never Smile at a Monkey*, Steve Jenkins
- *Sea Horse: The Shyest Fish in the Sea*, Chris Butterworth, John Lawrence
- *What Do You Do With a Tail Like This?*, Steve Jenkins, Robin Page

Picture Books (Literary)

- *Seven Blind Mice*, Ed Young

Fables

- "The Hare & the Tortoise," *Aesop's Fables*
- "The Ants & the Grasshopper," *Aesop's Fables*

OUR CLASS WILL WATCH THIS VIDEO:

- "Pygmy Sea Horses: Masters of Camouflage," Deep Look (2014)

OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *Young Hare*, Albrecht Dürer (1502)
- *The Snail*, Henri Matisse (1953)

OUR CLASS WILL ASK THESE QUESTIONS:

- What lessons can we learn through stories about animals?
- How did Jane Goodall make discoveries about animals?
- How do sea horses use their unique features?
- How do animals use the same feature in unique ways?
- How do animals use their unique features in unexpected ways?
- What can we discover about animals' unique features?

QUESTIONS TO ASK AT HOME:

As you read with your first-grade student, ask:

- *What's happening?*
- *What does a closer look at words and illustrations reveal about this text's deeper meaning?*

BOOKS TO READ AT HOME:

- *Creature Features*, Steve Jenkins
- *Sisters and Brothers*, Steve Jenkins
- *How to Clean a Hippopotamus*, Steve Jenkins
- *My First Day*, Steve Jenkins
- *Where in the Wild?*, David Schwartz
- *Where else in the Wild?*, David Schwartz
- *Unusual Creatures*, Michael Hearst
- *Fins, Furs, and Feathers: Abraham Dee Bartlett and the Invention of the Modern Zoo*, Cassandre Maxwell
- *Starfish*, Edith Thatcher Hurd
- *Sharks*, Kate Riggs
- *Amazing Animals: Dolphins*, Kate Riggs
- *Gentle Giant Octopus*, Karen Wallace
- *Surprising Sharks*, Nicola Davies

- *Big Blue Whale*, Nicola Davies
- *Amazing Animals: Cheetah*, Kate Riggs
- *Amazing Animals: Elephants*, Kate Riggs
- *Walk with a Wolf*, Janni Howker
- *Biggest, Strongest, Fastest*, Steve Jenkins
- *A Tower of Giraffes*, Anna Wright
- *The Happy Lion*, Louise Fatio
- *Unlovable*, Dan Yaccarino
- *Inch by Inch*, Leo Leonni
- *Amazing Animals: Eagles*, Kate Riggs
- *Bat Loves the Night*, Nicola Davies
- *Grasshopper on the Road*, Arnold Lobel
- *Behold The Beautiful Dung Beetle*, Cheryl Bardoe
- *Yucky Worms*, Vivian French
- *Chameleons Are Cool*, Martin Jenkins
- *The Beetle Book*, Steve Jenkins
- *The Iridescence of Birds*, Patricia MacLachlan
- *The Circus Ship*, Chris Van Dusen; *Henri's Scissors*, Jeanette Winter
- *The Cat and the Bird: Children's Book Inspired by Paul Klee*, Geraldine Elschner
- *A Bird or Two: A Story About Henri Matisse*, Bijou le Tord;

PLACES YOU CAN VISIT TO TALK ABOUT ANIMALS:

Visit a zoo, farm, or pet shop together. Ask:

- *What do you notice and wonder about the animals?*
- *What are some of the unique features of this animal?*
- *How does this animal use these unique features?*

You could ask these same questions at home about a family pet.

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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*, Aliki

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
- *Time of Wonder*, Robert McCloskey
- *Katy and the Big Snow*, Virginia Lee Burton
- *A Small Tall Tale from the Far Far North*, Peter Sis
- *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?

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WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 4?

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 4, *Cinderella Stories*, students discover that while there are thousands of versions of the Cinderella story, the stories are united by common elements and themes. Changes to the setting do not disrupt the magic of these tales or their ability to impart the importance of kindness, forgiveness, and belief in good triumphing over evil. We will ask the question: *Why do people around the world admire Cinderella?*

OUR CLASS WILL READ THESE BOOKS:

Picture Books (Literary)

- *Cinderella*, Marcia Brown
- *Cendrillon: A Caribbean Cinderella*, Robert D. San Souci; Illustrations, Brian Pinkney
- *The Rough-Face Girl*, Rafe Martin; Illustrations, David Shannon
- *Bigfoot Cinderrrrrella*, Tony Johnston; Illustrations, James Warhola
- *The Korean Cinderella*, Shirley Climo; Illustrations, Ruth Heller
- *Adelita*, Tomie dePaola
- *Glass Slipper, Gold Sandal: A Worldwide Cinderella*, Paul Fleischman; Illustrations, Julie Paschkis

OUR CLASS WILL WATCH THESE VIDEOS:

- “Kudhinda Screen Printing”
- “The Process of Making Batik—Artisans at work”
- “Wycinanka/Paper Cutout”

OUR CLASS WILL READ THESE ARTICLES:

- “900 Cinderellas,” Marcia Amidon Lusted & Judith C. Greenfield

OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *First Steps*, Jean-Francois Millet
- *First Steps, after Millet*, Vincent van Gogh
- *First Steps*, Pablo Picasso

OUR CLASS WILL VISIT THESE WEBSITES:

- “Around the World,” *TIME for Kids*
- “Talking Textiles,” *The Children’s University of Manchester*

OUR CLASS WILL ASK THESE QUESTIONS:

- Why do people admire Perrault’s Cinderella?
- Why do people admire Rough-Face Girl and Ella?
- Why do people admire Adelita and Pear Blossom?

QUESTIONS TO ASK AT HOME:

As you read with your Grade 1 student, ask:

- How does this text build your knowledge of Cinderella stories? Share what you know about Cinderella stories.

BOOKS TO READ AT HOME:

- *Mufaro’s Beautiful Daughters*, John Steptoe
- *Sootface: An Ojibwa Cinderella Story*, Robert D. San Souci
- *Cinderella/Centicienta**, Francesc Boada
- *Vincent van Gogh: Getting to Know the Artist*, Mike Venezia
- *Pablo Picasso: Getting to Know the Artist*, Mike Venezia
- *Cinderella Penguin*, Janet Perlman
- *Irish Cinderlad*, Shirley Climo
- *Yeh-Shen: A Cinderella from China*, Ai-Ling Louie
- *Lon Po Po: A Red-Riding Hood Story from China*, Ed Young
- *The Golden Sandal: A Middle Eastern Cinderella Story*, Rebecca Hickox
- *Spotlight on South Korea*, Bobbie Kalman
- *This is Ireland*, Miroslav Sasek
- *Vincent’s Colors*, The Metropolitan Museum of Art

*This text is written in both English and Spanish.

IDEAS FOR TALKING ABOUT CINDERELLA STORIES:

- Visit a library together. Ask the librarian to recommend another book about Cinderella, or select one of the titles from the list above. As you read the text with your child, ask:
 - What traits do you admire about the Cinderella character?
 - What traits do you not admire about some of the other characters in the story?
 - What elements of Cinderella stories do you recognize? Follow up with: What are the good and evil characters, magical element, and proof of identity in this story?
 - What are some similarities and differences between the Cinderella character in this story and that character in another Cinderella story that we read?
 - Who was telling the story in this part we just read? How do you know?