**Winds of Change**

**In this fourth six-week unit of first grade, students look at changes in nature through non-fiction, changes in the feelings of characters through fantasy, and changes in their own writing through revision.**

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**Overview**

* + Building on the simple characteristics of fable characters, students describe the characters’ feelings. Focusing on verbs, students act out the various ways Dorothy in *The Wonderful Wizard of Oz* could “walk” on the yellow brick road. They read an article on wind power to look at how wind can provide energy efficiently. They view the non-fiction in this unit through the lens of cause and effect. Finally, students look at writing as a moldable, changing piece of work that improves with revision.
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**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
		- **RL.1.4:**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		- **RI.1.8:**Identify the reasons an author gives to support points in a text.
		- **W.1.5:**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
		- **L.1.5(d):** Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, [and] scowl).
		- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

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**Suggested Student Objectives**

* + - Identify words and phrases in stories or poems that suggest feelings and appeal to the senses.
		- Identify cause and effect relationships in informational text.
		- Add details as needed to strengthen writing through revision.
		- Distinguish shades of meaning among verbs by defining, choosing, or acting out the meanings.
		- Using commas to separate the words, dictate sentences with a series of nouns.
		- Write a narrative text with a focus on feelings.
		- Revise writing using temporal words, feeling words, and vivid verbs.
		- Distinguish between the root and affixes of verb conjugations, such as walk, walks, walked, walking.
		- Use commas in a series and identify the conjunction (e.g., “I see monkeys, tigers, and elephants at the zoo”).
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**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Stories**

* + - *Owl at Home* (Arnold Lobel) (E)
		- *Frog and Toad All Year* (Arnold Lobel) (EA)
		- *Ten Apples Up on Top!* (Dr. Seuss) (EA)
		- *Changes, Changes*(Pat Hutchins)
		- *The Wind Blew*(Pat Hutchins)

**Poetry**

* + - “Covers” in *The Sun is So Quiet* (Nikki Giovanni) (E)
		- “It Fell in the City” in *Blackberry Ink* (Eve Merriam) (E)
		- “Laughing Boy” in *Haiku: This Other World* (Richard Wright) (E)
		- “Drinking Fountain” in *Random House Book of Poetry for Children* (Marchette Chute) (E)

**Stories (Read Aloud)**

* + - *The Wonderful Wizard of Oz* (Frank L. Baum) (E)
		- *Twister on Tuesday* (Mary Pope Osborne and Sal Murdocca) (EA)
		- *Alexander and the Horrible, No Good, Very Bad Day*(Judith Viorst and Ray Cruz)
		- *Alexander, Who’s Not (Do You hear me? I mean it!) Going to Move*(Judith Viorst, Ray Cruz, and Robin Preiss Glasser)
		- *If You Give a Mouse a Cookie* (Laura Joffe Numroff and Felicia Bond)
		- *The Bat Boy and His Violin*(Gavin Curtis and E.B. Lewis)
		- *When Sophie Gets Angry—Really, Really Angry…*(Molly Bang) (EA)
		- *My Name is Yoon*(Helen Recorvits and Gabi Swiatkowska)
		- *Goin’ Someplace Special*(Patricia C. McKissack and Jerry Pinkney)

**Poetry (Read Aloud)**

* + - “Who Has Seen The Wind” in *Rossetti: Poems* (Everyman’s Library Pocket Poets) (Christina Rossetti) (E)
		- “The Wind” in *A Child’s Garden of Verses* (Robert Louis Stevenson)
		- “Windy Nights” in *A Child’s Garden of Verses* (Robert Louis Stevenson)
		- “Blow, Wind, Blow!” (Traditional)

**Informational Texts**

**>Informational Text**

* + - “Wind Power” (National Geographic Young Explorers) (November-December 2009)(E)
		- “Storms” (National Geographic Readers) (Miriam Goin)

**Informational Text (Read Aloud)**

* + - *Tornadoes!* (Gail Gibbons) (EA)
		- *Tornadoes* (Seymour Simon)
		- *Super Storms* (Seymour Simon)
		- *Flash, Crash, Rumble, and Roll*(Franklyn M. Bramley and True Kelley)
		- *How People Learned to Fly*(Fran Hodgkins and True Kelley) (E)
		- *Feelings*(Aliki) (EA)
		- *Twisters and Other Terrible Storms: A Nonfiction Companion to Twister on Tuesday*(Will and Mary Pope Osborne, and Sal Murdocca) (EA)

**Art, Music, and Media**

**Music**

* + - Pyotr Ilyich Tchaikovsky, Violin Concerto in D major, Op. 35 (1878)
		- Wolfgang Amadeus Mozart, Violin Concerto No. 4 in D Major (1775)
		- Johann Sebastian Bach, Concerto for 2 Violins, Strings, and Continuo in D Minor (Double Violin Concerto) (1730-31)
		- Ludvig van Beethoven, Violin Concerto in D Major, Op. 61 (1806)

**Film**

* + - *The Wizard of Oz*, Victor Fleming dir.  (1939)
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**Sample Activities and Assessments**

* + **Reading / Literary**

Read *The Wizard of Oz* aloud to the class. As students meet each character in the text, guide them to think about the character’s feelings and how the author shows us how the character feels. Discuss how the author helps us use our senses to see, smell, feel, hear, and even taste while we are reading a book. As you read aloud, model the way you are drawn to use your senses. For example, in the second paragraph of chapter one, the author describes Kansas so that you can “see” the countryside clearly. Then he goes on to describe Aunt Em, Uncle Henry, Toto, and Dorothy, with a focus on their feelings. (RL.1.3, RL.1.4)

**Language**

Choose some verbs that are rather bland, such as “to walk.” Ask the children to imagine that they are in the book (*The Wizard of Oz*) with Dorothy and that they are walking on the yellow brick road. Have them imagine that they are really happy. How would they walk? (Possible answers: Skip, run, dance*.*) Allow students to show us how that kind of motion would look. Then, have them imagine that they are feeling sad and discouraged. How would they walk? (Possible answers*: Trudge, drag*) Make a list of all the words that could be used as a better choice than “walk.”This lesson on verbs can be extended to cover roots and affixes –ed, -s, -ing. (SL.1.4, L.1.5d, L.1.4b, L.1.4c)

**Language**

To reinforce the idea of a wide range of alternatives for a word like “see,” write the words “look,” “peek,” “glance,” “stare,” “glare,” and “scowl” onto cards. Have the students arrange the cards in order from the most to least cautious (e.g., peek→glance→look→stare→glare→scowl). Use a thesaurus to add other synonyms of “to see” and add them into the range of words. (L.1.5(d))

**Writing / Narrative Prompt / Revision**

Give students this prompt: “Write a story about a time you felt happy. Be sure to tell us what happened to make you happy.” Combining the focuses of this unit (revision, appealing to the senses with details, and using well-chosen verbs), zero in on details and synonyms while the students revise their stories. Tell the students to watch for the proper use of personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as they are editing. (W.1.3, W.1.5, L.1.1d)

**Reading / Informational**

Introduce an informative article such as “Wind Power” (*National Geographic Young Explorer!*). First, ask students to think about what wind causes and brainstorm with the children. Then, have the students read the article independently, with partners, or with the teacher to find out what the wind causes.

|  |  |
| --- | --- |
| **Cause** | **Effect** |
| Wind | “Whips up fun” (study illustration for specifics) |
| Wind | Kites fly |
| Wind | Pushes sailboats |
| Wind | Windmills spin, turning wind energy into electricity |

Continue this activity with more non-fiction articles and books, continually giving students more of the responsibility for recording their own ideas. (RL.1.10, RI.1.8)

**Music Connection / Mood**

Throughout the day, play some violin concerto music in the background. Ask the students how the music made them feel. For example, ask them to finish this sentence: “During the music, I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Continue to listen to the music at any opportunity. Then, read the book *The Bat Boy and His Violin*, which is the story of a boy who loved to play the violin. After the students listen to the story, go back through the text and have the children talk about how the author used words and phrases to let the reader know how the characters in the book felt. (RL.1.4, L.1.1i)

**Language**

To teach the use of a comma in a series, list the five senses on the white board. Give students a “setting” card (e.g., zoo, farm, or beach) and have them dictate a sentence using one of the senses, naming three things they sense for in that setting. Explain that when we use the word “and” we are using a conjunction. For example, “At the zoo, I smell popcorn, elephants, and cotton candy.” Write the dictated sentence and then challenge them to write their own sentences. (L.1.2c, L.1.1g)

**Reading / Informational**

As you read books about the topic of wind or tornadoes, place the word “tornado” in the center of a display board. Look for causes of tornados (post on the left) and the effects of tornados (post on the right), creating a visual graphic organizer for cause and effect. Have students use the graphic organizer to create sentences showing cause and effect (e.g.,  “The high winds of the tornado tore the roof from the top of the Civic Center.”). Repeat this activity as you read other informational books with a cause and effect structure, giving students more of the responsibility for placing Post-Its on the graphic organizer and writing out the sentences. (RL.1.10, RI.1.8)

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**Reading Foundations**

* + **A Pacing Guide for Reading Instruction**

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide.

[Reading Foundations and Activities (1: Units 1-3)](http://commoncore.org/free/resources/1st_Foundations_U1-3_%288.19%29.pdf)

[Reading Foundations and Activities (1: Units 4-6)](http://commoncore.org/free/resources/1st_Foundations_U4-6_%288.19%29.pdf)

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**Additional Resources**

* + [The Day Jimmy's Boa Taught Cause and Effect](http://www.readwritethink.org/classroom-resources/lesson-plans/jimmy-taught-cause-effect-1029.html) (ReadWriteThink) (RI.1.8)
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**Terminology**

* + - cause
		- effect
		- revision
		- verbs
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**Making Interdisciplinary Connections**

* + **This unit teaches:**
		- **Music**: Violin concertos (by Tchaikovsky, Mozart, Bach, and Beethoven)
		- **Science**: Weather (e.g., wind and tornadoes)

**This unit could be extended to teach:**

* + - **Science**: Changing states of matter (e.g., solid, liquid, and gas)

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