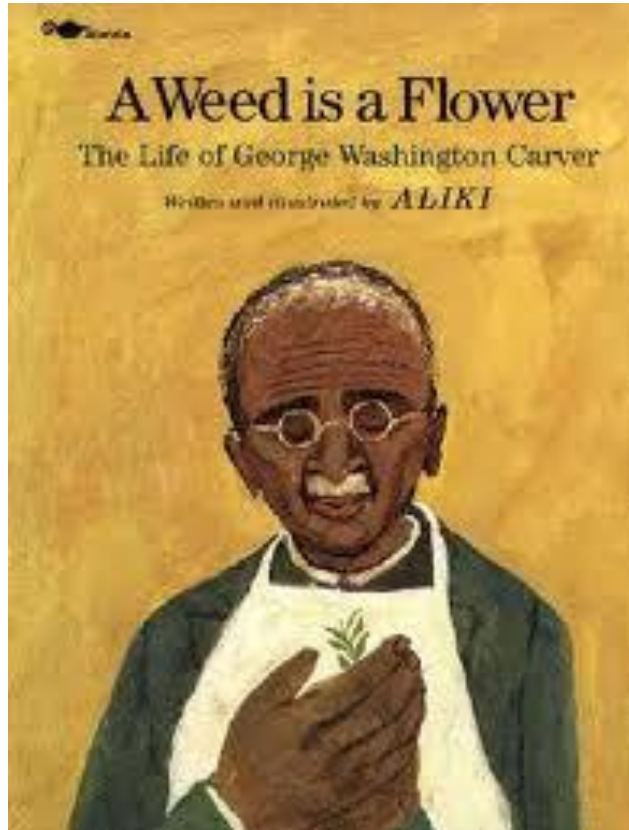


QUARTERLY EXEMPLAR MODULE

Kindergarten and 1st Grade

READ • WRITE • RESEARCH



4.3GE/640L/Reading Level P

This Module Contains:

- Link to Audio Book
- Close Analytic Reading – Teacher and Student Edition
- Read Aloud and Independent Short Texts, Informational Videos and Digital Links
- Research Project/Writing Prompts/Resources
- CCSS (Focus Standards and I CAN Statements TBD)

MAIN SELECTION EXEMPLAR TEXT

[A Weed is A Flower: The Life of G W Carver](#) (E)

This is an Exemplar Informational Text:

- Read Aloud to students from a copy of the book
OR
- Have students listen to book – click on hyperlink above
- Read the entire text **Before** beginning the Module
- Read during daily designated Read Aloud Time - 15-20 Min
- After reading text – do a Close Analytic Read

SHORT TEXT SUGGESTIONS

These Exemplar texts may be integrated in a 9 week unit on
Plants, Plants to Food, Gardening....

- [Green Eggs and Ham](#) (E)
- [A Tree is a Plant](#) (E)
- [Garden Helpers](#) (E)
- [From Seed to Pumpkin](#) (E)

WRITING TYPES-ESSAYS

Informative, Explanatory, Argumentative (opinion) 3 per Qtr
Narrative 2 per Qtr

ADDITIONAL RESOURCES

- [Song – I Found a Peanut](#)
- [Song – Peanut Butter and Jelly](#)
- [Mini Biography of G W Carver](#)

SUGGESTED TIME FRAME AND PACING

1-3 weeks

Daily Read Aloud of Main Selection Exemplar Text

Option 1:

Replace 2 weeks of regular reading block time each quarter with the Exemplar Module (Steps 1-5). Exemplar Module begins immediately after completing the read aloud of the Main Selection.

Option 2:

Embed the Exemplar Module into a 1-2 week time frame during each quarter and outside of the reading block.

COMMON CORE STANDARDS

Fundamental Skills for Reading, Writing, and Research – Embedded in the Exemplar Module

RL 1-7	RI 1-10	RF (TBD)	W 1-3, 5-8	L (TBD)	SL 1-6	
Cite Evidence	Analyze Content	Study & Apply Grammar Kin		Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI 1	RL/RI 2-9 SL 2 SL 3	L1 b-e L2 a,b,d L4 b L5 b,d	L1 b-j L2 a-e L4 b,c L5 d	L 4 a-c L 5 a-d L 6	SL 1	SL 4 SL 5 SL 6

READ • WRITE

STEP 1:



Read Aloud Short Text
See Below



Students Listen

Student Partners discuss the main idea and details they remember from the Read Aloud

Students draw, write words, or sentences about what they think is important

Read Aloud Short Text

George Washington Carver was a great African American Scientist who experimented with the sweet potato and peanuts. He made more than 118 products from the sweet potato. Some of them are: dye, glue, relish, syrup, synthetic rubber.

Sweet Potatoes and white potatoes are not in the same family. Sweet potatoes belong to the *trailing vine* family and white potatoes belong to the *night shade* family. The eggplant, tomatoes and chili peppers are also in the night shade family. Sweet potatoes have a sweet taste and are delicious when cooked. They are orange in color, contain water, carbohydrates, calcium, phosphorous, potassium and many other vitamins.

READ • WRITE

STEP 2:



Click link to Informational Video – stop as needed to prompt students.

[How Peanut Butter is Made](#)



Students Watch Informational Video

Student Partners tell each other the main idea and details they remember from the Read Aloud

Students draw, write words, or sentences about what they think is important

READ • WRITE

STEP 3:



Read Aloud Short Text
See below



Students Listen, Read Along or SING

Student Partners tell each other the main idea and details they remember from the Read Aloud

Students draw, write words, or sentences about what they think is important

Read Aloud Short (Choose 1 Text /Song)

Peanut Butter and Jelly

First you take the peanuts And you crunch 'em, You crunch 'em

First you take the peanuts And you crunch 'em, You crunch 'em

For your peanut, peanut butter And jelly

Peanut, peanut butter And jelly

Then you take the grapes And you squish 'em, You squish 'em

Then you take the grapes And you squish 'em, You squish 'em

For your peanut, peanut butter And jelly

Peanut, peanut butter And jelly



Then you take the bread And you spread it,
You spread it Then you take the bread
And you spread it, You spread it

For your peanut, peanut butter And jelly
Peanut, peanut butter And jelly

Then you take your sandwich And you eat it,
You eat it
Then you take your sandwich And you eat it,
You eat it

'Cause its good, peanut butter And jelly
Good, peanut butter And jelly

First you take the peanuts And you crunch 'em, Then you take the grapes
And you squish 'em, Then you take the bread And you spread it,
Then you take your sandwich And you eat it
'Cause its good, peanut butter And jelly
Good, peanut butter And jelly!

I Found a Peanut

Found a peanut, found a peanut, Found a peanut just now, Just now I found a peanut, Found a peanut just now.

Cracked it open, cracked it open, Cracked it open just now, Just now I cracked it open, Cracked it open just now.

It was rotten, it was rotten, It was rotten just now, Just now it was rotten, It was rotten just now.

Ate it anyway, ate it anyway, Ate it anyway just now, Just now I ate it anyway, Ate it anyway just now.

Got a stomach ache, got a stomach ache, Got a stomach ache just now, Just now I got a stomach ache, Got a stomach ache just now.

Called the doctor, called the doctor, Called the doctor just now, Just now I called the doctor, Called the doctor just now.



**Penicillin, Penicillin, Penicillin just now,
Just now I took Penicillin, Penicillin just now.**

**Operation, operation, Operation just now, Just now an operation, An
operation just now.**

**Died anyway, died anyway, Died anyway just now, Just now I died
anyway, Died anyway just now.**

**Was a dream, was a dream, Was a dream just now, Just now it was a
dream, Was a dream, just now.**

**Then I woke up, then I woke up, Then I woke up just now,
Just now I woke up, I woke up just now.**

**Found a peanut, found a peanut, Found a peanut just now, Just now I
found a peanut, Found a peanut just now**



READ • WRITE

STEP 4:



Click link to Informational Site – stop as needed to prompt students.

[G W Carver and Peanuts](#)



Students Engage with Informational Website

Student Partners tell each other the main idea and details they remember from the Read Aloud

Students draw, write words, or sentences about what they think is important

READ • WRITE • RESEARCH

STEP 5:

Individual/Small Group/Paired Research Project

Use your notes from the books, videos and websites (Steps 1-4) to write and illustrate an informational book about:

- This is what I Know aboutPeanuts OR Sweet Potatoes
- I know all about peanut butter. It comes from....
- Mr. Carver was a very interesting man. He.....

Step 1: Look over your notes and decide on a title for your book

Step 2: Write or draw a draft of the story

Step 3: Revise the story

Step 4: Deliver presentations to class

Step 5: Publish the stories on a blog, Edmodo, school library.....

CLOSE ANALYTIC READ

A Weed is a Flower: The Life of G W Carver Teacher Edition

- 1) Students hear the read aloud in its entirety
- 2) Teacher re-reads selected texts and provides scaffolded discussions in order to deepen the students understanding of the text (CAR). Check for understanding of bold words.
- 3) Students engage in the Exemplar Module Steps 1-5

<p style="text-align: center;"><u>A Weed is a Flower</u> <i>Click on the link to the text, stop the video at the time listed.</i></p>	<p style="text-align: center;">Text-Dependent Questions</p>
<p>1. @:14 seconds: When George Washington Carver was born, he had many things against him. He was a sick, weak, little baby. His father had just died, and his mother was left alone to care for him and his brother, James. And even worse, he was the son of slaves. There was no hope for the future.</p>	<p>When Dr. Carver was born, he had “many things against him.” Why did the author say “There was no hope for the future?”</p>
<p>2. @4:10: George worked hard for many years, always trying to save enough money for college. Other boys who had parents to help them, were able to enter college sooner than George. He was thirty before he had saved enough. Still, it was not that simple. All colleges would not admit Negroes, even if they had enough money to pay. George was not discouraged. He moved to Iowa, and found a college which was glad to have a Negro student.</p>	<p>Why was it so hard for George to go to college?</p>
<p>3. @5:38 So George Washington Carver chose to study agriculture. He learned about plants, flowers and soil. He learned the names of the weeds. Even they were important to him. He often said: a weed is a flower growing in the wrong place. He still asked questions. If no person or book could answer them, he found the answers himself. He experimented with his own plants, and found secrets no one else knew.</p>	<p>Why did the author name her book <i>A Weed is a Flower</i>?</p> <p>What made George a good scientist?</p>
<p>4. @10:43 The baby born with no hope for the future grew into one of the great scientists of his country. George Washington Carver, with his goodness and devotion helped not only his own people, but all peoples in the world.</p>	<p>What did you learn about George and his life?</p>

CLOSE ANALYTIC READ

A Weed is a Flower: The Life of G W Carver Student Edition

- 1) Look at the picture as you listen to the words being read. Think about the picture you are getting in your head as your teacher is reading.
- 2) With your partner, discuss the answer to the question and be prepared to share your answer with the class.

1. Slaves



2. College



3. Laboratory



4. Famous Scientist

