

Grade 1  
Unit 1: Building Habits of Readers

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Morning Meeting</b>	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building(social skills) -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature
<b>Read Aloud</b> VSC: 1.1.C.a VSC: 1.1.E.a	-read and reread books about school/friends -make "good listening" chart (looks like/sounds like)	-read and reread books about school/friends -review good listening chart	-read and reread books about school/friends -practice good listening -learn turn and talk procedures (who you talk with, how you sit)	-read and reread books about school/friends -practice good listening -practice turn and talk procedures (who you talk with, how you sit)	-read and reread books about school/friends -practice good listening -learn turn and talk procedures (who you talk with, how you sit)
<b>Readers' Workshop</b>  VSC: 1.1.E.1.b-c	<b>Using the Library</b> -begin reading ABC chart -school poems/songs -book browsing -make chart "How to Take Care of Books" -independent reading 5-7 min	<b>Using the Library</b> -read ABC chart new way -read school poems/songs -book browsing -make chart "How do I take books and put them away" -IR 5-7 min  <b>*have students draw a picture of their favorite book</b>	<b>Using the Library</b> -read ABC chart, school songs/poems ( 1 reread and 1 new) -review book handling and using the library - create the first point on readers' workshop rubric (take care of books, use library correctly) - IR 5-7 min - share: how did it go/rank on rubric	<b>What do readers do?</b> -read ABC chart, school songs/poems ( 1 reread and 1 new) -review book handling and using the library -talk about and make chart " what readers do" - IR 5-7 min - share: how did it go/rank on rubric	<b>What do readers do?</b> -read ABC chart, school songs/poems ( 1 reread and 1 new) -review book handling and using the library -minilesson: where do readers read? -add "find a comfortable place to read" to chart - IR 5-7 min - share: how did it go/rank on rubric <b>*have students illustrate a place they like to read (some be able to write words)</b>
<b>Centers</b>					
<b>Word Study</b>  VSC: 1.1.A.1-4	-adapt scope and sequence from Open Court: phonemic awareness activity -name chart -name activities -student names on word wall -ABC chart <b>-review initial, medial and final consonants (d,n,s,t)</b>	-adapt scope and sequence from Open Court: phonemic awareness activity -name chart -name activities - student names on word wall -ABC chart -review initial, medial and final consonants (d,n,s,t)	-adapt scope and sequence from Open Court: phonemic awareness activity -name chart -name activities - student names on word wall -ABC chart -review initial, medial and final consonants (b,r,l,m)	-adapt scope and sequence from Open Court: phonemic awareness activity -name chart -name activities - student names on word wall -ABC chart -review initial, medial and final consonants (b,r,l,m)	-adapt scope and sequence from Open Court: phonemic awareness activity -name chart -name activities - student names on word wall -ABC chart <b>*teacher created/selected sound assessment</b>
<b>Writers' Workshop</b>	-write letters you know (assessment) -interactive sentence about self-portraits	-write words you know (assessment) -add a sentence to self-portraits -begin chart "what writers do" (think before they write, match words to picture)	<b>-dictation assessment</b> -add a sentence to self-portraits -add to chart (add on to writing)	-add a sentence to self-portraits -begin "Good Spellers" chart (write sounds they know, use word wall, use room)	-baseline writing: what do I like about the first week

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Morning Meeting</b>	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature
<b>Read Aloud</b>	-read and reread books about school/friends -make chart "what do we talk about" -continue turn and talk -review good listening	-read and reread books about school/friends -add to "what do we talk about" chart -continue turn and talk -review good listening	-read and reread books about school/friends -add to "what do we talk about" chart -continue turn and talk -review good listening	-read and reread books about school/friends -add to "what do we talk about" chart -continue turn and talk -review good listening	-read and reread books about school/friends -add to "what do we talk about" chart -continue turn and talk -review good listening -make chart "how does talking about books help us as readers"
<b>Readers' Workshop</b>  VSC: 1.1.E.1.b-c	<b>What do readers do?</b> -school songs/poems ( 1 reread and 1 new) -review book handling and using the library -update rubric (stay in 1 spot, do not bother others) -add "find a comfortable place to read" to chart -IR 7-10 min -reading conferences (to gather baseline data) - share: how did it go/rank on rubric	<b>Choosing Books</b> -school songs/poems ( 1 reread and 1 new) -review book handling and using the library -minilesson: ways readers choose books (cover, topic, illustrations, etc) -add "choose books they like" to chart -IR 7-10 min -reading conferences - share: how did it go/rank on rubric <b>* Have students create a web of things they like to read about (use pictures or words)</b>	<b>Choosing Books</b> -school songs/poems ( 1 reread and 1 new) -review book handling and using the library -add to charts as needed -IR 7-10 min -reading conferences - share: how did it go/rank on rubric	<b>Choosing Books</b> -school songs/poems ( 1 reread and 1 new) -review book handling and using the library -add to charts as needed -IR 7-10 min -reading conferences - share: how did it go/rank on rubric	<b>Using a reading log</b> -model how to use a reading log -7-10 min IR -reading conferences -rubric -share: how did it go/rank on rubric -create t-chart with children <i>What Happens During Independent Reading</i>
<b>Centers</b>					
<b>Word Study</b>  VSC: 1.1.A.1-4 VSC: 1.1.B.3.a	adapt scope and sequence from Open Court: phonemic awareness activity -word wall ( <b>I, like, me, at, the</b> ) -review initial, medial and final consonants ( <b>g,p,c,f</b> )	adapt scope and sequence from Open Court: phonemic awareness activity -review initial, medial and final consonants (g,p,c,f)	adapt scope and sequence from Open Court: phonemic awareness activity -review initial, medial and final consonants ( <b>h,qu,k,w</b> )	adapt scope and sequence from Open Court: phonemic awareness activity -review initial, medial and final consonants (h,qu,k,w)	adapt scope and sequence from Open Court: phonemic awareness activity <b>*teacher created/selected sound assessment</b>
<b>Writers' Workshop</b>	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Morning Meeting</b>	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building(social skills) -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building -calendar/temperature
<b>Read Aloud</b>	-begin Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk -add to charts as necessary	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk
<b>Readers’ Workshop</b>  VSC: 1.1.E.2.a-c VSC: 1.1.E.3.a-e	<b>What do readers do?</b> -school songs/poems ( 1 reread) -Mrs. Wishy Washy (patterns) -IR 10-15 min -model how to use a reading log (add on to chart from day 10) -reading conferences -share: how did it go/rank on rubric -chart procedures for listening center (model whole group)	<b>What do readers do?</b> -school songs/poems ( 1 reread) -Mrs. Wishy Washy (masking) -minilesson: what do I do when I come to a word I don’t know (look at pictures, think about the story, think about beginning sound) - IR 10-15 min -model how to use a reading log - reading conferences - share: how did it go/rank on rubric -practice listening center whole group	<b>What do readers do?</b> -school songs/poems ( 1 reread) -2 <sup>nd</sup> Mrs. Wishy Washy (talk) -IR 10-15 min -model how to use a reading log reading conferences - share: how did it go/rank on rubric -practice listening center whole group - <b>introduce making predictions</b>	<b>What do readers do?</b> -school songs/poems ( 1 reread) -2 <sup>nd</sup> Mrs. Wishy Washy (masking, sight words, fluency, oral cloze, patterns) - IR 10-15 min model how to use a reading log -reading conferences - share: how did it go/rank on rubric - chart procedures for poetry center (model whole group) - making predictions	<b>What do readers do?</b> -school songs/poems ( 1 reread) -2 <sup>nd</sup> Mrs. Wishy Washy (masking, sight words, fluency, oral cloze, patterns) - IR 10-15 min model how to use a reading log -reading conferences - share: how did it go/rank on rubric -practice procedures for poetry center whole group - <b>have students make predictions about the next Mrs. Wishy Washy book (draw or write)</b>
<b>Centers</b>	-begin listening center	-listening center	-listening center	-begin poetry center	-poetry center
<b>Word Study</b>  VSC: 1.1.A.1-4 VSC: 1.1.B.3.a	adapt scope and sequence from Open Court: phonemic awareness activity -word wall ( <b>can, a, to, play, go</b> ) -review initial, medial and final consonants ( <b>j,v,x,y,z</b> )	adapt scope and sequence from Open Court: phonemic awareness activity -review initial, medial and final consonants (j,v,x,y,z)	adapt scope and sequence from Open Court: phonemic awareness activity - <b>introduce short vowel sound “a”</b> - utilize word families “at” “an”, “am”, “ap”	adapt scope and sequence from Open Court: phonemic awareness activity - review short vowel sound “a” - <b>making words:</b> clamps or stamp - utilize word families “at” “an”, “am”, “ap”	adapt scope and sequence from Open Court: phonemic awareness activity - review short vowel sound “a” - utilize word families “at” “an”, “am”, “ap” * <b>teacher created/selected assessment</b>
<b>Writers’ Workshop</b>	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: make big book about things they like -independent writing: individual book about what they like -writing conferences	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Morning Meeting</b>	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building(social skills) -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building -calendar/temperature
<b>Read Aloud</b>	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk	-continue Kevin Henkes author study -model thinking about reading -work on good listening -practice turn and talk
<b>Readers' Workshop</b>  VSC: 1.1.E.2.a-c VSC: 1.1.E.3.a-e	<b>What do readers do?</b> -school songs/poems ( 1 reread) -3 <sup>rd</sup> Mrs. Wishy Washy -make predictions -IR 10-15 min -add to charts as necessary -reading conferences - share: how did it go/rank on rubric -practice procedures for poetry center whole group	<b>What do readers do?</b> -school songs/poems ( 1 reread) -3 <sup>rd</sup> Mrs. Wishy Washy (masking, sight words, fluency, oral cloze, patterns, etc) -IR 10-15 min -add to charts as necessary -reading conferences - share: how did it go/rank on rubric - chart with procedures for changing centers	<b>What do readers do?</b> -school songs/poems ( 1 reread) -4 <sup>th</sup> Mrs. Wishy Washy - make chart <i>How we Make Predictions</i> -IR 10-15 min -add to charts as necessary -reading conferences - share: how did it go/rank on rubric	<b>What do readers do?</b> -school songs/poems ( 1 reread) -4 <sup>th</sup> Mrs. Wishy Washy (masking, sight words, fluency, oral cloze, patterns, etc) -IR 10-15 min -add to charts as necessary -reading conferences - share: how did it go/rank on rubric	<b>What do readers do?</b> -reread a Mrs. Wishy Washy -read Dishy Washy (talk) -IR 10-15 min -add to charts as necessary -reading conferences - share: how did it go/rank on rubric  <b>*teacher created predictions assessment</b>
<b>Centers</b>	-poetry center	-listening and poetry centers	-listening and poetry centers	-model/introduce Buddy center -chart procedures	-Buddy center
<b>Word Study</b>  VSC: 1.1.A.1-4 VSC: 1.1.B.3.a	adapt scope and sequence from Open Court: phonemic awareness activity -word wall ( <b>not, and, in, see, of</b> ) <b>- introduce short vowel sound "i"</b> - utilize word families "it", "ip", "ig", "ick", "in"	adapt scope and sequence from Open Court: phonemic awareness activity <b>-making words: gifts</b> - review short vowel sound "i" - utilize word families "it", "ip", "ig", "ick", "in"	adapt scope and sequence from Open Court: phonemic awareness activity - review short vowel sound "i" - utilize word families "it", "ip", "ig", "ick", "in"	- review short "a" and sort "i" vowel sounds	<b>*teacher created/selected sound assessment for short "a" and short "i"</b>
<b>Writers' Workshop</b>	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences	-interactive writing: innovation on Wishy Washy book -independent writing: on Wishy Washy series (various responses to literature) -add to writers and spellers chart as necessary -writing conferences

