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# Part 1: Design

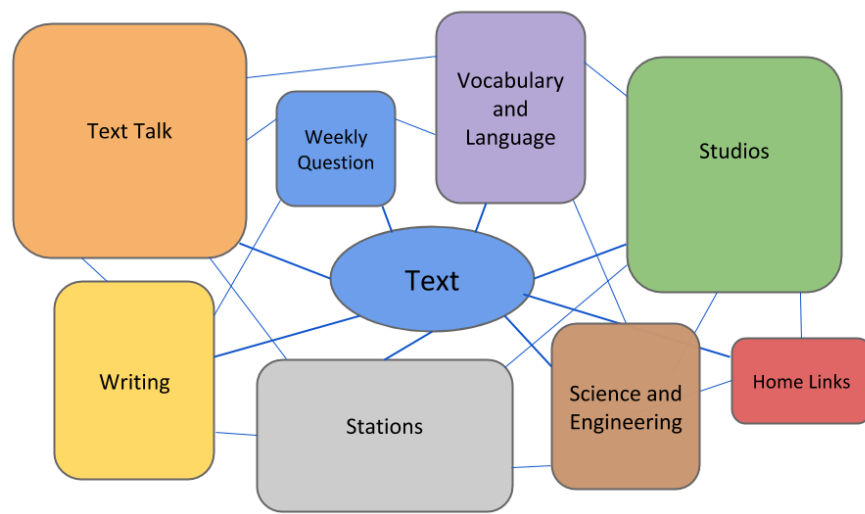
## Design and Structure

A primary task of first graders is learning to read. It's how we typically define "first grade" in the United States, and it's a mandate of social justice: every child must have access to the world made possible through reading.

We can frame "learning to read" most fundamentally as the complex and technical task of decoding sounds that appear as text in print. We know, however, that learning to read well requires children to expand their knowledge and use of language and vocabulary. It requires children connecting pictures to symbols, meanings to words, qualities to characters. It requires making sense of experiences, relationships, environments, and feelings. First graders are well-equipped to do this work, as they ask, constantly, questions about the world around them and organize what they learn. *1st Grade for ME (Focus on First)* is designed to take advantage of, build upon, and expand children's established understandings and skills.

In the design of *1st Grade for ME*, all of the parts work in concert with each other. The components that support children's learning and development in literacy and language, science and engineering, social studies, arts, and the social-emotional realms reference each other and connect to the overall topic of study. When visitors walk into a *1st Grade for ME* classroom, it is immediately apparent what the children are learning about and learning to do; the curriculum is alive on the walls and shelves, in the meeting area and work spaces.

Text acts as the animating feature of each unit of study and each day's experiences.



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Fiction and informational books alongside other texts such as photographs with captions, articles, documents, websites, and videos promote conceptual learning, suggest vocabulary for further study, inspire work in Studios, and interact with writing lessons, all linked by the Weekly Questions and exploring the Big Ideas. Differently said, the learning is driven by content (the units of study), and all experiences are designed to reinforce that knowledge building.

Social Studies content and practice standards are embedded throughout the curriculum and over the course of the year.

Twice-weekly lessons in Science and Engineering are linked to and enhanced by work in the Science and Engineering Studio and at the Science Literacy Station.

Mathematics teaching retains a separate block in the first grade day.

## Units of Study

Over the course of the school year, teachers and children embark on four in-depth studies:

1. Building Strong Communities
2. Animals Surviving and Thriving
3. Resources in Our Communities
4. Communicating with Sound and Light

Each study spans eight weeks, integrating learning in literacy, science, history and social studies, and arts and culminating with projects that both keep the topics close to the learners and push the children out into the community. Each topic is carried by Big Ideas; Weekly Questions bring these into clearer focus and connect the curriculum components. The first unit is designed to begin in the first full week of school and thus includes support for establishing the classroom community—the most important work of the beginning of any school year. The units are propelled by text analysis and discussion and supported by content-specific vocabulary. Development of understanding around the topic of study runs parallel with the development of specific skills in communication (reading, writing, listening, and speaking)—in fact, the two are critically interconnected.

Within each unit of study are distinct Writing units, with focus on a particular genre and contributing to children’s development, expansion, and communication of ideas.

## Interdisciplinary Learning

Most obviously, reading standards are addressed through Text Talk and Stations, writing standards are addressed through Writing lessons, science and engineering standards are addressed through Science lessons, and so on. However, teaching and learning in each content area are not siloed. Attention is paid to all the disciplines across components in order to promote connections and deeper thinking and to match learning to our integrated experiences interpreting, communicating in, and taking action in the real world. For this reason, it is critical that paper and pencils are present in the Building Studio and unit texts in Stations. History and social studies content and practice standards are most explicitly addressed in Text Talk lessons; the BPS social and emotional learning standards are at play in Studios. Communicating through writing is a critical component of science learning; writing requires reading; and children consider interpersonal relationships and characteristics of self through books. Both Studios and Storytelling and Story Acting are critical times for children to consolidate and communicate about their developing ideas across contents.

As defined by the John F. Kennedy Center for the Performing Arts, arts integration is “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.” For example, in Unit 4: Communicating with Sound and Light, children simultaneously explore invention, engineering, and the production of sound (science and engineering), and instruments, composing, design, and construction (music and visual arts). Regularly throughout the year, artworks and the Visual Thinking Strategies (VTS) routine support this toggling between the arts and other content areas, expanding both.

## Routines

Each component of the day and all activities are bolstered by routines that keep learning moving smoothly. Some routines, such as VTS and Thinking and Feedback, guide whole group conversations and connect one part of the day and learning to another, and should be followed with particular care. Other routines, such as Think, Pair, Share and Matching Crayons, are quick, specific opportunities to distribute participation, practice collaborative talk, move around a bit, and hear multiple perspectives. Of course, teachers have established routines according to their school and classroom cultures and personal teaching styles; the routines suggested here are meant to support purposeful and productive work and can be seen as a resource. Please see the Routines document for specific information and guidance on *1st Grade for ME* routines.

## Projects

The last weeks of each unit consolidate around a final, authentic, multi-dimensional project. Children’s thinking is deepened and communication refined as they engage in projects that

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require research, negotiation, and the synthesis of ideas. This shared and/or individual work considers and addresses a complex question or dilemma. Understandings that develop over the course of the unit come to fruition in the final weeks in the form of purpose-laden writing and products in other media. For example, in Unit 1, after exploring ideas about community, children meet Luis Soriano in *Biblioburro* and learn about his efforts to bring books to children in remote villages in Colombia. They then take up the charge to increase access to books in their own community and propose and enact their own solutions.

## Social-Emotional Learning

With the goal of developing the whole child, *1st Grade for ME*s grounded in practices that naturally support social emotional learning (SEL). SEL is intentionally embedded into the components, routines, and content of *1st Grade for ME* to support children in building cognitive regulation, understanding their emotional processes, and strengthening social/interpersonal skills<sup>1</sup>. With positive relationships, children are more likely to be successful learners.

Studios is a primary opportunity for SEL. During Studios time, children are provided many choices: they choose with whom to work and from a variety of materials for use in expressing their understandings. The opportunity to explore and manipulate various media allows children to practice cognitive flexibility, self-regulation, and emotional expression.

In creating a predictable routine, children learn to trust the learning environment. In Unit 1, children co-construct classroom agreements. With this practice, children experience ownership of their space and are empowered to self-regulate. With routines that promote dialogue, children learn not only to articulate their ideas, but to listen thoughtfully and ask questions. During Thinking and Feedback sessions, children hear the ideas of others, provide suggestions, and challenge thinking, thus, developing practice with self-regulation and social and emotional awareness.

In any group of vibrant young learners, some social discord is inevitable. Part of building a community of learners is integrating these conflicts or dilemmas into class dialogue. Seize these learning opportunities, as they further develop children’s prosocial behavior, building empathy and perspective taking. Engage in small- or whole-group meetings where problems are presented and solutions are suggested by both adults and children. Rely on routines and discussion prompts to ensure that these conversations are productive. Allow emerging ideas to inform the Classroom Agreements, revising them as needed throughout the year.

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<sup>1</sup> Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). “Navigating from the inside out: Looking inside & across 25 Leading SEL Programs: A practical resource for schools and OST providers.” Harvard Graduate School of Education, 12-20.

Any SEL curriculum already at work in schools will buoy and be buoyed by the SEL children already doing throughout *1st Grade for ME*.

## Accessibility

*1st Grade for ME* is designed with the intention of supporting the learning of every child in our schools. Throughout the *1st Grade for ME* experience, children are telling their own stories, bringing the resources of their home and community lives into the classroom—enriching the learning community while asserting themselves. These stories appear in their writing, their storytelling, their works of art, and their conversations. Home Links ask families directly to participate in the life and learning of first grade.

Each school's population and identity is unique. The curriculum is written with diverse learners in mind, including English Learners, the Universal Design for Learning (UDL) framework, and early childhood practices (NAEYC). The amount and depth of conversation embedded in *1st Grade for ME* will be challenging for some children—and we know that it is through supported conversation that both language *and* conceptual understanding develop.

Teachers are experts in getting to know the children in front of them and coming up with new approaches to meet those children in response to their resources and needs. Schools adapt and develop a variety of frameworks to shape the habits of learning in their buildings. The first grade team of curriculum developers and coaches work enthusiastically with teachers and instructional leaders to illuminate the possibilities of this curriculum within the particular contexts of their schools. Please see the following document, *Planning for Variability*, for more specific guidance.

## Alignment K0-3

Among our primary goals in creating and revising this first grade curriculum are to provide children with learning experiences and routines they can build on and to provide schools with a platform that informs cohesive and productive conversations about teaching and learning through these grades. Some examples of PreK-2 alignment are structural, such as Centers/Studios, texts read aloud and discussed in ways that support literacy, vocabulary, and conceptual development, and independent literacy stations simultaneous with teacher-led small groups. All of the curricula in the early grades revolve around extended units of study. Children, their families, and school teams should experience connectivity among grades; we all should thus witness impacts toward children's self-awareness and metacognition, deep conceptual understandings, progressive skill development, and enhanced responsibility to their learning communities.

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## A Final Note

This curriculum is presented as a vehicle for vigorous and joyful learning. The suggested scripts, lessons, and activities offer a roadmap for enrichment. In a classroom in which *1st Grade for ME* is enlivened with thoughtful, intentional, and creative teaching, children spend their days developing foundational skills to read text and also “reading” works of art, the natural world, their own emotions and the social environment, mathematical scenarios and symbols, and engineering challenges. This comprehensive “reading” develops children’s capacity as citizens. Still, for children to become people full of confidence and agency, much more needs to happen outside these pages. When teachers talk to each other about their practice and about children’s work, when school leaders embrace a cohesive and celebratory approach to teaching and learning, when the topics we present to children are meaningful to them, when families are included, school can be transformative.



# Assessment

Assessment in *1st Grade for ME* is rooted in thoughtful observation of children and looking closely at the work they produce. *1st Grade for ME* assessment fosters a cultural shift from assessment *of* learning to assessment *for* learning.

## Formative Assessment

Assessment Focus	Assessment Tools
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Word recognition, Phonological Awareness, and Phonics</li> <li>● Use of academic language</li> <li>● Comprehension</li> </ul>	<p><u>Small Group Reading Instruction</u> provides opportunities to observe children’s reading skills and behaviors. Observational data is used to form dynamic and flexible groups and to plan specific instructional moves. Teachers select text and plan instruction that targets children’s specific literacy needs.</p> <p><u>Phonics</u>: The Word Work station allows for observation of foundational skills. The work produced during phonics lessons can be used to assess class-wide development of a particular skill, as well as a single child’s strengths and challenges over time. Phonics unit assessments are used to inform planning of lessons and targeted small group instruction.</p> <p><u>Text Talk</u> introduces, develops, and reinforces speaking and listening, language, vocabulary, and comprehension skills using complex text at or above grade level. Lesson objectives point to specific grade-level standards. Children’s understanding is advanced and assessed through talking and writing about text. Observation and resulting documentation serve as assessment tools.</p>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>● Use of diverse and appropriate, grade-level</li> </ul>	<p><u>Text Talk</u>: Teachers can observe broad trends and challenges in language use at the class level. The Weekly Question charts provide an artifact to analyze the types of words that children are using.</p> <p><u>Listening and Speaking Station</u>: Periodic observation of children in</p>

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<p>language</p>	<p>this station can give a teacher a sense of the academic language students are using among themselves, in context.</p> <p><u>Vocabulary Station</u>: Draw for Meaning sheets can be used to gauge the depth of children’s understanding about specific words and their use.</p> <p><b>Carousel Brainstorm</b></p> <p>Each week, teachers can observe and take notes on this small-group exercise and analyze the charts children create, assessing children’s use and representation of the week’s vocabulary words.</p>
<p><b>Writing</b></p>	<p>Each writing lesson includes opportunities for ongoing assessment and feedback. In addition, teachers are provided with observation tools to record children’s progress and next steps in the particular features of each genre. Children give each other periodic feedback on their work, and these notes can be mined for understanding both the givers’ and receivers’ understanding of genre features.</p>

**Summative Assessment**

Writing

Three formal Writing assessments are embedded in lessons during the *1st Grade for ME* year. Children are given a prompt before and after learning about the genre, and their work is scored using a related rubric. The assessments are as follows:

- Personal Recount - Unit 1
- Argument - Unit 2
- Explanation - Unit 4

End of Unit Assessment

The purpose of the End of Unit assessment is to gauge what children have gleaned and consolidated specific to the Big Ideas of each unit. To this end, the associated rubric focuses on four areas: use of unit vocabulary, references to unit texts, demonstration of conceptual understanding, and effective written communication.

In Week 8, on Day 3 and after Text Talk (Synthesis of Unit Ideas), Stations time is dedicated to administering this assessment. Children work independently. Teachers read the prompt aloud (it

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is also written on the assessment sheet), asking children to draw and write about their understanding of unit ideas. Children are encouraged to use Weekly Words and to reference texts from the unit. They may access any resources that are posted around the classroom (anchor charts, Weekly Words cards), and teachers may offer help as is appropriate for the particular learners in the classroom. As children finish the assessment, they move to independent reading.

## Planning for Variability

Children arrive in our classrooms with a wide variety of competencies and challenges. They express their ideas and questions in many ways and demonstrate their particular approaches to tasks and problems in countless languages, including with words, movements, gestures, artwork, symbols, and stories. Some children’s learning paths have been codified by diagnoses, and specific recommendations have been written into Individualized Education Plans (IEPs). While these documents lay out goals, benchmarks, and accommodations, we know that our most precise attention is required to understand how each child learns and to design progressive and provocative learning experiences. In the framework of Universal Design for Learning (UDL), teaching and learning is crafted around carefully articulated goals, achievable by all children through multiple paths of access. This represents a shift away from designing curriculum for most children and then planning accommodations for others. Instead, a variety of materials, tools, and processes allow children and teachers to approach learning experiences from different points and in various ways, while maintaining the expectation that all children will develop and express understandings, try new strategies, and demonstrate skills as they develop.

The emphasis on oral language, work in small groups, conversation, vocabulary development in the context of content learning, and interaction with rich materials all support language development and acquisition. Teachers’ use of precise vocabulary and language, multiple interactions with meaningful texts, and focused attention to written language as models promote the language development of all children, especially English learners.

All children benefit from having available a broad menu of specialized tools and strategies in order to best access various activities and concepts, and some suggestions are provided here. In addition to these, further consideration may be needed to ensure accessibility for the variability of all learners, based on the context of a classroom and classroom/school community. Adaptations outlined in children’s specific IEPs will help inform preparations and processes.

**To expand accessibility in the brain's recognition networks** (gathering and categorizing information):

- Use visual images to
  - Support understanding of the steps in a process
  - Reference resources (“Your building reminds me of this painting.”)
  - Inspire
  - Document children’s work and support conversation about it
  - Provide instructions
  - List needed or possible tools and materials
- Use a slow pace of speech
- Provide one- or two-step directions at a time
- Answer questions clearly and succinctly
- Ask questions that can be answered with one or two words, and then rephrase with more complex language
- Ask explicit questions (who, what, when, where, how many)
- Encourage predictions (*What will happen if you...?*)
- Start sentences for children to complete (*This story is about \_\_\_\_.*)
- Incorporate topic-specific vocabulary into informal conversation
- Demonstrate and repeat vocabulary from text
- Retell stories with illustrations
- Record stories and informational texts for listening
- Use nonverbal signals
- Verbally label children’s actions (*You are using the long paintbrush.*)
- Verbally label and describe attributes of materials
- Label tools, materials, and features of the environment in children’s home languages
- Limit clutter
- Encourage collaboration and conversation with other children

**To expand accessibility in the brain's strategic networks** (planning and performing tasks, organizing and expressing ideas):

- Create a picture schedule of flow of the day, using Boardmaker icons, photographs, or sketches
- Provide a visual menu of activities
- Provide sequencing templates and other graphic organizers
- Provide picture cards to make sentences and express ideas
- Provide sentence frames
- Encourage children to use non-verbal signals
- Invite children to point in order to express understandings and ask questions

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- Be consistent with setup and location of materials and spaces
- Use tape to define work spaces
- Arrange all materials needed for a task on a tray
- Limit number of available materials, gradually adding more in number and type
- Ask children to identify materials and tools needed for a particular task and to set them aside in a designated work space
- Provide small work spaces with limited visual and aural stimulation
- Demonstrate the use of materials and tools with step-by-step instructions
- Expand options for approaching a task
- Provide different kinds of writing paper
- Clip paper to a binder to provide a slant for writing/drawing
- Add grips to pencils to facilitate grasp; offer writing tools in a variety of thicknesses
- Provide gloves
- Encourage collaboration with other children

**To expand accessibility in the brain's affective networks** (getting engaged, being challenged, and staying motivated):

- Offer a variety of seating at group meetings and at work spaces, including standing
- Stretch elastic material between front chair legs
- Allow and encourage movement breaks: wall push-ups, jumping jacks, floor tape “balance beam,” arm circles
- Offer squishy balls or other concentration tools for group meetings
- Provide a mat for private work space or seating on the floor
- Clip paper to a binder to provide a slant for writing/drawing
- Provide headphones or earmuffs
- Add or remove environmental scents
- Offer a personal box of materials
- Create a blind (with a cardboard box) that provides a semi-private work area
- Model expanding on or making adaptations to a familiar activity, narrating the process
- Invite children to lay on bellies while reading
- Use a visual timer to support transitions
- Offer opportunities to work with partners

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## Home Links

Recognizing that learning happens well beyond the confines of the classroom, home links are a suggested structure for home–school connection. Home Links act as a tool to enliven the curriculum topics for families, enhancing skills and concepts developed at school and providing opportunities for teachers and families to work together. Cross-discipline activities in Home Links are designed with flexibility, authenticity, and playfulness so that all families can access them in meaningful ways. Rather than pressure children with disconnected homework, Home Links spur conversation and excitement about the topics of each unit and offer families new ways of participating in their children’s learning.

### How Home Links work

- At the beginning of the school year, talk with families about what to expect with Home Links. The school orientation or open house and established school communication methods, such as newsletters, can be used to advertise and encourage participation. Offer suggestions for making the routine successful at home.
- To launch Home Links, introduce and teach the Home Links routine. Send home the example and explanatory document, What are Home Links? along with the first week’s sheet.
- Every week, children take home a Home Links activity sheet connected to the unit of study, the week’s specific classroom lessons, and needed skills practice.
- Weekly, use a few minutes of whole group meeting time to highlight one or two novel activities.
- Families and children choose and pursue one suggested activity each day for as much time as they would like, along with daily reading for about twenty minutes. Activities can be completed more than once, and not all must be completed.
- A reading log is included. Reading can be child to adult, adult to child, or shared.
- Home Links can be edited to make them responsive to each classroom community’s real-time experiences. Teachers might also include child-specific practice guidance, such as a list of sight words or math facts.
- Children return the Home Links sheet to school each week on a specified day.
- Teachers collect, review, and acknowledge children’s individual work. During whole class meetings, teachers might refer to children’s work at home to enhance classroom experiences.

The following resources can be helpful in preparing to talk with families about the benefits and potential pitfalls of homework. In brief, multiple studies find that the benefits of homework vary greatly. Significant factors include children's age/grade (more useful for older students), content area (potentially more useful in supporting math and narrowing the achievement gap in science), parents' educational level (affecting parental involvement), and relevance.

In addition, studies warn of creating a negative attitude towards school and learning generally and of fostering family discord as adults become homework monitors. Home Links strives to engage families and children together in purposeful, experiential activity that extends learning at school and at home, for both children and families.

## Resources

Crawford, L. (June 14, 2018). Does Homework Really work? *GreatSchools.org*. Retrieved from <https://www.greatschools.org/gk/articles/what-research-says-about-homework/>

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## Setting Up the *1st Grade for ME* Classroom

The *1st Grade for ME* classroom is lively, serious, and multi-layered. In considering the particular needs of the children in any classroom, teachers design spaces and arrange furniture in ways that support intellectual exploration and physical stamina. Generally, classroom areas are well-defined, materials are organized and accessible, text is everywhere, and children's work is visible. This document can help guide classroom set up for the kinds of learning that *1st Grade for ME* promotes.

### Furniture and Arrangement

- The meeting area comfortably accommodates the whole group, with enough space for children to arrange themselves in different configurations (circle, facing forward, pairs). This space will be used for Text Talk (viewing books, slides or images), Thinking and Feedback (viewing classmates' work and making eye contact in discussion), Story Acting (audience at the perimeter and action in the center), and other whole group lessons (Science, Writing, Foundations, Shared Reading, Vocabulary and Language).
- In the whole group meeting area, a projector is set up for regular use.
- Tables are set up for independent, flexible group work throughout the day. In addition, the teacher has a space for working with small groups from which the rest of the class is visible.
- Various kinds of seating and work surfaces are provided throughout the classroom (including standing, sitting, and lying on the floor with clipboards).
- Shelves are available for storing tools and materials within easy access for children.
- Clear spaces exist for children to store their work, completed and in progress.
- Work spaces are uncluttered.
- Book shelves are full, inviting, and organized. Titles are relevant and rotate regularly.
- A small, quiet getaway space is provided and open for all children to use as needed.

### Walls

- Children's identities are reflected and celebrated.
- In the meeting area, at least one large easel or wall space is clear and visible by the whole group for jointly constructing writing, projecting images, and other activities requiring whole group focus.

- The topic of study is apparent: about one-third of the wall space is reserved for unit-specific work such as images, Question Charts, and other anchor charts. Children’s work dominates.
- A word wall is prominent and in a place easily referenced and manipulated by children.
- A work board may help children organize their work for the day.
- Visuals support and offer reminders of classroom systems, routines, and schedules.
- Walls are uncluttered. Extraneous or out of date charts are removed.

**Children’s supplies**

- Clear systems are in place for children to manage their own supplies, including Foundations packets, book bags, Stations folders, notebooks and journals, writing and drawing tools, and Studios materials and tools—whether in desks, bins, cubbies, seat pockets, on shelves, or at tables.

Component by Component Considerations
<b>Vocabulary and Language Lessons</b>

Each week a new Weekly Words chart is created with six words and their definitions.

Each week’s vocabulary words are used during lessons and posted for children’s reference. It should be possible to move the cards for adult use during Text Talk and Vocabulary and Language lessons and for children’s use in Stations and Studios. Sliding the cards into sheet protectors will help them stay in good shape and differentiate them from other words, such as sight (or “trick”) words and high frequency words.

It may be helpful to create the following chart with the steps for introducing new words. A half-sheet of chart paper is sufficient.

<b>Words of the Week</b>
Hear the word.
Say the word.
Thumbs up or Thumbs down.
Define the word.
Learn more about the word.
Use the word. Talk with a partner.

Post the word.

## Text Talk Lessons

In setting up the classroom, the following will make Text Talks an enjoyable and productive experience.

- a projector and screen
- whiteboard space
- chart paper
- drawing and writing paper and tools

Children's seating should be arranged so that they can see the text and attend to whole group discussions as well as interact with partners and in small groups for discussion and written reading response.

- Children must be able to see the text: projected on a screen, written on a chart, or held by the teacher.
- Many lessons call for writing a question, conversation prompt, or sentence starter on the whiteboard. These can be written on chart paper or projected, as well.

## Stations

- A designated bin for each Station includes any needed visual directions, sheets, writing tools, and other supplies children need to accomplish the intended tasks. Papers are organized in folders. Bins are labeled.
- Systems for organizing work are apparent and easily managed by children.

### Shared Reading

- Children are able to have all eyes on the same text: projected on a screen, written on a chart, or in the hands of partners or individuals.

### Reading

- Children have access to a wide variety of texts that are of interest to them, that range in complexity, and that are culturally and linguistically sustaining.

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- Copies of the weekly Shared Reading text are available for use.
- Children have comfortable places to sit, with partners or alone.

### **Listening and Speaking**

- The Listening and Speaking bin includes rotating images and conversation prompts, along with writing and drawing tools.
- Beginning in Unit 1, Week 4, recorded texts will be available for children to listen and respond to. Appropriate technology that children to operate independently is in place.

### **Science Literacy**

- Children have access to their Science Journals.
- The area where children work is supplied with colored pencils, pencils, glue sticks, hand lenses, and other materials needed for the week's investigation and observations.
- Children can readily see the date and, as the year progresses, a working thermometer.
- The space allows for looking out the window and comfortable seating for drawing and writing.

### **Vocabulary**

- Children have access to the Weekly Words cards.

### **Word Work**

- Foundations charts, letter/sound cards, and other resources are visible.
- Directions cards for each activity are available for children's reference.

## **Science and Engineering**

Teachers prepare and set up materials as indicated in the lessons. Children must be able to access the materials needed for investigations as they carry into the Science and Engineering Studio and the Science Literacy Station.

- Science Journals are easily moved from lessons to the Studio and Station so that children can access them easily and independently throughout the week.

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- Trays help to keep materials organized for investigations.

## Studios

Before introducing Studios, identify one location for each studio. Some studios can live in a labeled bin that can be placed on a table at Studios time. Others can live on a designated shelf or two. The Art Studio will benefit from a space that can get messy, near the sink if the classroom is equipped with one. The Library Studio can take place right in the classroom library or reading corner; clipboards, sticky notes, and writing tools should be easily accessible, in addition to books and other research resources. Studios signs are provided in the Introduction, Part 3: Tools.

Each week, teachers will place new prompts in each studio bin or area. Guiding questions for each studio help adults orient to and facilitate the work. Observation sheets should also be available for all classroom adults to capture notes about how children approach their work individually and collaboratively. These will guide planning for successive weeks.

- Each Studio is designated by a consistent, discrete and labeled space, basket, bin, or shelf, with relevant tools and materials at hand.
- Diverse work spaces are available, depending on materials and processes being used, numbers of children working together, and children's preferences.
- Beautiful Stuff is neatly organized.
- Adequate paths across the classroom allow for safe and fluid movement.
- For Thinking and Feedback, an arrangement in the whole group for simultaneously viewing classmates' work and talking with each other.
- Thinking and Feedback visuals can be held up during the lesson or posted for consistent reference.

Even before the start of the school year, begin collecting diverse, recycled and natural materials that children might use in Studios. In Unit 1, Week 5, children will begin constructing with boxes and cardboard. See the Beautiful Stuff Guide (Introduction Part 2: Components) for a list of materials that might be used in the Art and Building Studios. Plan to send home the Beautiful Stuff Letter to Families in the third week of school.

Introduction: Classroom Environment

## Writing

At the beginning of the year, the class begins a Why We Write Chart, keeping track of different purposes for writing. While learning about each genre, the class creates a chart to record genre features. Space for two charts should be available at all times. Genre charts should remain up throughout the unit and preserved for use in revisiting genres later in the year.

Sufficient and varied writing materials should be available to children at all times, including pencils, colored pencils, and crayons. Children should have a place to keep their writing folders and notebooks, and access to different types of paper.

Clear systems serve to:

- Allow access to mentor texts and jointly constructed texts
- Track who has shared work
- Assign writing partners
- Support children in choosing where to write, how to get writing tools, how to take out and put away folders, etc.
- Indicate pencils that need sharpening
- Support use of writing notebooks (e.g. how to store notebooks and keep track of pages)

### Notes for our classroom

Introduction: Classroom Environment



**Introduction: Classroom Environment**

## Routines

### Weekly Question Chart

Used twice weekly, on Days 1 and 5 during Text Talk, and incidentally throughout the week. A fresh chart is created each week (first appears in Unit 1, Week 1, Day 1).

Materials:

- chart paper, 1 sheet
- markers

This routine helps keep the development of conceptual understanding at the center of classroom life. Teachers and children create and contribute to a fluid document that captures connected ideas and important words throughout the week.

For Day 1 of each week, create a chart that will be used during Text Talk and then posted in a place and at a height accessible to children. Across the top, write the overarching question of the unit. Below this, write the Weekly Question. Below this, leave a large space for ideas that emerge over the course of the week.

Process: At the end of Text Talk on Day 1, introduce the Weekly Question Chart. Read the Weekly Question and model adding one idea to the chart. Remind children that over the course of the week that everyone will be looking for and adding ideas that connect to the question. These ideas might also connect to each other. As the year progresses, children may be invited to do some of the writing.

Before Day 5, review the chart and prepare to synthesize the group's thinking about the question. On Day 5, facilitate a short discussion, marking sentences with color-coded dots to identify themes that arise. These themes will be important later, in Weeks 5 and 8, when the class identifies key concepts related to the Unit's overarching question.

**How do we build strong communities?**  
Who am I and who are we together?

Introduction: Routines



### **Unit Question Chart**

Used twice during each unit, on Day 5 of Weeks 5 and 8 during Text Talk, to synthesize key concepts from the Weekly Question Charts.

Materials:

- chart paper, 1 sheet
- markers
- Weekly Question Charts from all previous weeks
- texts from previous weeks

This routine allows time for the class to synthesize conceptual learning throughout the unit. Teachers and children seek and find trends among the Weekly Question charts and consider ways that these trends connect to the overarching question of the unit.

Process: In preparation, review the Weekly Question Charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Responsibilities or Leadership (but do not write these on the chart).

Before the lesson, post the Weekly Question Charts so that they are all visible for the whole group. Create the Unit Question chart with the unit question written in the center, in a box. From that central question, you will draw and write in boxes to capture children’s thinking.

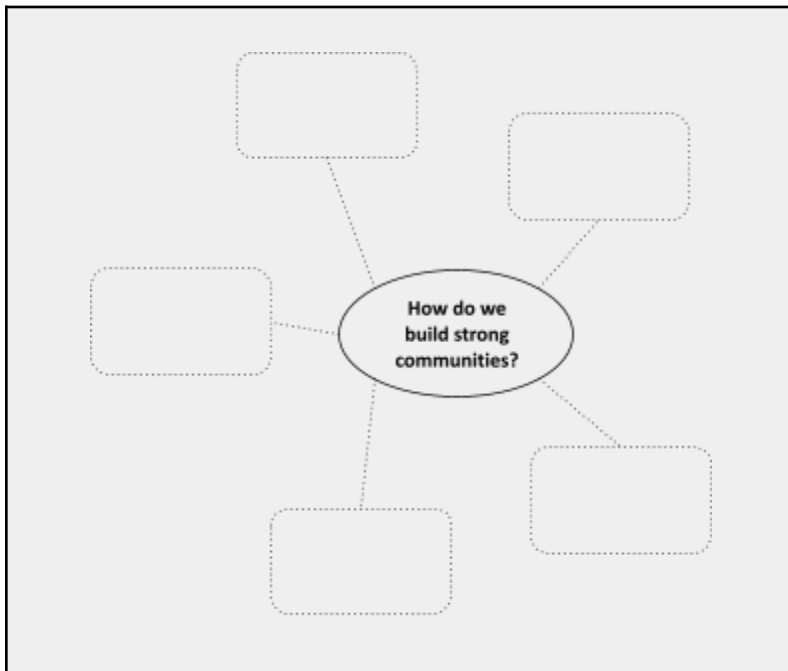
During the second half of the Text Talk lesson, bring the group together, seated so that all can see the Weekly Question Charts as well as the Unit Question Chart. Remind children of the unit question. Then, read the highlighted ideas on each Weekly Question Chart.

Model synthesizing ideas. State one of these ideas in the form of a sentence. Draw a box, write the sentence, and draw a line connecting the box to the question in the center.

With children, create four to seven more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the chart. Refer to the texts from the unit as appropriate.

Note: the number of sentences/boxes will be determined by the conversation with the children. The boxes might or might not correspond to each of the Big Ideas of a unit. Plan to generate about four to seven boxes on the chart during Week 5, and to add a few more during Week 8.

Introduction: Routines



Introduction: Routines

## **Carousel Brainstorm**

Used weekly during Vocabulary and Language, on Day 5, and at other times during whole group instruction.

Materials:

- chart paper, 4-5 sheets
- markers and other writing tools

This routine allows children to take part in small group discussions that clarify, expand, and solidify understanding of vocabulary and key concepts.

While small group discussion is a key element of Carousel Brainstorm, each child is also expected to record information about her or his own vocabulary knowledge and conceptual understanding. Children may record with drawing, writing, or a combination of the two. Completed Carousel Brainstorm charts can be used to assess vocabulary and content learning.

Process: In preparation, create charts. In the center of each one, write a different vocabulary word, question, or idea.

Place the charts around the room, each in a different area. Form groups of four to five children and assign each group to an initial chart. Give each child a marker or other writing tool.

In each group, children collaboratively brainstorm and each individual records her/his responses to the vocabulary word or prompt on the chart. This happens briefly, within a specific time frame (e.g., after 3 minutes).

On a signal, children move to the next chart and brainstorm responses. As children rotate, they have an opportunity to read and look at the ideas of children in the previous group(s).

When all children have visited the designated charts, the class comes back together and discusses responses.

Introduction: Routines

## Thinking and Feedback

Used two to three days per week, at the end of Studios Time (first appears in Unit 1, Week 3)

Materials:

- Thinking and Feedback visuals
- children's work
- paper or notebook to record children's ideas

Thinking and Feedback is a time for children to learn from and with one another as they reflect on their work. These conversations help to build a supportive, intellectually engaged, and dynamic classroom community. Through the process of observing, listening, and asking and answering provocative questions, children deepen their understandings of content. As they consider works in progress, children generate new ideas, integrate different perspectives, contribute to each other's learning, and build group knowledge. Finally, the Thinking and Feedback routine encourages children to create excellent products.

Process:

During Studios Time, identify one piece of work from a child or group of children to bring to the Thinking and Feedback meeting. When selecting work, consider:

- a discovery that might inspire others;
- a child who is struggling with her work and who would benefit from feedback;
- a piece of work that might contribute to furthering the topic of study;
- a child experiencing success whose expertise is not typically recognized by peers;
- a novel process that can help others proceed with their work.

After Studios, during the whole group meeting, the class sits in a circle with the presenting child(ren) at the focal point.

Place the work or artifact in the center of the circle or on an easel so everyone can see it.

During the first Thinking and Feedback meeting (introduced in Week 3), establish some guidelines for giving and receiving feedback. These might include:

- Feedback must be kind, specific, and helpful.
- Feedback should be received as caring and constructive.
- Those who created the piece of work choose whether to follow up on suggestions.

Use the Thinking and Feedback protocol to structure the conversation. Hold up the visuals as you go through each step.

Introduction: Routines

<b>Looking</b>	The whole group silently looks at the work.
<b>Noticing</b>	Children describe what they see in the work; presenter(s) is quiet.
<b>Listening</b>	Presenting child(ren) describes the work and might describe a dilemma and/or request specific feedback from the group.
<b>Wondering</b>	Children ask questions to the presenter(s) about the work.
<b>Suggesting and Inspiring</b>	Children provide feedback and share how the work gives them new ideas.

Take notes on the feedback provided (especially during the ‘Suggesting and Inspiring’ phase).

The following day as children plan for their work in Studios, remind them of important feedback offered during the previous Thinking and Feedback session.

Guidelines:

- Highlight only one activity or piece of work each day to allow for deep conversation.
- Invite groups, rather than individuals, to share collaborative work, when possible.
- Focus on works in progress so that feedback can be used to revise or continue work.
- Invite adults to model how to provide kind, helpful, and specific feedback. Modeling can also include asking open-ended questions during the ‘Wondering’ phase of the protocol (How did you construct that? Why did you choose to use those materials?).
- Allow children to lead the protocol as much as possible, with a gradual release of responsibility for facilitation as the year progresses.
- Use documentation and artifacts to ground the conversation. For projects that cannot easily be moved to the meeting area (such as a block structure or mural), gather in that area of the classroom or take a picture to bring to the group.
- All children should have opportunities to share work over time. Consider the particular capacities and needs of the children when devising a system for keeping track of who has shared.

Introduction: Routines

## Visual Thinking Strategies (VTS)

Used occasionally, with images as texts in Text Talk (first appears in Unit 1, Week 4, Day 4)

Materials:

- an image to look at
- overhead projection

VTS began in art settings and has been adopted by educators for its possibilities in supporting language and vocabulary development, analytical thinking, perspective taking, conceptual comprehension, meaningful class discussions, and writing. In short, VTS involves thinking, looking, and sharing ideas. To learn about Visual Thinking Strategies (VTS), please watch:

[Introduction to VTS](https://vimeo.com/9827533) (Boston, 7 minutes) (<https://vimeo.com/9827533>)

[SPS teachers apply VTS to art and beyond](https://www.youtube.com/watch?v=2rw65hjgeWA) (3.5 minutes)

(<https://www.youtube.com/watch?v=2rw65hjgeWA>)

[Philip Yenawine, developer of VTS](https://www.youtube.com/watch?v=EnyfHTJVzh8) (22 minutes); demonstration at the halfway point (at 12:45), explanations of step (at 20:45)

(<https://www.youtube.com/watch?v=EnyfHTJVzh8>)

Process: Project the image. This will best allow all participants to look carefully at the image together. If projection is not possible, make sure each pair of children has a printed copy to look at closely. Note that in doing it this way, it will be more difficult to establish shared reference points as children describe what they see.

The discussion is facilitated by asking three questions, one at a time:

*What's going on in this picture?*

*What do you see that makes you say that?*

*What more can we find?*

At each step, *listen* to what the children say. Then, *paraphrase* what children say to make sure that all understand their intended meaning. Offer precise vocabulary to allow children to feel that they are being helped to express their important ideas (rather than being corrected).

Synthesize children's ideas.

Draw attention to information that is provided with an image (artist, title, caption, context) in order to further the discussion. Be sure not to simply confirm or counter children's impressions. That is, follow an observation with, *You see writing; let's see what it tells us*. This is very different from, *You said this what is happening now, but look: the date is one hundred years*

Introduction: Routines

*ago*. The goal here is not to finish the discussion with a definitive, shared interpretation of the image, but rather to surface as many ideas as possible toward possible new paths of understanding.

## Pair and Small Group Discussion Routines

Throughout the day, children benefit from engaging in various discussion routines, taking opportunities to think quietly, to talk to just one person at a time or to the entire group, and to communicate non-verbally.

### A Word about Discourse:

Oral discourse is essential to literacy, language, and conceptual learning. However, talking by itself does not necessarily lead to this kind of learning. Rather, in *1st Grade for ME*, discussions aim to produce discourse that is accountable to the learning community, to accurate knowledge, and to rigorous thinking. (Accountable Talk Sourcebook, 2010). All children are given the opportunity to participate in these kinds of discussions throughout the day, during all of the components of the curriculum. By engaging in rigorous, accountable discourse, children are engaging with the Speaking and Listening Standards as well as the Vocabulary Acquisition Standards. Focused discourse supports the development of children’s oral language.

Using the following discussion routines helps to promote equity in the classroom by ensuring that all children have the opportunity to express their thinking.

**Think, Pair, Share:** an opportunity to think quietly, talk with a partner, and share ideas with the whole group; allows for a shift in attentional focus (introduced in Text Talk Unit 1, Week 1, Day 1).

### Process:

When the teacher poses a question or set of questions, children have one minute to think individually. When directed to “pair,” children turn to a designated partner and discuss the prompt(s) with their partners. When directed to “share,” children return their attention to the whole group and the teacher elicits comments from individuals and partners about ideas generated in their conversations.

**“Me, too” signal:** a way for children to indicate a connection to something that is said or read without creating interruptions in the flow of a discussion or read aloud.

### Example:

*When we are in a large group, we don’t always have time to hear every person’s*

Introduction: Routines

*idea—otherwise we might sit here all day! But when someone is speaking or reading, you might hear something that you agree with, and you want to say so. You might hear someone ask the same question you are wondering. You might make a connection to a character in a story we are reading. When that happens, you can make this silent signal that means “Me, too.”*

Demonstrate a signal, such as this one in American Sign Language, with the thumb pointing to your chest and the pinky pointing out:

*You can use this signal any time someone is speaking or reading aloud. Other people will notice that you are making a connection. And you can tell your idea at another time.*



**Matching Crayons:** a way of talking with different partners for paired conversations during whole group meetings; includes movement (first appears in Text Talk Week 8, Day 3).

**Materials:**

- a box or bag for children to reach into without seeing inside (a square tissue box works well)
- crayons, two each of distinctly different colors, enough for each child to have one

**Process:**

Invite each child to take one crayon from the box or bag, without looking. Once each child has a crayon, children stand up to find the person with their color match; these pairs become talking partners. Children may move to different places in the classroom to increase attention on their own conversations. Children might remain standing, sit in chairs, or lie on their bellies—this serves as a movement break as well as a quiet conversation. At the end of the conversations, all crayons are returned to the box or bag.

*Variations:* This can be done with trios as well (three of each color crayon); children can pair with different colors; cubes or other small, colored objects can be used in place of crayons.

**Numbered Heads Together:** allows for time to think, to develop ideas through discussion with others, and to share thinking with the group.

**Process:**

For this routine, assigning groups of four prior to beginning is helpful.

Children first think on their own. Then, they join a group of four in which each child is assigned a number: 1, 2, 3 or 4. The groups have a conversation based on a set of prompts. After groups discuss, the teacher calls on one number (1's, 2's, 3's or 4's) to share the small group's thinking

Introduction: Routines



with the whole class.

**Introduction: Routines**

# 1st Grade for ME

## Suggested Pacing Calendar, 2023-24

September						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- Unit 1: Building Strong Communities
- Unit 2: Animals Surviving and Thriving
- Unit 3: Resources in Our Communities
- Unit 4: Communicating with Sound and Light

Blank Pacing Calendar

## Instructional Time and Sample Schedule

*1st Grade for ME* is designed to encompass approximately **three hours** of classroom work each day. The following are the major components and expected number of instructional minutes.

### **Vocabulary and Language** (10 minutes/day; 15 minutes on Day 5)

Introduction of Weekly Words and analysis of sentences. Use of the Carousel Brainstorm routine for vocabulary assessment on Day 5.

### **Text Talk** (25 minutes/day)

Whole group conversations and work centered on a text—fictional and informational books read aloud and close reading of texts in other formats (video, photograph, quote, article).

### **Phonics** (30 minutes/day)

Systematic teaching of foundational skills in reading and spelling, emphasizing phonemic awareness, phonics, word study, high-frequency words, fluency, vocabulary and handwriting.

### **Shared Reading** (20 minutes/day, once a week, during Stations)

Whole group lesson and resource for independent and partner reading at the Reading Station. Text is revisited in whole or small group as needed.

### **Stations** (40 minutes/day)

Responsive literacy instruction, including independent and collaborative practice of explicit literacy skills: Reading, Listening and Speaking, Science Literacy, Vocabulary, and Word Work Stations. During this time, teachers convene small groups for targeted instruction.

### **Science and Engineering** (30 minutes/day, twice a week)

Science and engineering lessons related to the content of the unit and addressing Science and Engineering Standards.

### **Studios** (45 minutes/day, three times a week)

Exploration of weekly questions and texts in a variety of media. Studios include Art, Building, Drama, Library, Science and Engineering, and Writing and Drawing.

### **Writing** (30 minutes/day)

A writing block grounded in Systemic Functional Linguistics (SFL). Children write in various

Introduction: Instructional Time & Sample Schedule

genres for specific audiences, in the context of the unit content.

**Thinking and Feedback** (15 minutes, once a week, and embedded in Studios)

Children exchange ideas and offer feedback about each other’s works in progress.

**Storytelling/Story Acting** (15 minutes, once a week)

A system of telling, writing, and acting out personal stories.

**Weekly Distribution of minutes per component**

Day 1	Day 2	Day 3	Day 4	Day 5
Vocabulary and Language, 10 min				15 min
Text Talk, 25 min				
Phonics, 30 min				
Stations, including Shared Reading, 40 min				
Science, 30 min	Science, 30 min	Studios, 45 min	Studios, 45 min	Studios, 40 min
ST/SA, 15 min	Th/F, 15 min			
Writing, 30 min				

## Daily Schedule

The following is only a suggested sequence. Teachers are encouraged to create individual daily schedules based on unique school schedules.

Time	Minutes	Component
8:30 - 8:45	15	Arrival <b>Storytelling/Acting:</b> Adults and children telling stories (2x/week) Community Building/Social Emotional curriculum
8:45 - 8:55	10	<b>Vocabulary and Language</b>
8:55 - 9:20	25	<b>Text Talk</b>
9:20 - 9:25	5	movement break
9:25 - 9:55	30	<b>Phonics</b>
9:55 - 10:35	40	<b>Stations:</b> Shared Reading, Independent and Partner Reading, Listening & Speaking, Science Literacy, Vocabulary, Word Work, Teacher Groups
10:35 - 11:20	45	<b>Science and Engineering</b> (30 min) and <b>Storytelling/Acting</b> (15 min) or <b>Thinking and Feedback</b> (15 minutes) (2x/week) ..... <b>Studios</b> (3x/week)
11:30 - 12:15	45	Lunch and Recess
12:15 - 12:45	30	<b>Writing</b>
12:45 - 12:50	5	movement break
1:00 - 1:45	45	Special (Common Planning Time)
2:00 - 3:00	60	Math Core Curriculum
3:00 - 3:15	15	Closing and Dismissal

Introduction: Instructional Time & Sample Schedule

# Anatomy of a Lesson

All lessons follow the same basic order and format, with some variation among different components (see the box below). Elements of the lesson are cross-referenced in other places in the curriculum, such as the Week at a Glance, Arc of the Unit, Vocabulary Station, and Standards.

orientation: unit and title,  
week and day

Unit 1: Building Strong Communities



image(s) of relevant text(s)  
appear here for quick  
reference

WEEK 1 Day 1

component, text, and  
sometimes context,  
correspond to weekly At a  
Glance.

## Text Talk All Are Welcome

The Weekly Question gives  
the context of the week; it  
may or may not be directly  
addressed in lesson,

Vocabulary is pulled from  
the text and unit content,  
with child-friendly  
definitions.

A lesson may require  
background reading,  
technology set up, materials  
preparation, and/or  
materials used previously.  
Examples of charts are  
included. Any needed sheets  
and slides are provided in  
the week's folder.

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objective</b>	I can describe a school community using key details from illustrations and words. (RL.1.7)
<b>Language Objective</b>	I can talk with my classmates about key details in a book and about our own experiences. (SL.1.1, SL.1.2)
<b>SEL Objective</b>	I can identify the different personal, cultural, and linguistic assets that people have. (SA 4.1)
<b>Vocabulary</b>	<b>are welcome:</b> everyone can come in <b>make haste:</b> hurry <b>take part:</b> join in <b>community:</b> a group of people who share space and ideas
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>All Are Welcome, Alexandra Penfold</li> <li>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustrated page that precedes "Pencils sharpened..."</li> <li>chart paper</li> <li>Prepare the following Weekly Question Chart.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p><b>How do we build strong communities?</b> Who am I, and who are we together?</p> </div>

Big Ideas most relevant to  
the lesson

Content, Language, and  
SEL objectives link to  
Standards and Ongoing  
Assessment, below.

Text Talk U1 W1 D1

Pages are coded for  
component, unit, week,  
and day (Text Talk Unit 1,  
Week 1, Day 1), allowing  
for organizational  
preferences

Introduction: Anatomy of a Lesson

	On the whiteboard, write: "You have a place here. You have a space here. All are welcome here."
<b>Opening</b> 1 minute	Introduce the text and set a purpose for reading. <i>Today we will read All Are Welcome by Alexandra Penfold. As we read today, we'll consider key details in the illustrations and words, in order to describe what the day is like for people in this school.</i>
<b>Text and Discussion</b> 12 minutes	<i>Let's think about the title of this book. What do you think it means that "all are welcome?"</i>
page 6	<i>Look closely. What do you notice children doing in this picture?</i>
page 12	Emphasize finding key details in the illustrations. <i>What are children doing together in this picture?</i> Relate illustrations to the author's use of key words.
<b>Key Discussion</b> 10 minutes	Think, Pair, Share. <i>At the end of the book, the author writes, "You have a place here. You have a space here. All are welcome here." Based on the key details in the illustrations and words we've noticed throughout the book, what does that mean and why is it important?</i>
<b>Closing</b> 1 minute	<i>Today we examined the illustrations and words in All Are Welcome in order to think about what it's like at the school in the book. We thought about the central message that all are welcome in that school community.</i>
<b>Standards</b>	<b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Listen to children's responses during whole group conversation and Think, Pair, Share. Do children effectively draw on key details in the illustrations and words?
<b>Notes</b>	

*purpose of the lesson*

*Page numbers signal stops and specific teaching moves.*

*bringing the lesson to a close, previewing what's next*

*those standards explicitly addressed in the lesson, connected to objectives*

*space for notes in preparing for or following the lesson*

*Interacting with the text, building content knowledge, using vocabulary, making meaning*

*Key Discussions and Activities address lesson objectives.*

*what to look for during and after the lesson, linked to objectives*

Text Talk U1 W1 D1

Each lesson begins on a new, right-hand page, so that lessons can be pulled out of the binder as needed without disruption.

**Writing** lessons do not include Big Ideas or Weekly Questions. Each lesson is identified by the topic of the lesson as well as the action (Deconstruction, Joint and/or Individual Construction).

**Studios** lessons have a general introduction where new materials are listed, and then separate "lessons" or descriptions for the action in each studio, including a learning objective, facilitation suggestions, possibilities for bringing work to a Thinking & Feedback session, and ongoing assessment. Studios lessons generally do not include vocabulary, although children will be using new vocabulary as they work.

Introduction: Anatomy of a Lesson

## Materials and their Uses in *1st Grade for ME*

<b>material</b>	<b>quantity</b>	<b>component/use</b>	<b>when introduced and notes</b>
Basket, Large, Plastic, Natural	6	Organizing Studios	Unit 1, Week 1
Caddy, Medium, Blue	4	Stations	Setting up Stations
Cardstock paper, 80 lb., 8 1/2 x 11 (Finch)	1 pack of 250	General (e.g., Weekly Words, Word Work directions cards)	
Clay Cutter	1	Art Studio	Unit 2, Week 1
Clay, Prima Plastilina, 2lbs block	3	Art Studio	Unit 2, Week 1
Clipboard, 1/2" Capacity, Brown, 6/Pack	4	General	
Clothespins	1 set of 50	Drama Studio	Unit 1, Week 1
Colored Pencils, Woodcase, Prang (50)	3	Studios, Science Literacy Station, General	Unit 1, Week 1
Colored Pencil Classpack, 12 Assorted Colors/Box	1 set	General, Science	Unit 1, Week 1
Colored Tissue Assortments - 10 colors, 12" x 18"	50 sheets	Art Studio	Unit 2, Week 6
Compasses	4	Multiple components	Unit 3
Construction Paper, 300 sheets	2	Drawing & Writing Studio, General	Unit 1, Week 2
Craft Sticks, Jumbo	1 box of 500	Art and Building Studios	
Crayons (800) with 8 colors	1	Art Studio, General	Unit 1, Week 1
Drawing Paper, White	3 packs of 500	Art Studio	Unit 1, Week 1

Introduction: Materials



Dry Erase Markers, Bold	2 boxes	General	
Dry Erase Markers, Thin, Black	2 packs of 12	Fundations	Unit 1, Week 1
Dry Erase Markers, Thin, Colored	2 packs of 12	Fundations	Unit 1, Week 1
Easel Pads Self-Stick Tabletop, Unruled	2	General	Setting up the classroom
Elmer's Glue All (7.625 ounces)	10	Art Studio	Unit 2
Felt Squares	1 set of 50	Building Studio	Unit 1
Felt Tip Marker Pen, Flair, Black Ink	1 box of 36	Art Studio, Drawing & Writing Studio, General	
Folders, Two-Pocket: Dark Blue, Green, Red, White, Yellow	1 box of 25 for each color	Organizing children's work in Stations	
Glue Sticks	1 box of 30	Art Studio, General	Unit 1
Hear Myself Sound Phone (6 ¾" long)	4	Reading Station	Unit 1, Week 1
Kapla 280 Blocks Set	2	Building Studio	Unit 1, Week 1
LEGO Classic Green Baseplate 10x10	2	Building Studio	Unit 2
LEGO Classic Grey Baseplate 10x 10	1	Building Studio	Unit 2
LEGO Classic Large Brick Box	2	Building Studio	Unit 2
LEGO Classic Sand Baseplate 10x10	1	Building Studio	Unit 2
Listening Center Headsets	4	Listening & Speaking Station	Unit 1, Week 4
Listening Center Junction Box	1	Listening & Speaking Station	Unit 1, Week 4
Magnifiers	24	Science	Week 1, Launching Stations

Introduction: Materials

Markers, Fine-tip, Washable, Class Pack	1	Drawing & Writing Studio, General	
Markers, Flip Chart, Sharpie, Eight Colors	1	General	
Oil Pastels, Assorted	3 sets of 24	Art Studio	Unit 3
Pacon Primary Journal 5/8" ruling, 100 sheets	25	Writing	Unit 1, Week 1
Pacon® Art1st Sketch Diary, 8-1/2" X 11", 60 lb, 70 Sheets, White	25	Drawing and Writing Studio	Unit 2
Pacon® Sketch Book, 9" x 9", 40 Sheets	44 (2 per child)	Science and Engineering Journals	Unit 1, Week 1
Paintbrushes, set 24	1	Art Studio	Unit 1, Week 6
Plastic Bags, Storage, Hefty, 1 gal	1 box of 30	Science materials organization	As needed
Pocket Chart	1	Weekly Words cards (optional) Word Work Station	Unit 1, Week 1 Unit 1, Week 8
Rubber Bands, Size 54, Assorted Lengths	1	Science and Engineering	Unit 4
Sand Timers, Kaplow One minute	4	Listening & Speaking Station	Unit 1
Scissors, Fiskars® Children's Safety	2 packs of 12	Art Studio, Word Work Station	Unit 1
Sheet Protectors, Heavy Gauge, Clear 50/Pack	2	General	
Sticky Note Pads, 3x3, Assorted pack	1	General	
Tempera Block Paints	2	Art Studio	Unit 1, Week 6
Thermometer, Demonstration	1	Science	Unit 1, Week 4
Trays, Plastic	6	Science lessons and Studio	Unit 1
World Map	1	Social Studies	Setting up the classroom

Introduction: Materials