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| **2015-2016 1st Grade Range Long Range Plans—Page 1** | | |
| **Date** | **First 30 Days** | **Lesson** |
| Week 1 | 1-2 | Whole Group Instruction & Good Listening Habits |
| 3-4 | Concepts and Rules of Reading Workshop |
| 5-7 | Turn and Talk, Sharing What & How, Responses & Questions |
| 8, 12 | Just Right Books, Abandoning Books (Allow practice) |
| 9-10 | Taking Care of Books, Classroom Library |
| Week 2 | 11 | Book Talks |
| 13-14 | Intro. to Response Journals, Using Response Journals |
| 15 | Turn & Talk, Write in Journals, Share |
| 17 | Intro. to Characteristics of Fiction & Non Fiction |
| 18-20 | Literary Elements: Characters, Setting, Problem, Solution |
| Week 3 | 21 | Review of Literary Elements |
|  | 22-24 | Non Fiction Text Features |
|  | 25 | Review of Non Fiction Text Features |
|  | 26-29 | Habits of Good Readers |
|  | 30 | Review of What Good Readers Do |

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| **2015-2016 1st Grade Range Long Range Plans—Page 2** | | | | |
| **Date** | **Thinking Strategy Focus** | **Benchmark Lesson** | **Standards** | **Resources** |
| Week 4 | **Model**: Ask Questions/  Identify Main Idea and Supporting Details | Unit 1, Week 1 | L.1.2, RI.1.1, RI.1.7, W.1.7, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, | http://media-cache-ec0.pinimg.com/236x/87/dc/2c/87dc2c2cfba719f22f632a0a7e77a094.jpg |
|  |  |  |  | Asking Questions Thinking Stems Anchor Chart—page 64; Use this chart for Launching Sequence activity (page 63) |
|  |  |  |  | Q: 24/7 lesson—The Q Food (page 66-67) |
|  |  |  |  | Use wordless book (*Tuesday*) to practice Questioning |

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| **2015-2016 1st Grade Range Long Range Plans—Page 3** | | | |
| **Date** | **Thinking Strategy Focus** | **Benchmark Lesson** | **Resources** |
| Week 5 | **Apply:** Ask Questions/  Identify Main Idea and Supporting Details | Unit 1, Week 2 | **Intro**: Play tropical Rain Forest music to complete sensory chart for Rain Forest (BLM 1)  **Savanah Habitat:**  <https://www.youtube.com/watch?v=rPzSg906ykE>  (National Geographic Clip)  **Arctic Habitat:**  <https://www.youtube.com/watch?v=749mFttlSuE>  **Tropical Rain Forest:**  <https://www.youtube.com/watch?v=ojTS22t9bbY>  **Coral Reef:**  <https://www.youtube.com/watch?v=vcgLc3llEaE> |
| Week 6 | **Integrate:** Ask Questions/  Identify Main Idea and Supporting Details | Unit 1, Week 3 | Reader’s Theater: Old McDonald’s Noisy Farm |

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| **2015-2016 1st Grade Range Long Range Plans—Page 4** | | | |
| **Date** | **Thinking Strategy Focus** | **Benchmark Lesson** | **Resources** |
| Week 7 | **Model:** Visualize/ Analyze Character | Unit 2, Week 1 | **Intro:** Cotton Balls; Mystery Bag—page 94  Visualizing Thinking Stems Anchor Chart—page 95 |
| Image result for analyze characters anchor charts |
| Develop a Class Character |

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| **2015-2016 1st Grade Range Long Range Plans—Page 5** | | | |
| Week 8 | **Apply:** Visualize/ Analyze Character | Unit 2, Week 2 | Story Elements |
| https://s-media-cache-ak0.pinimg.com/736x/c2/ba/fe/c2bafe8baa43a0b73cbef9e9549e0c89.jpg |
| Story Elements Graphic Organizer for Journal |

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| **2015-2016 1st Grade Range Long Range Plans—Page 5** | | | |
| Week 9 | **Integrate:** Visualize/ Analyze Character | Unit 2, Week 3 | Reader’s Theater: *The Three Billy Goats Gruff* |
| Week 10\* | **Model:** Determine Text Importance/ Identify Sequence of Events | Unit 3, Week 1 | \*Incorporate Explanatory Writing (“How to”) |
| What’s Important for a Sleepover: Pack an overnight bag with different items; students determine what is important and what is not graphic organizer |
| Spaghetti: Noodles are the words, Water is the extra |
| Journal: Sequence Pre-Write with Sequence of Event BLM4 |
| https://s-media-cache-ak0.pinimg.com/236x/80/fe/a0/80fea043625f10195adb34263ddd0fd8.jpg |
| **2015-2016 1st Grade Range Long Range Plans—Page 6** | | | |
| Week 11 | **Apply:** Determine Text Importance/ Identify Sequence of Events | Unit 3, Week 2 | Butterfly Life Cycle |
| Week 12 | **Integrate:**  Determine Text Importance/ Identify Sequence of Events | Unit 3, Week 3 | **Big Book:** Baa Baa Black Sheep Sells Her Wool |

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| **2015-2016 1st Grade Range Long Range Plans—Page 7** | | | |
| Week 13 | **Model:** Summarizing and Synthesize/ Analyze Story Elements | Unit 4, Week 1 | https://s-media-cache-ak0.pinimg.com/236x/dd/53/0e/dd530ee5df8d6eff662c9070383bdf12.jpg  Gardening Gloves for Work Station |
| https://s-media-cache-ak0.pinimg.com/originals/4f/d8/c9/4fd8c94c529842c4d94199c542b15c38.jpg Nesting Dolls Activity—page 104 |
| Synthesizing Thinking Stems Anchor Chart: page 106 |
| **2015-2016 1st Grade Range Long Range Plans—Page 8** | | | |
| Week 14 | **Apply:** Summarizing and Synthesize/ Analyze Story Elements | Unit 4, Week 2 | https://itsmyblogyall.files.wordpress.com/2013/06/20130404_153313.jpg |
| Journals: Retelling Graphic Organizer |
| Retelling Wheel/Flip Book: Little Red Hen |

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| **2015-2016 1st Grade Range Long Range Plans—Page 10** | | | |
| Week 15 | **Integrate:** Summarizing and Synthesize/ Analyze Story Elements | Unit 4, Week 3 | **Readers Theater:** *Looking for the Muffin Man* |
| Week 14 | **Model:**  Make Connections/ Make Inferences | Unit 5, Week 1 | Bring in different size clothes; students infer who wears the clothes |
| Inferring Thinking Stems: page 51 |
| https://s-media-cache-ak0.pinimg.com/236x/c8/5b/9e/c85b9e62338bc827ccc7ac7c6bfe2d7d.jpg |

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| **2015-2016 1st Grade Range Long Range Plans—Page 11** | | | |
| Week 15\* | **Apply:** Make Connections/ Make Inferences | Unit 5, Week 2 | \*Introduce Personal Narrative  Journal Pre Write: Where I Live (BLM 4) |
| Week 16 | **Integrate:**  Make Connections/ Make Inferences | Unit 5, Week 3 | **Readers Theater:** Humpty Dumpty’s Fall |