



## Grade One Daily Schedule Literacy Block (90 minutes)

(Oracy; PA/Decoding; Fluency; Vocabulary; Comprehension)

### 30 minutes – Whole Group: Oracy/Fluency/Vocabulary/Comprehension

- meet & greet (check in with each child with warm look/welcome – reduce any stress)
- sing a song or two (could also sing a song and switch first sounds)
- read aloud a story/brief passage/show an image that generates background knowledge (science/social studies topics), and ask see/think/wonder questions
- oracy activity (brief conversations in pairs using prompts (learning to wait for turn in conversation, ask thoughtful questions, not interrupt, etc., express thoughts about the reading, or any other teacher prompt for conversation (whatever topic is relevant)
- language experience chart with poem (simple) to **read together** (briefly noting spelling/grammar/punctuation/syntax patterns they have learned) (see [Syntax](#) program)
- prepare for [Fluency Fridays](#) (Mon: teacher reads short poem; Tues: choral read; Wed: students practice in small groups; Thurs: rehearsal; Fri: invite principal/parents to listen)

### 40 minutes – Whole Group: Systematic & Explicit PA & Phonics

- alphabet on a string (K only, or early grade one)
- very valuable vowel song (*Ask: Tell me everything you know about vowels*)
- **code packs** (1) flip through Google Slide Deck & have them say the sounds of letters; (2) Do not show the letter & ask, “What spells... (e.g., /t/) and have them spell/trace/print without visual)
- **intro new pattern, trace** (using ‘I do’; ‘we do’; ‘you do’)
- **build words/word chaining using new pattern** (using ‘I do’; ‘we do’; ‘you do’)
- **print words using SOS approach** (drawing 3 circles and filling in the vowel, or using little cubes - red is always the vowel, one different colour for consonants, yellow for suffixes)
- **send to seats and dictate 3-5 sentences** for them to print in their notebooks at their tables (edit, peer support) (and have them write the date)

### 20 minutes – Two small groups (for students with largest gap to close)

- 2 small groups, rest of children do **GROW centres** (**G**ame, **R**ead (read with partner, and/or listen to audio book & follow along), **O**r **W**rite sentences about morning discussion topic)
- daily 10 min for two groups only until they are on a roll, then groups can be more even

### 10 minutes for each group for those with largest gap to close:

**Mondays** – PA, blending/card flipping, **build words/word chaining** (re-read words)

**Tuesdays** – PA, blending/card flipping, **game** (re-read words)

**Wednesdays** – PA, blending/card flipping, **print words** (re-read words; create oral sentences)

**Thursday** – PA, blending/card flipping, **print phrases/sentences**, and re-read them

**Friday** – PA, blending/card flipping, **read controlled text**

### Grade One – Sept. – Dec. using Journeys Decodables as a base – Units 1 & 2

Week	Spelling Pattern	Approximately:
1	cvc – short a, an/am, + punctuation (capital/period)	2 <sup>nd</sup> week of Sept
2	cvc – short i, + review short a, closed/open syllables	3 <sup>rd</sup> week of Sept
3	cvc – short o, + review short a/i/o	4 <sup>th</sup> week of Sept
4	cvc – short e + review short a/i/o	1 <sup>st</sup> week of Oct
5	cvc – short u + review short a/e/i/o	2 <sup>nd</sup> week of Oct
6	cvc – mixed, + ‘rabbit’ words (closed-closed syllable division)	3 <sup>rd</sup> week of Oct
7	-ck, floss, + end blends	4 <sup>th</sup> week of Oct
8	sh, th, + s, es suffixes	1 <sup>st</sup> week of Nov
9	ch, wh, + end blends + punctuation (question mark)	2 <sup>nd</sup> week of Nov
10	Ing/ang/ong/ung, “r” blends	3 <sup>rd</sup> week of Nov
11	Ink/ank/onk/unk, “l” blends	4 <sup>th</sup> week of Nov
12	“s” blends (exclamation mark)	1 <sup>st</sup> week of Dec

### Grade One – January – March using Journeys Decodables as a base – Units 3 & 4

Week	Spelling Pattern	Approximate Date:
13	-ing suffix, + y as long i	1 <sup>st</sup> week of Jan
14	Doubling Rule, -ed suffix & sounds of ‘ed’, “change y to i” rule	2 <sup>nd</sup> week of Jan
15	-tch, punctuation(quotations marks, commas, possessive plural)	3 <sup>rd</sup> week of Jan
16	-ph, syllable division reading 1 <sup>st</sup> syllable in author/illustrator name	4 <sup>th</sup> week of Jan
17	Triple blends (scr, spl), all, plus sh/s-blends confusions	1 <sup>st</sup> week of Feb
18	Magic e, magic e/cvc confusion	2 <sup>nd</sup> week of Feb
19	Magic e with soft c, magic e/cvc confusion	3 <sup>rd</sup> week of Feb
20	Magic e, “Take off the e” rule, soft g, dge	4 <sup>th</sup> week of Feb
21	ai/ay	1 <sup>st</sup> week of Mar
22	ee/ea, silent e jobs	2 <sup>nd</sup> week of Mar
23	oa/ow	3 <sup>rd</sup> week of Mar
24	“y” as long /e/ (silly/funny), change “y to i” rule (end of Unit 6)	4 <sup>th</sup> week of Mar

### Grade One – April – June using Journeys Decodables as a base – Units 5 & 6

25	ar, or	1 <sup>st</sup> week of Apr
26	er/ir/ur	2 <sup>nd</sup> week of Apr
27	-ook, wr	3 <sup>rd</sup> week of Apr
28	ou/ow	4 <sup>th</sup> week of Apr
29	oo, ue, ew	1 <sup>st</sup> week of May
30	au/aw	2 <sup>nd</sup> week of May
31	oi/oy	3 <sup>rd</sup> week of May
32	igh, ie (piece of pie)	4 <sup>th</sup> week of May
33	Consonant-le syllable	1 <sup>st</sup> week of Jun
34	alk, wa, ‘a’ as schwa (about, along, ), -ly suffix	2 <sup>nd</sup> week of Jun
35	“re’, ‘un’, ‘be’	3 <sup>rd</sup> week of Jun
36	Read, practice multisyllable words	4 <sup>th</sup> week of Jun

## Math: (45 minutes)

Math – Whole Group, Small Group, Individual work

## Storytelling Read Alouds: (30 minutes)

Storytelling Read Alouds – Whole Group

- ask see/think/wonder questions, build receptive/expressive language, critical/creative thinking
- use a Wonder Wall
- language experience charts – write together, retell story
- write at desks, draw, think, wonder

## Science/History Block (including WRITING): (45 minutes)

Science and History – following curriculum (CORE KNOWLEDGE or Wit & Wisdom in the US, for example – Canadians would just need to change the history sections of these programs)

- build language comprehension – receptive & expressive language
- read stimulating books about the topic
- discuss and write about the content knowledge
- read more in-depth knowledge about same topic for weeks and write about this**
- use a wonder wall**
- introduce vocabulary, **go deeper with vocabulary and content knowledge**

Topic:	Science	History	Approximate Week:
1			Sept
2			Oct
3			Oct/Nov
4			Nov
5			Jan
6			Feb
7			March
8			April
9			April
10			May
11			May
12			June

## Music, Art, Phys Ed, Library (60 minutes)

**NOTE:** Grade Two and above would slowly be less of a ‘decoding’ block, and more ‘math/science/history’ blocks (which all entail oral language and reading comprehension).