

# First Grade Reading Plans

Lucy Calkins Unit of Study for Teaching Reading 2008

| Meeting Characters and Learning Lessons                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                | Reference: Lucy Calkins (Unit 4, p. 1-18) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>Standard:</b> ELA.CC.1.7 Use illustrations and details in a story to describe its characters, setting, or events.<br><i>Choose an item.</i>                                                                                                |                                                                                                                                                                                                                                                                                                |                                           |
| Unit: 4                                                                                                                                                                                                                                       | Read: I                                                                                                                                                                                                                                                                                        | Session: 1                                |
| Before this lesson:                                                                                                                                                                                                                           | Levelled readers passed out to students, demonstration text, anchor charts "Readers Go on Adventures" and "Partners Share their Reading Adventures", invite a class to attend the mini celebration (session 12), invite 3rd graders to be reading buddies at the end of this unit (session 18) |                                           |
| Mini-Lesson: (10 minutes)                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                |                                           |
| Connection                                                                                                                                                                                                                                    | Books can take you on adventures. You have to pack your suitcase full of strategies that will help you understand the story.                                                                                                                                                                   |                                           |
| Teaching Point                                                                                                                                                                                                                                | Readers take a sneak peek to find out where they'll go and what they'll do.                                                                                                                                                                                                                    |                                           |
| Teaching Demonstration, guided practice, explanation with example, or inquiry                                                                                                                                                                 | TW demonstrate previewing a text studying the front, back, and inside the book.                                                                                                                                                                                                                |                                           |
| Active Engagement                                                                                                                                                                                                                             | S/W take a sneak peek in their new leveled reader and share what they noticed.                                                                                                                                                                                                                 |                                           |
| Link                                                                                                                                                                                                                                          | Get ready for the adventure in each new book by taking a sneak peek.                                                                                                                                                                                                                           |                                           |
| Conferring and Small-Group Work:<br>(30 minutes)<br><i>Differentiation:</i> All conferences are differentiated to meet the needs of the student(s) at the time, the research, needs, needs, and talk during conferences is revised as needed. | Add to anchor chart "Readers go on Adventures"<br>• Get Ready! Take a sneak peek!<br>TW walk around checking in with readers during silent reading encouraging kids to keep previewing pages before they read and study the picture after they read.                                           |                                           |
| Mid Workshop teaching point (2 minutes)                                                                                                                                                                                                       | For each student where they are in their book/where they have traveled and encourage them to think about if they have ever been there or read another book about that place. Good readers use what they know about places in books to picture it and connect to the story.                     |                                           |
| Transition to Partner Time                                                                                                                                                                                                                    | SW tell their partner where their characters are and what they are doing. TW listen while moving around the room.<br>Add to partner chart "Partners Share their Adventures"<br>• Detail what happened                                                                                          |                                           |

# Lucy Calkins First Grade Lesson Plans

**Sharon Murphy**



## **Lucy Calkins First Grade Lesson Plans:**

Planning for Successful Reading and Writing Instruction in K-2 Antoinette Cerulli Fornshell, 2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2 *Strategies and Tactics for Multidisciplinary Writing* Elufiede, Kemi, Barker Stucky, Carissa, 2021-03-18 Across a wide range of fields of study and academic interests there is often a common denominator in the need for successful concise and well researched communications in the form of writing Whether it be accessing credible research pre writing practices or taking writing to the next level from good to excellent there is a constant need for teaching writing skills and methods effectively as well as utilizing what has been learned within real life applications to create quality written content With composers of the written word ranging from students to researchers to business owners and more multidisciplinary writing encompasses a range of research devoted to enhancing writing skills and providing an understanding of the writing process across diverse fields of interest *Strategies and Tactics for Multidisciplinary Writing* provides writers in the professional and academic sphere resources for enhancing their writing skills through a clear understanding of the writing process The chapters focus on the multiple stages of writing including planning researching drafting revising and more While highlighting specific topics such as writing in virtual environments topic research writing for the internet and pre writing practices this book is ideally intended for writers in the professional and academic spheres as well as practitioners stakeholders researchers academicians and students interested in multidisciplinary writing Getting to the Core of Writing: Essential Lessons for Every First Grade Student Richard Gentry, Jan McNeel, 2012-06-01 Inspire students to develop as writers in the first grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included Living the Questions Ruth Shagoury, Brenda Miller Power, 2012 Teacher research is an extension of good teaching observing students closely analyzing their needs and adjusting the curriculum to fit the needs of all In this completely updated second edition of their definitive work Ruth Shagoury and Brenda Miller Power present a framework for teacher research along with an extensive collection of narratives from teachers engaged in the process of designing and carrying out research projects to inform their instruction This edition includes a greater variety of short contributions from a wide range of teacher researchers novices and veterans from all backgrounds and parts of the country who speak to the growing diversity in today s classrooms Threaded throughout

the chapters and narratives is a discussion of the emergence of digital tools and their effect on both teaching and the research process along with an expanded number of research designs The book has three primary components 1 Chapters written by the authors explaining key elements of the research process finding questions designing projects data collection and analysis and more 2 Research activities that enable readers to try out the featured strategies and techniques 3 Teacher researcher essays in which teachers share details of completed projects and discuss the impact they have had in their classrooms Living the Questions Second Edition A Guide for Teacher Researchers will take you step by step through the process of designing implementing and publishing your research Along the way it will introduce you to dozens of kindred spirits who are finding new passion for teaching by living the questions every day in their classrooms You will be reminded of why you became a teacher yourself

**Teaching the Best Practice Way** Harvey Daniels, Marilyn Bizar, 2005 Everyone talks about best practice teaching but what does it actually look like in the classroom How do working teachers translate complex curriculum standards into simple workable classroom structures that embody exemplary instruction and still let kids find joy in learning In Teaching the Best Practice Way Harvey Daniels and Marilyn Bizar present seven basic teaching structures that make classrooms more active experiential collaborative democratic and cognitive while simultaneously meeting best practice standards across subject areas and throughout the grades Each section begins with an essay outlining one key method providing its historical background and research results and then describing the structure s vital features Next several teachers representing different grade levels and school communities explain how they adopted the basic model adapted it to their students needs and made it their own Fully updating and expanding Methods that Matter Stenhouse 1998 Teaching the Best Practice Way adds the stories of twenty more celebrated teachers including James Beane Donna Ogle Franki Sibberson and others from around the country A brand new chapter focuses on reading as thinking detailing the ways teachers can nurture strategic readers readers who not only deeply understand the printed materials they encounter in school but who also bring these cognitive strategies to their reading of film art music and their experience of the world The book also shares new research studies that validate the principles and activities of best practice teaching along with lists of recommended materials that support each of the seven methods Unique in the field Teaching the Best Practice Way speaks to all teachers K 12 with stories examples and practical classroom materials for the teachers of all children This is the book for teachers schools and districts that believe the big ideas about teaching really do cross all grade levels and subject areas Education professors will also find this an ideal resource for use in methods courses

**Writing Power** Adrienne Gear, 2011 Help young writers learn to engage and invite their reader s thinking with five key thinking strategies connect question visualize infer and transform

**Opening the Common Core** Carol Corbett Burris, Delia T. Garrity, 2012-03-13 The CCSS open the door to success Do you wish you could leverage the Common Core State Standards CCSS to equip all students not just high achievers with the higher level thinking skills they need You can and this book will show you how The authors helped lead

their district Rockville Centre in Long Island New York in closing achievement gaps and increasing the number of students who completed four year college programs The results of their efforts show a remarkable increase in both excellence and equity in English language arts math and science This book outlines the authors research based ACES framework for instructional improvement to help achieve similar results Acceleration rather than remediation Critical thinking Equity in education for all students Support Educators will find practical strategies that are applied and developed in model lessons linked to the CCSS and KSUS Knowledge and Skills for University Success standards Understanding why we need to prepare all children to be college and career ready is easy Making it happen is not Learn from those who have succeeded and your students will reap the rewards      *Sense-Making and Shared Meaning in Language and Literacy Education* Sharon Murphy,2020-07-15 This textbook provides a framework for teaching children s language and literacy and introduces research based tactics for teachers to use in designing their literacy programs for children Exploring how sense making occurs in contemporary literacy practice Murphy comprehensively covers major topics in literacy including contemporary multimodal literacy practices classroom discourse literacy assessment language and culture and teacher knowledge Organized around themes talk reading and composing representation this book comprehensively invites educators to make sense of their own teaching practices while demonstrating the complexities of how children make sense of and represent meaning in today s world Grounded in research this text features a wealth of real world multimodal examples effective strategies and teaching tactics to apply to any classroom context Ideal for literacy courses preservice teachers teacher educators and literacy scholars this book illustrates how children become literate in contemporary society and how teachers can create the conditions for children to broaden and deepen their sense making and expressive efforts      **Getting to the Core of Writing: Essential Lessons for Every Second Grade Student** Richard Gentry,Jan McNeel,2012-06-01 Inspire students to develop as writers in the second grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included      **New Teachers in Urban Schools: Journeys Toward Social Equity Teaching** Althier M. Lazar,Leslie M. Reich,2016-03-07 This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators future and current teachers and school leaders These early career teachers learned much about bridging the cultural divide between themselves and their students confronted and resolved big challenges that may immobilize some who set out to teach in these communities They brought to their classrooms strong social justice orientations including a moral imperative to make a

difference in the world an awareness of social and educational inequalities and a strong sense of responsibility to positively influence the life trajectories of students in their charge Their narratives offer insights on the dispositions and contexts that will help early career teachers survive and thrive and make a difference in their students lives *Integrating the Language Arts* David Yellin, Mary E. Blake, Beverly A. DeVries, 2000

**Getting to the Core of Writing: Essential Lessons for Every Fifth Grade Student** Richard Gentry, Jan McNeel, 2012-06-01 Inspire students to develop as writers in the fifth grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included

**The Art of Teaching Writing** Lucy Calkins, 1986 Cloth Edition The Art of Teaching Writing New Edition has major new chapters on assessment thematic studies writing throughout the day reading writing relationships publication curriculum development nonfiction writing and home school connections Copyright Libri GmbH All rights reserved

**Using Art to Teach Writing Traits** Jennifer Klein, Elizabeth Stuart Whitehead, 2018-11-23 Our purpose for writing this book is so that children can become better communicators by expressing their thoughts feelings and ideas The ability to communicate is a universal goal in society If children can better communicate in their speaking and writing clearer more precise messages will be received and communication around the world will be strengthened The writing traits are a way for teachers and children to discuss and analyze written pieces for strengths and needs in order communicate their thoughts and expresses their ideas through writing in a way that touches their audience Adding art into this established process will allow children to learn about the writing traits in a text free environment before applying the traits to their own writing Children will learn how artists communicate their thoughts feelings and ideas and how the traits that writers use are similar to the traits that artists use in order to better communicate express themselves and process the world around them In addition we will discuss the revision and editing process Art is an exciting and engaging subject for students This book will allow children to transfer their knowledge of how artists use the traits to how writers use the traits and then to how they can utilize the traits in their own writing to better communicate with their audience and process the world around them

Academic Language in Diverse Classrooms: English Language Arts, Grades K-2 Margo Gottlieb, Gisela Ernst-Slavit, 2013-10 This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia led assessments

**Writing Like Writers** Kathryn L. Johnson, Pamela V. Westkott, 2004 Build a classroom of excited talented young writers This wonderful teaching resource offers a complete approach to creating a classroom of enthusiastic skillful student writers The authors provide a comprehensive approach to teaching writing in the classroom This book offers the

strategies teachers need to teach writing skills that meet national standards and produce excellent results from children

Topics addressed in this guidebook include creating the writing classroom teaching the writing process teaching effective writing strategies teaching elements of story structure teaching the advanced craft of writing and using a writers workshop to teach good writing Writing is a great differentiator During the writers workshop each student is engaged in meaningful ways Pulling together more than three decades of practical experience and research on the best strategies for teaching writing Writing Like Writers offers a friendly easy to use guide for any teacher seeking to build a classroom of successful writers

Guided Reading Basics Lori Jamison Rog, 2003 Classroom tested strategies and model guided reading lessons for emergent early developmental and fluent readers

**--and with a Light Touch** Carol Avery, 2002 It's my bible for teaching young children and it reads like a novel said veteran and preservice teachers alike

**Investigating Light and Shadow With Young Children (Ages 3-8)** Beth Dykstra Van Meeteren, 2022 Children are intrigued by switches that power a light source and by items that reflect light and sparkle and they take notice of personal shadows cast on the playground Many fields in STEM draw upon understanding of light and shadow such as astronomy biology engineering architecture and more This second volume in the STEM for Our Youngest Learners Series shows teachers how to engage children ages 3-8 with light and shadow in a playful way building an early foundation for the later more complex study of this phenomena and possibly piquing the curiosity of children that will ultimately lead to professions within the field of STEM The text offers guidance for integrating literacy learning and investigations and for building partnerships with administrators Each volume in this new series includes vignettes showing educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners establishing adult learning communities to support professional development and more

**Investigating Ramps & Pathways with Young Children (Ages 3-8)** Beth Dykstra Van Meeteren, 2022-12-23 Children are intrigued by moving objects even more so when they can engineer the movement This volume in the STEM for Our Youngest Learners Series uses Ramps and Pathways as a context to provide children ages 3-8 with opportunities to engage in STEM every day Ramps and Pathways is a meaningful and fun way for children to develop engineering habits of mind as they explore concepts in force and motion properties of objects and how an object's properties affect its movement In the process children develop spatial thinking that is essential for future careers in STEM The text also offers guidance for arranging the physical intellectual social emotional and promotional environments of a classroom to embrace the natural integration of literacy learning Each volume in this series includes guidance for forming partnerships with families and administrators that support STEM learning vignettes showing educators and children engaging in inquiry learning tips for selecting materials modifications and accommodations for diverse learners ways to establish adult learning communities that support professional development and more

Book Features Alignment with both the Head Start Early Learning Outcomes Framework ELOF and the NGSS Science and

Engineering Practices with specific descriptions of how those science and engineering practices in Ramps and Pathways look and feel in Pre K 2 classrooms Examples of how to integrate literacy learning in a meaningful way Descriptions of how the open ended nature of ramps and pathways aligns with the Universal Design for Learning Framework UDL Guidance to help teachers anticipate and plan for all children to become purposeful motivated resourceful knowledgeable strategic and goal directed about learning Examples of how to stage introduce and support children s designs to develop engineering habits of mind systems thinking optimism creativity communication collaboration attention to ethical considerations A meaningful and healthy context to grow children s executive function skills EFs including inhibitory control working memory and cognitive flexibility

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