

2011-2012

SPPS Literacy Initiative

Saint Paul Public Schools

Reader's Workshop and Writer's Workshop Pacing Guide for Whole Class Instruction

Grade 1 Spanish Immersion (One-way and Dual Immersion)

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Spanish Immersion Grade 1 Reader's Workshop. This year-long sequence incorporates:

- Saint Paul Public Schools unit for launching the Reader's Workshop;
- *Buenos hábitos, Grandes lectores* lessons and materials;
- Days for teaching reading lessons on texts that will be revisited as mentor texts in subsequent Writer's Workshop units of study; and
- Flexible days for teachers to plan for response to student needs.

This pacing guide provides the SPPS Writer's Workshop Unit of Study Calendar including:

- SPPS Writer's Workshop Units of Study K-6
- Pacing and big ideas (based on Minnesota and NCEE writing standards) for each grade level unit
- Suggested products and artifacts

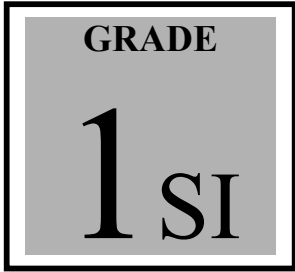
Grade 1 Pacing Guide- Spanish Immersion

The first grade *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, teachers utilize texts for shared reading from *Buenos hábitos*, *Grandes lectores* and read aloud selections in SPPS lessons designed to prepare students for upcoming writing units.

Although sessions are consecutive for each text, the sessions do not always fall within the Monday-Friday span. In addition, "Flex Mini-lessons" offer opportunities to revisit needed focuses or favorite texts.

1	2			3
3	4	5	6	7
<p>Unit 1, Week 3: Knowing Yourself as a Reader <i>Poem: "Las casas de los animales"</i></p> <p>Day 2:</p> <p><i>Understanding that readers are different: What kinds of books do I like to read? How do they compare to the books other readers like?</i></p>	<p><i>Poem: ";Cómo come este camion!"</i></p> <p>Day 4:</p> <p><i>Using the five-finger rule: How do I use the five-finger rule to decide if a book is just right for me?</i></p>	<p><i>Poem: "Ana y Vicente"</i></p> <p>Day 5:</p> <p><i>Thinking about why you like a book: Why do I like my favorite book?</i></p>	<p>Unit 1, Week 4: Building Reading Stamina <i>Los ciclos de la vida</i></p> <p>Day 1:</p> <p><i>Rereading favorite books: What do I enjoy about rereading a favorite book?</i></p>	<p><i>Los ciclos de la vida</i></p> <p>Day 2:</p> <p><i>Understanding different purposes for reading: What are some reasons for choosing the books that I read?</i></p>
10	11	12	13	14
<p><i>Los ciclos de la vida</i></p> <p>Day 4:</p> <p><i>Reading every day: How can I make reading an everyday habit?</i></p>	<p><i>Los ciclos de la vida</i></p> <p>Day 5:</p> <p><i>Having a next book to read: What books have I picked to read after I'm finished with the book I'm reading now?</i></p>	<p>Unit 2, Week 1: Making Predictions <i>Sombras</i></p> <p>Day 1:</p> <p><i>Using the title and cover to make predictions: How can I use the title, the images on the cover, and what I already know about the topic to predict what will happen in the book?</i></p>	<p><i>Sombras</i></p> <p>Day 2:</p> <p><i>Taking a picture walk: How can looking at the pictures in the book help me predict what this book might be about?</i></p>	<p><i>Sombras</i></p> <p>Day 3:</p> <p><i>Sharing your predictions: How can sharing my predictions with others and hearing their predictions help me learn more about this book?</i></p>
4	5			3

1. The unit, week number and comprehension focus for the week are listed at the beginning of each five day cycle. These correspond to the *Buenos hábitos*, *Grandes lectores* teacher's guide.
2. The title of the selection appears in each box.
3. Each lesson corresponds to a day listed in the *Buenos hábitos*, *Grandes lectores* teacher's guide.
4. The specific teaching focus for each lesson is listed here in italics.
5. Additionally, each lesson includes a "Modeling in Action" question.



Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 1 Spanish Immersion

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September

5	6	7	8	9
Labor Day Holiday	<i>Developing Reading Habits: Reader's Workshop Launch Unit Overview</i> Available at http://thecenter.spps.org/elemlit.html			
12	13	14	15	16
<i>Developing Reading Habits: Reader's Workshop Launch Unit Overview</i> Available at http://thecenter.spps.org/elemlit.html				
19	20	21	22	23
<i>Developing Reading Habits: Reader's Workshop Launch Unit Overview</i> Available at http://thecenter.spps.org/elemlit.html		<u>Unit 1, Week 1: Taking Care of Books</u> <i>Gato Gruñón va de compras</i> Day 1: <i>Having favorite books:</i> What are some of my favorite books?	<i>Gato Gruñón va de compras</i> Day 2: <i>Taking care of books:</i> What are ways that I can take good care of the book I'm reading?	<i>Gato Gruñón va de compras</i> Day 3: <i>Storing books in my book basket:</i> How can I take care of a book after I'm finished reading it?
26	27	28	29	30
<i>Gato Gruñón va de compras</i> Day 5: <i>Taking care of a damaged book:</i> What should I do if the book I'm reading is damaged?	<u>Unit 1, Week 2: Choosing Books</u> <i>Yamilé y yo</i> Day 2: <i>Looking for books on favorite topics:</i> What is one of my favorite topics to talk, learn, or read about?	<i>Yamilé y yo</i> Day 3: <i>Looking for favorite authors and characters:</i> Who are some of my favorite authors and book characters?	<i>Yamilé y yo</i> Day 4: <i>Having a favorite genre:</i> What kinds of books do I like to read?	<i>Yamilé y yo</i> Day 5: <i>Previewing a book:</i> How do I preview a book that I'm interested in reading?

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October

3	4	5	6	7
<p>Unit 1, Week 3: Knowing Yourself as a Reader <i>Poem: "Las casas de los animales"</i></p> <p>Day 2:</p> <p><i>Understanding that readers are different: What kinds of books do I like to read? How do they compare to the books other readers like?</i></p>	<p><i>Poem: "¿Cómo come este camion!"</i></p> <p>Day 4:</p> <p><i>Using the five-finger rule: How do I use the five-finger rule to decide if a book is just right for me?</i></p>	<p><i>Poem: "Ana y Vicente"</i></p> <p>Day 5:</p> <p><i>Thinking about why you like a book: Why do I like my favorite book?</i></p>	<p>Unit 1, Week 4: Building Reading Stamina <i>Los ciclos de la vida</i></p> <p>Day 1:</p> <p><i>Rereading favorite books: What do I enjoy about rereading a favorite book?</i></p>	<p><i>Los ciclos de la vida</i></p> <p>Day 2:</p> <p><i>Understanding different purposes for reading: What are some reasons for choosing the books that I read?</i></p>
10	11	12	13	14
<p><i>Los ciclos de la vida</i></p> <p>Day 4:</p> <p><i>Reading every day: How can I make reading an everyday habit?</i></p>	<p><i>Los ciclos de la vida</i></p> <p>Day 5:</p> <p><i>Having a next book to read: What books have I picked to read after I'm finished with the book I'm reading now?</i></p>	<p>Unit 2, Week 1: Making Predictions <i>Sombras</i></p> <p>Day 1:</p> <p><i>Using the title and cover to make predictions: How can I use the title, the images on the cover, and what I already know about the topic to predict what will happen in the book?</i></p>	<p><i>Sombras</i></p> <p>Day 2:</p> <p><i>Taking a picture walk: How can looking at the pictures in the book help me predict what this book might be about?</i></p>	<p><i>Sombras</i></p> <p>Day 3:</p> <p><i>Sharing your predictions: How can sharing my predictions with others and hearing their predictions help me learn more about this book?</i></p>
17	18	19	20	21
<p><i>Sombras</i></p> <p>Day 4:</p> <p><i>Checking your predictions: How can I find out if my predictions about a book are correct?</i></p>	<p><i>Sombras</i></p> <p>Day 5:</p> <p><i>Revising your predictions: What kind of information in the book will help me revise my predictions?</i></p>	Conference Prep Day	Education Minnesota Professional Conference	Education Minnesota Professional Conference
24	25	26	27	28
Flex Mini-lesson Revisit Rituals & Routines	<p>Unit 2, Week 2: Asking Questions <i>Come tus vegetales</i></p> <p>Day 1:</p> <p><i>Asking questions about the title: What questions pop into my mind when I read the title of this book?</i></p>	<p><i>Come tus vegetales</i></p> <p>Day 2:</p> <p><i>Asking questions about pictures: What questions do I think of when I look at the pictures in this book?</i></p>	<p><i>Come tus vegetales</i></p> <p>Day 3:</p> <p><i>Sharing questions with others: How can sharing my questions with others help me to better understand the book?</i></p>	<p><i>Come tus vegetales</i></p> <p>Day 4:</p> <p><i>Asking questions as you read: What questions can I ask myself as I read this book?</i></p>

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November

Oct. 31	1	2	3	4
<p>Unit 2, Week 2: Asking Questions <i>Come tus vegetales</i></p> <p>Day 5:</p> <p><i>Asking "¿Por qué...?" questions: What other ideas or things did this book make me think about?</i></p>	<p>Unit 2, Week 3: Problem-Solving Unfamiliar Words <i>Gato gruñón va a la escuela</i></p> <p>Day 1:</p> <p><i>Using what you know about words: How can I use what I already know about words, along with the illustrations in the book, to help me figure out new words in a story?</i></p>	<p><i>Gato gruñón va a la escuela</i></p> <p>Day 2:</p> <p><i>Finding little words in big words: How can looking for little words inside big words help me figure out words that I don't know?</i></p>	<p><i>Gato gruñón va a la escuela</i></p> <p>Day 3:</p> <p><i>Using word endings to figure out unfamiliar words: How can looking at a word ending help me figure out a word I don't know?</i></p>	<p><i>Gato gruñón va a la escuela</i></p> <p>Day 4:</p> <p><i>Rereading to figure out a word: How can I find clues to help me figure out a word I don't know in the text?</i></p>
7	8	9	10	11
<p><i>Gato gruñón va a la escuela</i></p> <p>Day 5:</p> <p><i>Using a dictionary: When should I use a dictionary to help me problem-solve a word?</i></p>	<p>Unit 2, Week 4: Summarizing and Retelling <i>Había una vez</i></p> <p>Day 1:</p> <p><i>Noticing the order of events in a story: In what order did the events in this story happen?</i></p>	<p><i>Había una vez</i></p> <p>Day 2:</p> <p><i>Using pictures to think about what happens on a page: How can looking at the pictures in a book help me understand what happens in the text?</i></p>	<p><i>Había una vez</i></p> <p>Day 3:</p> <p><i>Thinking about story events as you read: How does knowing the order of events help me understand the story?</i></p>	<p>Conference Day</p>
14	15	16	17	18
<p><i>Había una vez</i></p> <p>Day 4:</p> <p><i>Identifying beginning, middle, and end: How does thinking about beginning, middle, and end help me order story events?</i></p>	<p><i>Había una vez</i></p> <p>Day 5:</p> <p><i>Reviewing the story events in order: How can I help myself remember the important events in a story—in the correct order?</i></p>	<p>Flex Mini-lesson</p>	<p>Unit 3, Week 1: Making Connections <i>De compras</i></p> <p>Day 1:</p> <p><i>Noticing when books remind you of something: What experiences in my own life does this story make me think of?</i></p>	<p><i>De compras</i></p> <p>Day 2:</p> <p><i>Using connections to understand the text: What new connections can I make between my life and this story?</i></p>
21	22	22	24	25
<p><i>De compras</i></p> <p>Day 3:</p> <p><i>Making connections to other books: How does this book remind me of another book I have read?</i></p>	<p><i>De compras</i></p> <p>Day 4:</p> <p><i>Using other text-to-text connections: What other texts can I connect this story to?</i></p>	<p><i>De compras</i></p> <p>Day 5:</p> <p><i>Making connections to the larger world: How can I connect the world around me to what I'm reading?</i></p>	<p>Thanksgiving Break</p>	<p>Thanksgiving Break</p>

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December

Unit 3, Week 2: Nov. 28 Activating Background Knowledge <i>¿Dónde brinca el conejo?</i>	Nov. 29 <i>¿Dónde brinca el conejo?</i>	Nov. 30 <i>¿Dónde brinca el conejo?</i>	1 <i>¿Dónde brinca el conejo?</i>	2 <i>¿Dónde brinca el conejo?</i>
Day 1: <i>Thinking about what you know before reading:</i> How can I use what I know about a topic to get myself ready to read?	Day 2: <i>Thinking about what you know during reading:</i> Do I have knowledge or experience that I can connect to what I'm reading?	Day 3: <i>Using what you know to figure things out:</i> How can I figure out information about a book if the author doesn't directly say it?	Day 4: <i>Using what you know to figure things out:</i> How can I figure out information about a book if the author doesn't directly say it?	Day 5: <i>Recognizing what you don't know:</i> What questions do I have about this topic that were not answered in this book?
Unit 3, Week 3: Building Vocabulary and Concept Knowledge 5 <i>En la escuela</i>	6 <i>En la escuela</i>	7 <i>En la escuela</i>	Unit 3, Week 4: 8 Making Inferences <i>Matías retrata a Penélope</i>	9 <i>Matías retrata a Penélope</i>
Day 1: <i>Using pictures to predict story words:</i> How can I use the pictures to predict the words I might read in a story?	Day 2: <i>Using clues to figure out new words and concepts:</i> How can I figure out the meaning of new words as I read?	Day 4: <i>Using what you know to figure out unfamiliar words:</i> What clues can I use as I try to figure out an unfamiliar word?	Day 1: <i>Using clues to infer meaning:</i> What clues can I use from the story to figure out something that the author doesn't say?	Day 2: <i>Using clues to understand unfamiliar words:</i> What clues can I use to figure out words I don't know?
12 <i>Matías retrata a Penélope</i>	13 <i>Matías retrata a Penélope</i>	14 <i>Matías retrata a Penélope</i>	Unit 4, Week 1: 15 Understanding Story Grammar <i>El león y la ratona</i>	16 <i>El león y la ratona</i>
Day 3: <i>Making sense of text:</i> How can I help myself understand the parts in a book that are confusing or don't make sense?	Day 4: <i>Creating pictures in your mind:</i> How do I create pictures of the story in my mind?	Day 5: <i>Making inferences about characters:</i> How does the author show me what the characters are like?	Day 1: <i>Identifying the main character and setting:</i> How do I identify the main character and main setting?	Day 2: <i>Identifying the problem:</i> What is the problem in this story?
19 <i>El león y la ratona</i>	20 <i>El león y la ratona</i>	21 <i>El león y la ratona</i>	22 Flex Mini-lesson	23 Winter Break
Day 3: <i>Identifying the relationships between characters:</i> How do the characters in this book feel about each other?	Day 4: <i>Identifying how the main character plans to solve the problem:</i> How does the main character plan to solve the problem?	Day 5: <i>Identifying the story resolution:</i> How is the problem resolved in this story?		

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January

2 Winter Break	3 Winter Break	4 Flex Mini-lesson Revisit Rituals and Routines	5 Flex Mini-lesson Revisit Rituals and Routines	6 Informational Reading Mini-lessons
9	10	11	12 Unit 4, Week 2: Understanding Story Grammar <i>La mejor mascota</i> Day 1: <i>Identifying the characters and setting: How do I identify the characters and setting in a story?</i>	13 <i>La mejor mascota</i> Day 2: <i>Identifying the relationships between characters: How would I describe the relationships between these characters?</i>
Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer's Workshop Question and Answer Book unit of study</i>				
16 Martin Luther King Holiday	17 <i>La mejor mascota</i> Day 3: <i>Identifying the problem: What problem does the main character have in this story?</i>	18 <i>La mejor mascota</i> Day 4: <i>Understanding a character: In what ways do I understand how this character acts and feels?</i>	19 <i>La mejor mascota</i> Day 5: <i>Understanding the main character's relationship to the plot: How does the main character affect what happens in this story?</i>	20 Unit 4, Week 3: Identifying and Understanding Literary Devices <i>Poem: "La oscura casa"</i> Day 1: <i>Recognizing hints from the author: What hints does the poet give in this poem to show that something is going to happen?</i>
23 <i>Poem: "Un lugar mágico"</i> Day 2: <i>Recognizing surprising events: What are ways that authors surprise readers?</i>	24 <i>Poem: "Daniel perdió un diente:</i> Day 3: <i>Understanding that words can have different meanings: How can I tell what a word or phrase means when it's used in a different way?</i>	25 <i>Poem: "Si te topas con un cocodrilo"</i> Day 4: <i>Recognizing how an author uses words: How does this poet use words in a silly or funny way?</i>	26 <i>Poem: "El gato de mi tío"</i> Day 5: <i>Using words to create pictures in your mind: How do the author's words help me create a picture in my mind?</i>	27 Professional Day

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February

<p>Jan. 30</p>	<p>Jan. 31</p>	<p>Unit 4, Week 4: Identifying and Using Text Features <i>Abuela</i></p> <p>Day 1:</p> <p><i>Using the front and back covers to preview and predict: How do I use the front and back covers to predict what this story will be about?</i></p>	<p>2</p> <p><i>Abuela</i></p> <p>Day 2:</p> <p><i>Using Illustrations to understand the story: How do the illustrations help me understand the story?</i></p>	<p>3</p> <p><i>Abuela</i></p> <p>Day 3:</p> <p><i>Using capitalization to understand important words: Why did the author use capital letters for some of the words in this story?</i></p>		
<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as mentor texts in the upcoming first grade Writer's Workshop Personal Narrative unit of study</i></p> </div>		<p>6</p> <p><i>Abuela</i></p> <p>Day 4:</p> <p><i>Identifying and using dialogue: How do I know when a character is speaking?</i></p>	<p>7</p> <p><i>Abuela</i></p> <p>Day 5:</p> <p><i>Using typeface to signal special words: Why is the use of typeface important in this book?</i></p>	<p>8</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p>9</p> <p>Unit 5, Week 1: Learning Information from Nonfiction <i>Owen y Mzee</i></p> <p>Day 1:</p> <p><i>Previewing a nonfiction text: How do I get ready to read a nonfiction book?</i></p>	<p>10</p> <p><i>Owen y Mzee</i></p> <p>Day 2:</p> <p><i>Identifying what you want to learn: What do I want to learn from this book?</i></p>
<p>13</p> <p><i>Owen y Mzee</i></p> <p>Day 3:</p> <p><i>Making text-to-world connections as you read: How can I connect this book to things I already know?</i></p>	<p>14</p> <p><i>Owen y Mzee</i></p> <p>Day 4:</p> <p><i>Answering questions as you read: How did this book answer some of my questions?</i></p>	<p>15</p> <p><i>Owen y Mzee</i></p> <p>Day 5:</p> <p><i>Identifying new information you want to learn: What else do I want to learn about this topic?</i></p>	<p>16</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p>17</p> <p style="text-align: center;">Conference Prep Day</p>		
<p>20</p> <p style="text-align: center;">Presidents Day Holiday</p>	<p>21</p>	<p>22</p>	<p>23</p>	<p>24</p> <p>Unit 5, Week 2: Learning Information from Nonfiction <i>Los ciclos de la vida</i></p> <p>Day 1:</p> <p><i>Previewing a nonfiction text: What do I already know about this topic?</i></p>		
<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Response to Literature Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer's Workshop Response to Literature: Retelling unit of study</i></p> </div>						

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March

<p>Feb. 27</p> <p><i>Los ciclos de la vida</i></p> <p>Day 2:</p> <p><i>Making text-to-self connections as you read: What parts in this book remind me of my own experiences?</i></p>	<p>Feb. 28</p> <p><i>Los ciclos de la vida</i></p> <p>Day 3:</p> <p><i>Asking questions as you read: What questions do I have as I read this book?</i></p>	<p>Feb. 29</p> <p><i>Los ciclos de la vida</i></p> <p>Day 4:</p> <p><i>Learning new information as you read: What new information have I learned from this book?</i></p>	<p>1</p> <p><i>Los ciclos de la vida</i></p> <p>Day 5:</p> <p><i>Identifying new information you want to learn: What else do I want to learn about this topic?</i></p>	<p>2</p> <p>Unit 5, Week 3: Identifying and Using Nonfiction Features and Structures</p> <p><i>Eva la apicultora</i></p> <p>Day 1:</p> <p><i>Using the contents page: How can I use the contents page to find information?</i></p>
<p>5</p> <p><i>Eva la apicultora</i></p> <p>Day 2:</p> <p><i>Exploring the role of photographs: How do the photographs help me understand this book?</i></p>	<p>6</p> <p><i>Eva la apicultora</i></p> <p>Day 3:</p> <p><i>Identifying and using headings: How can the headings help me understand this book?</i></p>	<p>7</p> <p><i>Eva la apicultora</i></p> <p>Day 4:</p> <p><i>Using boldface words and a glossary: How can the boldface words and the glossary help me understand this book?</i></p>	<p>8</p> <p><i>Eva la apicultora</i></p> <p>Day 5:</p> <p><i>Identifying ways nonfiction books are organized: How is this book organized?</i></p>	<p>9</p> <p style="text-align: center;">Conference Day</p>
<p>12</p> <p style="text-align: center;">Spring Break</p>	<p>13</p> <p style="text-align: center;">Spring Break</p>	<p>14</p> <p style="text-align: center;">Spring Break</p>	<p>15</p> <p style="text-align: center;">Spring Break</p>	<p>16</p> <p style="text-align: center;">Spring Break</p>
<p>19</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p>20</p> <div style="border: 1px solid black; padding: 10px; text-align: center; background-color: #f0f0f0;"> <p>Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer's Workshop Expert Book unit of study</i></p> </div>	<p>21</p>	<p>22</p> <p>Unit 5, Week 4: Identifying and Using Nonfiction Features and Structures</p> <p><i>Come tus vegetales</i></p> <p>Day 1:</p> <p><i>Identifying and using italicized words: Why did the author put this word in italics?</i></p>	<p>23</p> <p><i>Come tus vegetales</i></p> <p>Day 2:</p> <p><i>Identifying and using labels: How do the labels help me understand the picture and the information in this book?</i></p>
<p>26</p> <p><i>Come tus vegetales</i></p> <p>Day 3:</p> <p><i>Identifying and using captions: What can I learn about the photograph or illustration by reading the caption?</i></p>	<p>27</p> <p><i>Come tus vegetales</i></p> <p>Day 4:</p> <p><i>Reading a chart: How do I read the information in this chart?</i></p>	<p>28</p> <p><i>Come tus vegetales</i></p> <p>Day 5:</p> <p><i>Identifying ways nonfiction books are organized: How is the information in this book organized?</i></p>	<p>29</p>	<p>30</p> <div style="border: 1px solid black; padding: 10px; text-align: center; background-color: #f0f0f0;"> <p>Science Literacy Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use the text that will be revisited in the upcoming Engineering is Elementary science unit of study</i></p> </div>

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April

2	3	4	5	6	
Flex Mini-lesson	<p>Unit 6, Week 1: <u>Taking Notes on Fiction</u> <i>El regalo</i></p> <p>Day 1:</p> <p><i>Drawing pictures after reading:</i> How do I choose something to draw that will help me remember the story?</p>	<p><i>El regalo</i></p> <p>Day 2:</p> <p><i>Writing ideas on a sticky note:</i> How do I choose words to write on sticky notes that will help me remember a story?</p>	<p><i>El regalo</i></p> <p>Day 3:</p> <p><i>Taking notes on a bookmark:</i> How do I take notes on a bookmark to help me remember a story?</p>	Professional Day	
9	10	11	12	13	
<p><i>El regalo</i></p> <p>Day 4:</p> <p><i>Using your notes to write a summary:</i> How do I use the notes I’ve taken on a story to write a summary?</p>	<p><i>El regalo</i></p> <p>Day 5:</p> <p><i>Sharing favorite parts of a book:</i> Which method of taking notes will best help me share favorite parts of books I read?</p>	<p>Unit 6, Week 2: <u>Taking Notes on Nonfiction</u> <i>Sigue un río</i></p> <p>Day 1:</p> <p><i>Using a graphic organizer:</i> How can I use a graphic organizer to help me keep track of information?</p>	<p><i>Sigue un río</i></p> <p>Day 2:</p> <p><i>Taking notes on a graphic organizer:</i> How do I choose information to include in my graphic organizer?</p>	<p><i>Sigue un río</i></p> <p>Day 3:</p> <p><i>Adding details to a graphic organizer:</i> How do I choose information to include in my graphic organizer?</p>	
16	17	18	19	20	
<p><i>Sigue un río</i></p> <p>Day 4:</p> <p><i>Using a graphic organizer to talk about a book:</i> How do I use a graphic organizer to talk about what I learned by reading a book?</p>	<p><i>Sigue un río</i></p> <p>Day 5:</p> <p><i>Using a graphic organizer to write a summary:</i> How do I use a graphic organizer to write a summary of a book?</p>	<p>Unit 6, Week 3: Self-Monitoring/ Self-Correcting <i>¡Salvemos ese huevo!</i></p> <p>Day 1:</p> <p><i>Asking, “Does it look right?”:</i> What can I do to figure out an unfamiliar word?</p>	<p><i>¡Salvemos ese huevo!</i></p> <p>Day 2:</p> <p><i>Asking, “Does it sound right?”:</i> Is there another strategy I can use to help me figure out an unfamiliar word in the text?</p>	<p><i>¡Salvemos ese huevo!</i></p> <p>Day 3:</p> <p><i>Asking, “Does it make sense?”:</i> How do I figure out whether a word makes sense in a sentence?</p>	
23	24	25	26	27	
<p><i>¡Salvemos ese huevo!</i></p> <p>Day 4:</p> <p><i>Using multiple strategies to problem-solve a word:</i> How do I use different strategies to figure out an unfamiliar word?</p>	<p><i>¡Salvemos ese huevo!</i></p> <p>Day 5:</p> <p><i>Checking your own ideas against text:</i> How do I check to see if a sentence in a story makes sense once I’ve figured out the unfamiliar words?</p>	<table border="1" style="margin: auto; padding: 10px;"> <tr> <td style="text-align: center;"> <p>Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer’s Workshop Poetry unit of study.</i></p> </td> </tr> </table>		<p>Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer’s Workshop Poetry unit of study.</i></p>	Flex Mini-lesson
<p>Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer’s Workshop Poetry unit of study.</i></p>					

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 1 Spanish Immersion

2011-2012

May

<p>Unit 6, Week 4: Apr. 30 <u>Visualizing</u> <i>Cenicienta</i></p> <p>Day 1:</p> <p><i>Comparing your images to the illustrator:</i> How can I imagine what a character might look like before I even open a book?</p>	1	<p><i>Cenicienta</i></p> <p>Day 2:</p> <p><i>Using background knowledge to visualize:</i> How do I use what I know to create pictures in my mind about what I read?</p>	2	<p><i>Cenicienta</i></p> <p>Day 3:</p> <p><i>Using words and phrases to visualize:</i> How do I use words and phrases in a story to create pictures in my mind?</p>	3	<p><i>Cenicienta</i></p> <p>Day 4:</p> <p><i>Pausing to visualize:</i> How does pausing to create pictures in my mind help me understand what I read?</p>	4	<p><i>Cenicienta</i></p> <p>Day 5:</p> <p><i>Sharing your visualization:</i> How does sharing the pictures I create in my mind help me remember what I read?</p>
<p>Unit 7, Week 1: 7 <u>Responding to Characters</u> <i>Abuela</i></p> <p>Day 1:</p> <p><i>Identifying how the author tells you about the character:</i> What does the author tell me about the main character?</p>	8	<p><i>Abuela</i></p> <p>Day 2:</p> <p><i>Using words and pictures to describe a character:</i> What do the words and pictures tell me about a character?</p>	9	<p><i>Abuela</i></p> <p>Day 3:</p> <p><i>Making connections to the character:</i> How does this character remind me of my own life?</p>	10	<p><i>Abuela</i></p> <p>Day 4:</p> <p><i>Noticing how the character changes during a story:</i> What details help me see how the character changes during the story?</p>	11	<p><i>Abuela</i></p> <p>Day 5:</p> <p><i>Having favorite characters:</i> Which character in this story is my favorite?</p>
<p>Unit 7, Week 2: 14 <u>Evaluating Nonfiction</u> <i>Owen y Mzee</i></p> <p>Day 1:</p> <p><i>Understanding the purpose of nonfiction books:</i> What does the author want me to learn by reading this book?</p>	15	<p><i>Owen y Mzee</i></p> <p>Day 2:</p> <p><i>Evaluating how a book matches your purpose for reading:</i> What do I want to know that I might learn from this book?</p>	16	<p><i>Owen y Mzee</i></p> <p>Day 3:</p> <p><i>Finding information about the author:</i> How do I find out more about the author?</p>	17	<p><i>Owen y Mzee</i></p> <p>Day 4:</p> <p><i>Thinking about how the author got information:</i> How did the author get the information for this book?</p>	18	<p><i>Owen y Mzee</i></p> <p>Day 5:</p> <p><i>Evaluating a book:</i> What did I like and dislike about this book?</p>
<p style="text-align: center;">21</p> <p style="text-align: center;">Flex Mini-lesson</p>	22	<p>Unit 7, Week 3: Distinguishing Between Fantasy and Reality <i>¡Arriba, abajo!</i></p> <p>Day 1:</p> <p><i>Determining if a book is realistic or fantasy:</i> How do I know if a book is realistic or fantasy?</p>	23	<p><i>¡Arriba, abajo!</i></p> <p>Day 2:</p> <p><i>Identifying events in a book that could happen:</i> What events in this book could happen in real life?</p>	24	<p><i>¡Arriba, abajo!</i></p> <p>Day 3:</p> <p><i>Identifying events in a book that are fantasy:</i> What parts of this book are fantasy?</p>	25	<p><i>¡Arriba, abajo!</i></p> <p>Day 4:</p> <p><i>Recognizing how characters are and aren't like real people:</i> How is the character similar to and different from a real-life person?</p>

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 1 Spanish Immersion

2011-2012

June

May 28	May 29	May 30	May 31	1
Memorial Day Holiday	<p style="text-align: center;"><i>¡Arriba, abajo!</i></p> <p>Day 5:</p> <p><i>Responding to a book:</i> What is my opinion of this book?</p>	<p>Unit 7, Week 4: Engaging With Books <i>El león y la ratona</i></p> <p>Day 1:</p> <p><i>Talking back to characters:</i> What would I say to the characters in the story?</p>	<p style="text-align: center;"><i>El león y la ratona</i></p> <p>Day 2:</p> <p><i>Thinking about the author of the book:</i> What would I ask the author of this book?</p>	<p style="text-align: center;"><i>El león y la ratona</i></p> <p>Day 3:</p> <p><i>Putting yourself into a story:</i> What would I do if I were a character in the book?</p>
4	5	6	7	8
<p style="text-align: center;"><i>El león y la ratona</i></p> <p>Day 4:</p> <p><i>Being affected by what you read:</i> How do I feel about the characters and events in this story?</p>	<p style="text-align: center;"><i>El león y la ratona</i></p> <p>Day 5:</p> <p><i>Considering alternative endings and settings:</i> How would the story change if the setting or ending were different?</p>	Flex Mini-lesson	Launching Into Summer Reading	Launching Into Summer Reading

Writer's Workshop Units of Study Calendar 2011-2012 (Spanish Immersion)

Month/week	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Sept. 6-9	Launching Writer's Workshop: Being a Writer	Launching Writer's Workshop: Dev. Writerly Habits	Launching Writer's Workshop: The Writerly Life	Launching Writer's Workshop: Looking Outward	Launching Writer's Workshop: Building Variety & Stamina	Launching Writer's Workshop: Lifting the Level of the Writer's NB	Launching Writer's Workshop: Envisioning an Entry...
12-16							
19-23							
26-30							
Oct.: 3-7	Telling and Drawing Our Stories	Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
10-14							
17-18							
24-28							
Nov.: 10/31-11/4	Functional Writing	Writing for Readers	Procedural Writing	Functional: Friendly Letter	CFLI	CFLI	Response to Literature: Literary Essay
7-10							
14-18							
21-23							
28-12/2	Personal Narrative	Procedural Writing	CFLI	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Response to Literature: Literary Essay
Dec.: 5-9							
12-16							
19-22							
Jan.: 4-6	Author Study	Informational Writing: Question & Answer Book	Informational Writing: All-About Book	Informational Writing: Report	Informational Writing: Literary Nonfiction Picture Book	Informational Writing: Biography Picture Book	Feature Article
9-13							
17-20							
23-26							
Feb.: 1/30-2/3	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review	CFLI	CFLI	Persuasive Writing: Letter to the Editor
6-10							
13-16							
21-24							
27-3/2	Informational Writing: Expert Book	Response to Literature: Retelling	CFLI	CFLI	Poetry: The Power of Image	Poetry: Self Image	Revision Study & Open Cycle
Mar.: 5-8							
19-23							
26-30							
Apr.: 2-5	Informational Writing: Expert Book	Informational Writing: Expert Book	Poetry: Looking In	Poetry: Sharpening Our Outer Vision	Punctuation Study: Art of Punctuation & Open Cycle	Personal Essay	Revision Study & Open Cycle
9-13							
16-20							
23-27							
May: 4/30-5/4	Poetry	Poetry	Open Cycle: Crafting Sentences	CFLI	CFLI	Written Correspondence	Poetry: Poet Study
7-11							
14-18							
21-25							
28-6/1			CFLI	Open Cycle: Crafting Sentences	Science Procedure	CFLI	
June: 4-8							

* Shaded Units are taught in English

Writer's Workshop Units of Study Grade 1 Spanish Immersion

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: Developing Writerly Habits</i>	4 weeks
October (first week)	<i>Personal Narrative: Small Moments</i>	4 weeks
November (first week)	<i>Writing for Readers</i>	4 weeks
December (first week)	<i>Procedural Writing</i>	3 weeks
January (first week)	<i>Informational Writing: Question-and-Answer Book</i>	4 weeks
February (first week)	<i>Personal Narrative</i>	5 weeks
March (first week)	<i>Response to Literature: Retelling</i>	3 weeks
April (first week)	<i>Informational Writing: Expert Book</i>	5 weeks
May (second week)	<i>Poetry</i>	4 weeks

Grade 1 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY approximate duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Launching Writer’s Workshop: Developing Writerly Habits</p> <p>(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • View themselves as writers and as members of a community of writers • Use rituals and routines to develop writing habits as well as to work independently and with others • Generate own topics • Tell, draw, and write stories from their lives • Share and talk about their writing daily • Develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being risk-takers with spelling 	<ul style="list-style-type: none"> • Establish a writing folder • Write multiple pattern books
<p>Personal Narrative: Small Moments</p> <p>(3 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Tell, draw, and write personal stories • Focus on small moments rather than bed-to-bed stories • Plan for writing by telling stories with sequence of events with beginning, middle, and ending • Evidence a plan in their writing • Add details to pictures and/or writing • Continue to develop strategies for hearing and recording sounds, using known words, and being a spelling risk-taker 	<ul style="list-style-type: none"> • Write a small moment piece
<p>Writing for Readers</p> <p>(4 weeks)</p> <p>Available in September, 2010 at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Write for an audience • Begin to write with attention to conventions • Begin to reread their writing • Use strategies to construct words and sentences that they and others can read (hear more sounds in the words they write, build sight word vocabulary, utilize environmental print) 	<ul style="list-style-type: none"> • Share a story and talk about what they have learned to do to make writing easier to read
<p>Procedural Writing</p> <p>(3 weeks)</p> <p>designed at the site level</p>	<ul style="list-style-type: none"> • Write from own experience • Describe in appropriate sequence and with a few supporting details, steps one must take to make or do a particular thing • Use visualizing and oral rehearsal to plan steps of a how-to text • Visualize to follow directions and monitor for understanding • Use illustrations to enhance information 	<ul style="list-style-type: none"> • Write at least one procedural piece from their own experience

Grade 1 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY approximate duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p style="text-align: center;">Informational Writing: Question & Answer Book</p> <p style="text-align: center;">(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Listen to, read, and discuss different types of question-and-answer books to notice patterns/forms and features • Think about why authors use certain forms/patterns for their particular topics • Choose a topic of interest or expertise and craft an informational text that follows a question-and-answer structure • Gather information about their topic • Decide which information is most important to answer their question and to teach the reader about their topic • Make conscious decisions about text structure and form • Keep structure and topic consistent through the whole piece 	<ul style="list-style-type: none"> • Write at least on nonfiction Question-and-Answer Book
<p style="text-align: center;">Personal Narrative</p> <p style="text-align: center;">(5 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Build a shared definition of the personal narrative genre • Tell and retell stories from their lives focusing on a sequence of events with a central plot line • Provide feedback to other storytellers and accept feedback from listeners about how to make their story more engaging • Write a wordless picture book accompanied by an oral telling of the story • Use strategies to plan stories before writing (oral rehearsal, sketches, story maps, dramatization) • Write stories about single, significant events • Use some techniques for developing or elaborating upon a story in writing (adding dialogue, adding thoughts or feelings, adding sensory information, describing the setting etc.) 	<ul style="list-style-type: none"> • Write a wordless picture book and share by telling story orally • Publish a personal narrative
<p style="text-align: center;">Response To Literature: Retelling</p> <p style="text-align: center;">(3 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Use story maps to graphically represent story elements and to plan for oral and written retellings • Use story maps, oral rehearsal, and dramatization to plan for writing • Provide oral and written retellings that identify characters, identify the setting, and use time words to signal the events of the story in order • Balance details by determining importance 	<ul style="list-style-type: none"> • Write a response to reading that includes introduction, retelling, connection, and reaction

Grade 1 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY approximate duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Informational Writing: Expert Book</p> <p>(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Create a shared definition of expert book/informational writing • Understand that informational writing is writing to teach • Know what it is to be an expert • Learn how to research a topic through the reading of informational materials, observations, and interviews • Use a variety of elements such as facts, labels, supporting details, diagrams, illustrations, organizing structures to inform their audience 	<ul style="list-style-type: none"> • Publish an Expert Book
<p>Poetry</p> <p>(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Closely observe the world (animals, objects, people) to get ideas for poems • Write poems about ordinary things in everyday life using fresh eyes and carefully chosen words • Recognize poetic language (rhythm, patterns, comparisons, descriptive words that evoke senses, some rhyme, approximation of simile and metaphor) • Develop strategies to make poems “sound good”: repetition, sound effects, onomatopoeia, alliteration, rhythm, parallel construction, and deliberately chosen line breaks • Use language to describe how something looks, smells, tastes, feels, or sounds • Understand the way that print and space work in poems and use this knowledge when writing poems 	<ul style="list-style-type: none"> • Create a collection of favorite poems • Write a variety of poems