

# First Grade Literacy Minutes Example – 2.5 hours per day

Weeks 14 to end of year (Approximately)

## Days 1-4 Minutes/day

20 min.	<b>Spelling Lesson</b> Introduce new vocabulary words
20 min.	<b>Practice the NEW Spelling Words at least 4 times punctuated throughout the day</b> two 10-minute punctuated practices <ol style="list-style-type: none"> <li>teacher supports students (<i>reminding of the spelling pattern for a sound, giving the 2-way pronunciation, syllabifying, reminding of a rule, etc. to get the correct spelling</i>) writing new words again on a page in the Orthography Notebook that works for the word (<i>could be multiple spelling patterns for the vowel sounds, a part of speech, a suffix rule page</i>)                 <ul style="list-style-type: none"> <li>2-way pronunciation practice can occur throughout the day, “How do we say to spell Tuesday?” (while lining up, standing in line, before starting science, etc.)</li> </ul> </li> <li>spelling practice on paper or white-boards with corrections for immediate feedback: (could include sorting words by spelling patterns, sorting words by SFE Job, all 2-way words, etc.)</li> </ol>
30 min.	<b>Practice Reading</b> 10 minutes 3 days a week McCall-Harby <i>Test Lessons in Primary Reading</i> 20- 30 minutes reading text ( <i>Primary Phonics</i> or other), and <i>Reading Spelling Word List</i> for those students who need fluency practice
20 min.	<b>Practice Previous Spelling Words</b> 5 minutes previous day’s difficult words as a warmup focused on most common difficulties 15 minutes practice on missed words either teacher-led class practice or partner practice using the <i>Spelling Practice Quiz</i> (teacher can work with a small group during partnered practice)
30 min.	<b>Grammar and Writing</b> <ul style="list-style-type: none"> <li>integrate the new spelling vocabulary into grammar to increase the minutes for practicing new words in a third punctuated practice</li> <li>add any new words to the NB as a part of speech that has been previously introduced in grammar (especially a good time to work on verbs and spelling with tenses and rules)</li> <li>dictate sentences to work on writing fluency using any of the spelling vocabulary but emphasizing the words that need more practice (<i>if they are newer words, feel free to support the spelling: “remember we are using E double E for this word, or remember we are doubling the final consonant for our 1-1-1 Rule, etc.</i>)</li> <li>prescribe sentence writing practice using specific words you know they need to work on</li> </ul>
10 min.	<b>Use new spelling words in original sentences-</b> students can start in school as part of grammar and writing and then finish at home for homework if they are unable to complete
20+ min.	<b>Read aloud- literature</b> + additional minutes for read aloud occur in First Grade during Science and History with Core Knowledge.

**Day 5 Assessment- Assess using minutes previously required for teaching and practicing new words on Days 1-4. The assessment can be done in two chunks of 24 words each.**

30	Split the word list and assess ½ in each of two 15-minute blocks. This time replaces 20 minutes introducing new words and 10 minutes of writing spelling words into sentences during days 1-4.
----	--

## Literacy Homework Assignments

15 min.	<ul style="list-style-type: none"><li>• Students read aloud text to an adult and</li><li>• practice reading spelling words to automaticity (not all students will need this)</li><li>• or write sentences with new spelling words</li></ul>
---------	---

### EXAMPLE- Managing literacy to make the most of the available minutes

- Student arrival and preparation for the Spelling Lesson- Have a routine in which you train students to independently prepare for the day
  - 3 pencils sharpened
  - Check that student texts have the reading book and signed homework slip visible in the upper left corner of the desk
  - Place the following in the upper right side of the desk for easy access
    - Orthography Notebook
    - Practice/Assessment Folder
    - Writing Folder- practice paper, paper for sentence writing
    - McCall- Harby *Test Lessons in Primary Reading*
  - Practice/Assess
    - During morning arrival, once students have completed “getting ready” they may read their current spelling words from their Orthography Notebook Lessons section or current Practice to Mastery Reading Spelling Words in their Practice/Assessment Folder
    - Teacher can evaluate 3 students per day reading for accuracy/ automaticity: a) during morning arrival time; b) while students are working on their writing assignment; c) during the practice of reading time. Top students may read for both accuracy and automaticity the first time you assess them. So, by assessing top students first there may not be a need to retest them between accuracy and automaticity.
- Spelling Lesson - Orthography Notebook
- After the spelling lesson-
  - List on the board several independent activities to be completed sequentially. Some students will complete this list in much less time than the strugglers. During this time teacher: a) intervenes with strugglers not yet able to independently read McCall- Harby; or b) monitor or assess several students Reading Spelling Lists or Phonograms 1-72 Accuracy to Automaticity using the student practice/assessment folder.
  - Example list of routine activities students can work through independently:
    1. Read #19 (McCall Harby and answer questions)
    2. Write sentences: write each spelling word into a sentence using “Try Card” and practice paper kept in the writing folder
    3. Partner read (designated partner and place)