How to Use the Six Blocks With
All About Me

This is optional. It is included for a teacher to see how to incorporate Bay County’s Six Blocks of the Reading Framework with this unit and to see what a daily schedule would look like.
First Grade
Six Blocks Schedule
(This schedule is to show what a typical day looks like.
Adjust schedule and times to meet your needs.)

8:00-8:20 Read Aloud- calendar, morning message, poems, songs, and books selected from All About Me Unit

8:20-8:50 Shared Reading- Whole Group (basals, poetry, trade books, songs, and big books)

Guided Reading- Small Groups with centers

At the beginning of the year, I would only meet with one group at a time.

| 8:50-9:20 | Group with teacher | Introduce centers; rules and routines |

After the first month of school, Guided Reading looks like this.

| 8:50-9:10 | Group A with teacher | Centers B
Centers C
Classroom library
Read The Room |

| 9:10-9:30 | Group B with teacher | Centers C
Centers A
Classroom library
Read the Room |

*9:30-9:45 Break
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:45-10:05</td>
<td>Group C with teacher</td>
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<tr>
<td></td>
<td>Centers A</td>
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<td>Centers B</td>
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<td></td>
<td>Classroom library</td>
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<td>Read the Room</td>
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<tr>
<td>9:30-9:45</td>
<td>Break</td>
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<tr>
<td>10:05-10:25</td>
<td>Working With Words</td>
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<tr>
<td>10:25-10:55</td>
<td>Writing Block—Mini lesson</td>
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<td>Journals</td>
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<td>Conferencing</td>
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<td>Author's Chair</td>
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<td>10:55-11:25</td>
<td>Special Area: PE, Music, Art</td>
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<tr>
<td>11:25-11:55</td>
<td>Math Block</td>
</tr>
<tr>
<td>11:55-11:23</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:23-12:50</td>
<td>Read Aloud/Self—Selected Reading</td>
</tr>
<tr>
<td>12:50-1:35</td>
<td>Unit: All About Me, integrated curriculum</td>
</tr>
<tr>
<td>1:35-1:45</td>
<td>Literacy Link/Book check-out for at home reading</td>
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<tr>
<td></td>
<td>Dismissal preparation</td>
</tr>
<tr>
<td></td>
<td>(homework, backpack, notes home)</td>
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<tr>
<td>1:50</td>
<td>Dismissal</td>
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Read Aloud in the
All About Me Unit

The teacher reads aloud to all students literature (fact or fiction) about beginning school, manners, self-esteem, measurement and birthdays.

Suggested books:

- *David Goes To School*, by David Shannon
- *Chrysanthemum*, by Kevin Henkes
- *The Important Book*, by Margaret Wise Brown
- *Another Important Book* by Margaret Wise Brown
- *First Graders from Mars: Horus's Horrible Day* by Shana Corey
- *Little Miss Spider at Sunnypatch School* by David Kirk
- *First Day, Hooray!* by Nancy Poydar
- *Frogay Goes To School* by Jonathan London
- *My Teacher Sleeps In School*, by Leatie Weiss
- *Hands, Hands, Hands* by Marcia Vaughn
- *The Foot Book* by Dr. Seuss
- *Chicken Soup With Rice: A Book of Months* by Maurice Sendak
- *The Secret Birthday Message* by Eric Carle
- *Happy Birthday Sam* by Pat Hutchins
- *Happy Birthday to You* by Dr. Seuss
- *Leo The Late Bloomer* by Robert Krauss
- *Clifford's Manners* by Norman Bridwell
- *Quick As a Cricket* by Audrey Woods
- *Sometimes I feel Like a Mouse* by Jeanne Modesitt
- *I Like Being Me: Poems for Children* by Judy Lalli
- *The Kissing Hand* by Audrey Penn
- *Me Too!* by Mercer Mayer
- *How Big Is a Foot?* by Rolf Myller
- *ABC I Like Me!* by Nancy Carlson
- *I Like Me* by Nancy Carlson
- *When I Get Bigger* by Mercer Mayer
- *Here Are My Hands* by John Archambault
- *Tacky the Penguin* by Helen Lester
- *Something Special* by David McPhail

* Add others to the list!

*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for other activities to use with Read Aloud.
**Shared Reading in the**
**All About Me Unit**

Shared Reading is linked to the Guided Reading Block. Shared Reading is the whole group instruction where the teacher models the reading process with big books, poems, songs, or basal lessons while students participate orally. Repeated readings of the same books deepen and reinforce students' understanding of the phonological awareness, concepts of print, phonics, vocabulary, and a sense of story with main idea and details.

Some suggested books for Shared Reading:

- *In the Mirror* by Joy Cowley
- *If You Meet a Dragon...* by Joy Cowley
- *Feet* by Joy Cowley
- *Come With Me* by Joy Cowley
- *One, One Is the Sun* by June Melser
- *Plop!* by June Melser
- *Look for Me!* by June Melser
- *The Big Toe* by June Melser and Joy Cowley

Poems or songs written on chart paper and hung around the room make excellent shared readings. Here is a list of songs and poems used throughout All About Me Unit:

- "Each of Us is a Flower" by Charlotte Diamond
- "ABC's of You" by Red Grammer
- "I'm Glad I'm Me!"
- "This Is Me!"
- "Month-a-rena"
- "Seven Days In a Week"
- "Happy MooDay!"
- "Everybody Has A Name!"

*Add others to the list!*
*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for other activities to use with Shared Reading.*
Self-Selected Reading in the
All About Me Unit

Self-Selected Reading is multi-leveled where children choose what they want to read appropriate to their independent reading level. It also builds confidence and motivates students as readers.

Some suggested books:

I Like Me by Nancy Carlson
ABC’s I Like Me by Nancy Carlson
David Goes to School by David Shannon
Froggy Goes To School by John Landon
Here Are My Hands by John Archambault
Clap Your Hands by Lorinda Cauley
The Foot Book by Dr. Seuss
In the Mirror by Joy Cowley
If You Meet a Dragon… by Joy Cowley
Feet by Joy Cowley
Come With Me by Joy Cowley
One, One Is the Sun by June Melser
Plop! by June Melser
Look for Me! by June Melser
The Big Toe by June Melser and Joy Cowley

These are just a few easy readers. I always move books from the Read Aloud basket into the Self-Selected Reading basket so it is multilevel. Add others to the list!

*See The Teacher’s Guide to the Four Blocks by Patricia Cunningham for other activities to use with Self Selected Reading.
Guided Reading in the
All About Me Unit

The purpose of guided reading is to teach strategies that lead to independent reading. It is a small group, instructional process that bridges the gap between shared reading with the whole class and independent reading. The teacher groups students according to their reading ability. This makes it easier for them to address students with similar needs, while at the same time focusing on specific strategies appropriate for the students' instructional levels. The teacher needs multiple copies of books, in fact a six-pack works best!

Suggested reading for the different levels: (These titles come from the Wright Group)

**Emergent:**
- Faces
- Go, Go, Go
- My Pictures
- I Can Jump

**Upper Emergent:**
- What Would You Like?
- My Feet Are Just Right
- I Need A Book
- A House For Me

**Early Fluency**
- Fun With Fingerprints
- The Day the Gorilla Came to School

**Fluency**
- The Biggest Pool of All
- Legendary Heroes

*See The Teacher’s Guide to the Four Blocks by Patricia Cunningham for other activities to use with Guided Reading.*
Working With Words in the All About Me Unit

In Working With Words, the children learn to apply phonemic strategies to words to help them decode and build vocabulary.

Suggested Word Wall Words: manners, self, friendship, height, weight, measurement, me, friends, family, rules, routines, name, graphs, I, can

Word Families

<table>
<thead>
<tr>
<th>look</th>
<th>can</th>
<th>name</th>
<th>lip</th>
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</thead>
<tbody>
<tr>
<td>book</td>
<td>man</td>
<td>same</td>
<td>rip</td>
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<tr>
<td>took</td>
<td>pan</td>
<td>tame</td>
<td>dip</td>
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<tr>
<td>hook</td>
<td>ran</td>
<td>lame</td>
<td>pip</td>
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</tbody>
</table>

Making Words:
Friends
Measurement
Manners
Responsibility
Graphing

*See The Teacher’s Guide to the Four Blocks by Patricia Cunningham for other activities to use with Working With Words.
Writing Block in the
All About Me Unit

Writing should be done daily. Writing journals are a good way to get
students into the routine. In shared writing or mini-lessons, I model writing
lessons around what I see students needing the most help with or around
what good writing looks like. I use topics centered on the All About Me Unit.
Use author's chair for sharing journal entries.

Some suggested writings for mini-lessons at the beginning of the year are:

*Organizing and using the writing journal
*Choosing a clean page
*Dating all entries
*Where print begins on the page
*Writing from left to right
*Making sound boxes to help with how to spell words
*Spaces between words
*Using the word wall
*Brainstorming/ getting down ideas about writing
*Capitalization and punctuation

Author's Chair- This is done daily at the end of the Writing Block. Usually
three to five writers share what they have written. Students in the
audience make positive comments or ask questions about the author's
writing. So many good writing ideas come from the author's chair that it
makes your instructional time a breeze!

Types of responses:
I like your writing because__________.
I like your illustrations.
I see you are putting spaces between your words.
I like the way you stuck to your topic.

*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for
other activities to use with Self-Selected Reading.
Make sure students take home books to read everyday and record what they read in a reading log. Students always want to read the books at home that you are reading in school, so make sure you have a good checkout system. I check reading logs every Monday and Tuesday to make sure students are completing them. I also offer motivational rewards to keep students reading. For example, I would have a class pizza party if we read 100 books in a month or stand on my head and read a book. The list is endless!
**Reading Log**

Name: ____________________  Week of _____________

*Reading at home helps your child become a better reader. Please read ten minutes every night and record the book you read in the book log. Return the book log to school.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of Book</th>
<th>Author</th>
<th>Pages read</th>
<th>Parent Initials</th>
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