

## 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
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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 *9:30-9:45 Break	Group B with teacher	Centers C Centers A  Classroom library Read the Room

9:45-10:05	Group C with teacher	Centers A Centers B  Classroom library Read the Room
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9:30-9:45 Break

10:05-10:25 **Working With Words**

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10:25-10:55 **Writing Block**-Mini lesson

Journals  
Conferencing  
Author's Chair

10:55-11:25 Special Area: PE, Music, Art

11:25-11:55 Math Block

11:55- 11:23 Lunch

11:23-12:50 **Read Aloud/Self -Selected Reading**

12:50-1:35 Unit: All About Me, integrated curriculum

1:35-1:45 **Literacy Link**/Book check-out for at home reading

Dismissal preparation  
(homework, backpack, notes home)

**1:50 Dismissal**

## Read Aloud in the All About Me Unit



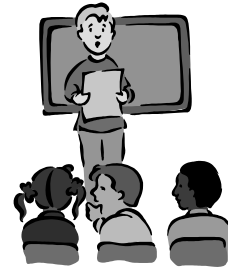
The teacher reads aloud to all students literature (fact or fiction) about beginning school, manners, self-esteem, measurement and birthdays,  
Suggested books:

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  
Froggy 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 through out 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

ook	an	ame	ip
look	can	name	lip
book	man	same	rip
took	pan	tame	dip
hook	ran	lame	pip

### 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.

## Literacy Link in the All About Me Unit



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.

Date	Title of Book	Author	Pages read	Parent Initials