

6 Weeks at-a-Glance: Arts & Letters + RGR

Grade 1: Module 1

Arts & Letters instruction gives students in elementary grades ample time for whole group, small group, and independent instruction. Students learn and practice Reading, Writing, Speaking, Listening, and Language skills throughout lessons, as part of our integrated approach.

Essential Question: Why Are Books Important? (for the entire Module)					
Arc A: "Story"					
	Monday December 1	Tuesday December 2	Wednesday December 3	Thursday December 4	Friday December 5
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
RGR Blast Unit 2 30 min	Grapheme-Phoneme & Heart Word Fluency TG1 pp. 41-48	Phonemic Awareness TG1 pp. 49-56	Phonics Concept TG1 pp. 57-66	Student Practice TG1 pp. 67-70	Wrap Up & Show What You Know TG1 pp. 71-76
Arts & Letters 60 min	Opening Bookend	Wonder: What do I notice and wonder about this text? "Story," Eloise Greenfield and Christopher Cyr	Organize: What is happening in this text? "Story," Eloise Greenfield and Christopher Cyr	Reveal: What does a deeper look at the connection between the illustration and words reveal? "Story," Eloise	Distill: What is a central idea in this text? "Story," Eloise Greenfield and Christopher Cyr

				Greenfield and Christopher Cyr	
Launch	<p>Read the Essential Question</p> <p>2 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>5 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>2 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>2 min. <i>Whole Group</i></p>	<p>Read the Content Framing Question</p> <p>2 min. <i>Whole Group</i></p>

<p>Learn</p>	<p>Share: Discuss Prior Knowledge (10 min; <i>Whole Group</i>)</p> <p>Engage: Create, Experience, or Read (43 min; <i>Whole Group</i>)</p> <p>Option 1: Create a Self-Portrait</p> <p>Option 2: Experience an Interview with a Librarian</p> <p>Option 3: Read a Book About Libraries or Books</p>	<p>Read: Listen Closely to "Story" (20 min; <i>Whole Group</i>)</p> <p>Respond: Notice About the Text (10 min; <i>Whole Group</i>)</p> <p>Observe: Notice About <i>The Library</i> (20 min; <i>Whole Group</i>)</p>	<p>Read: Listen Closely to "Story" (18 min; <i>Whole Group</i>)</p> <p>Respond: Organize the Poem (17min; <i>Whole Group/Independent Work</i>)</p> <p>Observe: Describe People in <i>The Library</i> (18 min; <i>Whole Group</i>)</p>	<p>Read: Examine the Words in "Story" (18 min; <i>Whole Group/Partner Work</i>)</p> <p>Respond: Infer the Meaning of a Phrase (18 min; <i>Whole Group/Independent Work</i>)</p> <p>Observe: Examine Primary Colors in <i>The Library</i> (17 min; <i>Whole Group/Independent Work</i>)</p>	<p>Read: Prepare for a Discussion (18 min; <i>Whole Group</i>)</p> <p>Respond: Discuss a Central Idea (17 min; <i>Whole Group</i>)</p> <p>Observe: Interpret the Meaning of <i>The Library</i> (18 min; <i>Whole Group</i>)</p>
<p>Land</p>	<p>Revisit the Essential Question</p> <p>5 min. <i>Whole Group</i></p>	<p>Reflect on Learning</p> <p>5 min. <i>Whole Group</i></p>	<p>Reflect on Learning</p> <p>5 min. <i>Whole Group</i></p>	<p>Reflect on Learning</p> <p>5 min. <i>Whole Group</i></p>	<p>Reflect on Learning</p> <p>5 min. <i>Whole Group</i></p>

Week 2					
Essential Question: Why Are Books Important? (for the entire Module)					
Arc A: "Story" (Lesson 6) and Arc B: <i>The White Cat and the Monk</i>					
	Monday December 8	Tuesday December 9	Wednesday December 10	Thursday December 11	Friday December 12
	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
RGR Blast Unit 3 30 min	Grapheme-Phoneme & Heart Word Fluency TG1 pp. 77-84	Phonemic Awareness TG1 pp. 85-90	Phonics Concept TG1 pp. 91-96	Student Practice TG1 pp. 97-106	Wrap Up & Show What You Know TG1 pp. 107-112
Arts & Letters 60 min	Know: How do these texts build our knowledge? "Story" "Just What Is a Poem, Anyway?" <i>The Library</i> <i>Saint Jerome in His Study</i>	Wonder: What do I notice about this text? <i>The White Cat and the Monk</i> Persian miniature painting of Laila and Majnun in school "Monasteries, Monks, and Manuscripts"	Organize: What is happening in this text? <i>The White Cat and the Monk</i> Persian miniature painting of Laila and Majnun in school	Reveal: What does a deeper look at the connection between the illustrations and words reveal? <i>The White Cat and the Monk</i> Persian miniature painting of Laila and Majnun in school	Distill: What is a central idea in this text? <i>The White Cat and the Monk</i> Persian miniature painting of Laila and Majnun in school

Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group
Learn	Read: Describe Connections Between Texts (20 min; whole group) Respond:	Read: Listen Closely to <i>The White Cat and the Monk</i> (16 min; whole group) Respond:	Read: Listen Closely to <i>The White Cat and the Monk</i> (16 min; whole group) Respond:	Read: Examine the Characters' Actions (15 min.; whole group) Respond:	Read: Prepare for a Discussion (18 min; whole group; partner work) Respond: Discuss a Central Idea

	Express Knowledge as A Complete Thought (15 min; whole group) Observe: Build Knowledge from Visual Art (18 min; whole group)	Notice about the Text (18 min; whole group) Observe: Notice about the Painting of Laila and Majnun (21 min; whole group and partner work)	Act Out Character Actions (17 min; whole group) Observe: Describe the People in the Painting of Laila and Majnun (20min; whole group)	Infer the Meaning of <i>Pursuit</i> (18 min; whole group; partner work) Observe: Examine Patterns in the Painting of Laila and Majnun (20 min; whole group; individual work)	(17 min; whole group) Observe: Interpret the Meaning of the Painting of Laila and Majnun (18 min; whole group)
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Land	Synthesize Learning 5 min. whole group	View “Monasteries, Monks, and Manuscripts” 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group
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Week 3					
Essential Question: Why Are Books Important? (for the entire Module)					
Arc B: <i>The White Cat and the Monk</i> (Lesson 11) and Arc C: <i>That Book Woman</i>					
	Monday December 15	Tuesday December 16	Wednesday December 17	Thursday December 18	Friday December 19
	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
RGR Blast Unit 4 30 min	Grapheme- Phoneme & Heart Word Fluency TG pp. 113-119	Phonemic Awareness TG pp. 121-128	Phonics Concept TG pp. 129-135	Student Practice TG pp. 137-143	Wrap Up & Show What You Know TG pp. 145-150
Arts & Letters 60 min	Know: How do these texts build our Knowledge? <i>The White Cat and the Monk</i> “The Story of Books” Persian	Wonder: What do I notice and wonder about this text? <i>That Book Woman</i> “Packhorse Librarians in Appalachia”	Organize: What is happening in this text? <i>That Book Woman</i>	Reveal: What does a deeper look at Cal’s words reveal? <i>That Book Woman</i>	Distill: What is a central idea in this text? <i>That Book Woman</i>

	miniature painting of Laila and Majnun in school				
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Launch	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>
Learn	<p>Read: Listen Closely to “The Story of Books” (18 min; whole group)</p> <p>Respond: Express Knowledge as a Complete Thought (15 min; partner work)</p> <p>Observe: Connect the Work of Art to the Text (20 min; partner work)</p>	<p>Read: Listen Closely to <i>That Book Woman</i> (18 min; whole group)</p> <p>Respond: Ask Questions About the Text (18 min; whole group; partner work)</p> <p>Write: Brainstorm Characters to Write About (17 min; whole group; individual work)</p>	<p>Read: Identify Characters (20 min; whole group)</p> <p>Respond: Organize Story Elements (15 min; whole group)</p> <p>Write: Select a Character to Write About (18 min; whole group; partner work)</p>	<p>Read: Examine Cal’s Words (15 min.; whole group)</p> <p>Respond: Describe Cal (20 min; whole group; partner work)</p> <p>Write: Add a Detail to a Story Planner (18 min; whole group; partner work)</p>	<p>Read: Prepare for a Discussion (15 min; whole group; partner work)</p> <p>Respond: Discuss a Central Idea (20 min; whole group)</p> <p>Write: Write a Complete Sentence (18 min; individual work; partner work; whole group)</p>

Land	Synthesize Learning 5 min. whole group	View “Packhorse Librarians in Appalachia” 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group
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Week 4					
Essential Question: Why Are Books Important? (for the entire Module)					
Arc C: <i>That Book Woman</i> (Lesson 16) and Arc D: <i>Tomás and the Library Lady</i>					
	Monday January 5	Tuesday January 6	Wednesday January 7	Thursday January 8	Friday January 9
	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
RGR Blast Unit 5 30 min	Grapheme- Phoneme & Heart Word Fluency TG1 pp. 151-154	Phonemic Awareness TG1 pp. 155-162	Phonics Concept TG1 pp. 163-168	Student Practice TG1 pp. 169-174	Wrap Up & Show What You Know TG1 pp. 175-180
Arts & Letters 60 min	Know: How does this text build our knowledge? <i>That Book Woman</i>	Wonder: What do I notice and wonder about this text? <i>Tomás and the Library Lady</i>	Organize: What is happening in this text? <i>Tomás and the Library Lady</i>	Reveal: What does a deeper look at the illustrations reveal? <i>Tomás and the Library Lady</i>	Distill: What is a central idea in this text? <i>Tomás and the Library Lady</i>

<p>Launch</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>
<p>Learn</p>	<p>Read: Listen Closely to the Author's Note (18 min; whole group; partner work)</p> <p>Respond: Express Knowledge Using Complete Sentences (15 min; whole group; partner work)</p> <p>Write: Edit for Capitalization (20 min; whole group; individual work)</p>	<p>Read: Listen Closely to <i>Tomás and the Library Lady</i> (16 min; whole group)</p> <p>Respond: Ask Questions About Illustrations (17 min; whole group)</p> <p>Write: Plan a Setting for a Narrative (20 min; whole group; partner work)</p>	<p>Read: Identify Settings (16 min; whole group; partner work)</p> <p>Respond: Organize Story Elements (15 min; whole group)</p> <p>Write: Plan the Sequence of the Narrative (22 min; whole group; individual work)</p>	<p>Read: Examine Illustrations (16 min; whole group; partner work)</p> <p>Respond: Identify an Imaginary Scene (17 min; whole group; partner work)</p> <p>Write: Draft Narrative Writing (20 min; partnerwork; individual work)</p>	<p>Read: Prepare for a Discussion (16 min; small group)</p> <p>Respond: Discuss a Central Idea (17 min; whole group; partner work)</p> <p>Write: Draft Narrative Writing (20 min; partner work; individual work)</p>

Land	Synthesize Learning 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group	Reflect on Learning 5 min. whole group
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Week 5					
Essential Question: Why Are Books Important? (for the entire Module)					
Arc D: <i>Tomás and the Library Lady</i> (Lessons 21-23) and Arc E: <i>Ready to Fly</i>					
	Monday January 12	Tuesday January 13	Wednesday January 14	Thursday January 15	Friday January 16
	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
RGR Blast Unit 6 30 min	Grapheme-Phoneme & Heart Word Fluency TG1 pp. 181-184	Phonemic Awareness TG1 pp. 185-192	Phonics Concept TG1 pp. 193-200	Student Practice TG1 pp. 201-206	Wrap Up & Show What You Know TG1 pp. 207-212
Arts & Letters 60 min	Know: How does this text build our knowledge? <i>Tomás and the Library Lady</i>	Complete Listening Comprehension Assessment 1 LCA 1 Text	Responsive Teaching Lesson LCA 1 Text	Wonder: What do I notice and wonder about this text? <i>Ready to Fly</i> “Ballet Basics”	Organize: What is happening in this text? <i>Ready to Fly</i>

<p>Launch</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Essential Question</p> <p>2 min. whole group</p>	<p>Read the Essential Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>	<p>Read the Content Framing Question</p> <p>2 min. whole group</p>
<p>Learn</p>	<p>Read: Listen Closely to the Author's Note (14 min; whole group and partner work)</p> <p>Respond: Express Knowledge by Using Complete Sentences (18 min; whole group and partner work)</p> <p>Write: Editing for Punctuation (21 min; whole group and individual work)</p>	<p>Respond: Complete an Assessment (40 min; whole group)</p> <p>Read: Read More About Books (15 min; individual work)</p>	<p>Read: Listen Closely to the Assessment Text (15 min; whole group)</p> <p>Respond: Revisit the Assessment (25 min; whole group)</p> <p>Engage: Review Module Terms (15 min; whole group)</p>	<p>Read: Listen Closely to <i>Ready to Fly</i> (17 min.; whole group; small group)</p> <p>Respond: Notice About the Text (18 min; whole group)</p> <p>Write: Plan a Character and Problem (20 min; whole group)</p>	<p>Read: Identify the Problem (20 min; whole group)</p> <p>Respond: Organize the Story Elements (15 min; whole group)</p> <p>Write: Plan a Setting to Write About (18 min; whole group and partner work)</p>
<p>Land</p>	<p>Synthesize Learning</p> <p>5 min. whole group</p>	<p>Revisit the Essential Question</p> <p>5 min. partner work</p>	<p>Reflect on the Assessment</p> <p>3 min. partner work</p>	<p>View "Balley Basics"</p> <p>5 min. whole group</p>	<p>Reflect on Learning</p> <p>5 min. whole group</p>

Week 6					
Essential Question: Why Are Books Important? (for the entire Module)					
Arc E: <i>Ready to Fly</i> (Lessons 26-28) and Arc F: <i>The Book Rescuer</i>					
	Monday January 19	Tuesday January 20	Wednesday January 21	Thursday January 22	Friday January 23
	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
RGR Blast Unit 7 30 min	Grapheme-Phoneme & Heart Word Fluency TG1 pp. 213-216	Phonemic Awareness TG1 pp. 217-226	Phonics Concept TG1 pp. 227-234	Student Practice TG1 pp. 235-240	Wrap Up & Show What You Know TG1 pp. 241-246
Arts & Letters 60 min	Reveal: What does a deeper look at Sylvia’s words reveal? <i>Ready to Fly</i>	Distill: What is a central idea in this text? <i>Ready to Fly</i>	Know: How does this text build our knowledge? <i>Ready to Fly</i>	Wonder: What do I notice and wonder about this text? <i>The Book Rescuer</i> “The Yiddish Language”	Organize: What is happening in this text? <i>The Book Rescuer</i>
Launch	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group	Read the Content Framing Question 2 min. whole group

<p>Learn</p>	<p>Read: Examine Sylvia’s Words (20 min; whole group; partner work)</p> <p>Respond: Describe Sylvia’s Feelings (15 min; whole group; small group; individual)</p> <p>Write: Plan a Solution to Write About (18 min; whole group and individual work)</p>	<p>Read: Prepare for a Discussion (18 min; whole group; individual)</p> <p>Respond: Discuss a Central Idea (17 min; whole group)</p> <p>Write: Write Complete Sentences (18 min; whole group and individual work)</p>	<p>Read: Listen Closely to the Historical Note (15 min; whole group; partner work)</p> <p>Respond: Express Knowledge by Using Complete Sentences (18 min; whole group)</p> <p>Write: Sequence Events with Time Order Words (20 min; partner work; individual work)</p>	<p>Read: Listen Closely to <i>The Book Rescuer</i> (20 min; whole group; small group)</p> <p>Respond: Wonder About the Text (16 min; whole group)</p> <p>Write: Edit for Punctuation and Capitalization (17 min; whole group; individual work)</p>	<p>Read: Identify the Solution (17 min; whole group)</p> <p>Respond: Organize Story Elements (18 min; whole group)</p> <p>Write: Write a Clear Ending (18 min; whole group; partner work)</p>
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<p>Land</p>	<p>Reflect on Learning 5 min. whole group</p>	<p>Reflect on Learning 5 min. whole group</p>	<p>Synthesize Learning 5 min. whole group</p>	<p>View “The Yiddish Language” 5 min. whole group</p>	<p>Reflect on Learning 5 min. whole group</p>
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