

Grade 1/2 Language Block

Duration	Structure
<p>30 minutes Whole Group</p>	<p>Oral Language and Knowledge Building</p> <p>10 mins Meet and greet and sing</p> <ul style="list-style-type: none">- For reducing stress, yoga move, check in with the students- Sing songs that reinforce learning (sounds, weather, math, spelling rules, community)- Self-regulated snack- Community building <p>10 mins Knowledge Topic (could be related to Sci/SS, social consciousness, etc.)</p> <ul style="list-style-type: none">- Read a passage that requires effort, thought, and concentration, and wonder together- See, Think, Wonder prompt- Would you rather...- Core Knowledge - free online program (U.S. based - use text selection tool to support choices)- Spend time creating curiosity in the morning and carry on with it in the afternoon- Put the thoughts on the Wonder Wall- Building Oracy - Think Pair Share <p>10 Mins Model Reading and/or Writing</p> <ul style="list-style-type: none">- Morning message- Read Aloud- Poems- Writing about knowledge topic- Model writing- Review grammar- Teach vocabulary- Prep for fluency Fridays (reading sentences or passages out loud to the class)

Compiled by Melissa M. Smith, Lora Tushinski, Sheri Clark, and Robin Hryniewski, based on [Martha Kovack's webinar](#)



Duration	Structure				
40 minutes	Whole Group Word Study Whole Group Routines (20 minutes)(could be replaced with a commercial product)				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Three Part Routine	Vowel Intensive	Three Part Routine	Vowel Intensive	Three Part Routine
	New Concept	Heart Words & Morphology	Review New Concept	Heart Words & Morphology	Review New Concept
	Dictation				Dictation
	<p>Three Part Drill (Visual, Auditory, Blending) Vowel intensive (vowel owls, clap, boom, snap, isolate vowel sound) New concept lesson:</p> <ul style="list-style-type: none"> - Introduce sound / spelling rules / concept - Brainstorm words that comply with the concept - Explicitly teach letter formation (ensure opportunities for practise and corrective feedback as appropriate) - Read a decodable, connected text <p>Review new concept(1-2 concepts a week depending on the class and concept)</p> <ul style="list-style-type: none"> - Sound sorts - Identifying sounds in authentic text - Practice reading and writing with the sound <p>Heart words: Teach them to orthographically map the word</p> <ul style="list-style-type: none"> - Highlight sounds in the word that they already know, directly teach the 'tricky' part <p>Dictation: Using the new sound in words and phrases</p> <ul style="list-style-type: none"> - Say the word, tap the word, spell the word, repeat the word - Write sentences with target words or sounds 				

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Duration	Structure				
40 minutes cont...	<p>Small Group Time: (20 mins)</p> <ul style="list-style-type: none"> - It's important to note that not everyone needs a group! - Groups should be flexible and time-bound based on data and progress monitoring - Increase the frequency you meet with students that are farthest from the target - Target the most pressing lagging skill first based on the scope and sequence - Small groups may be working on a skill that is different than the whole group skill <p>While students are in small groups - the other kids are in their centres. These could be homo- or heterogeneous groups based on evidence-supported data collection.</p> <p>Centre Ideas:</p>				
	Decoding	Phonemic Awareness/ Encoding	Games	HFW	Manipulatives
	<ul style="list-style-type: none"> -Decodable texts - Listen to reading - Partner reading - Roll and read - Fluency sentences - Decodable reader's theatre - Fluency rapid word chart - Someone read words (and someone writes them) - Matching words to pictures - Comprehension passages 	<ul style="list-style-type: none"> - Making words - Sound sorts - Magic squares - Word ladders - Elkonin - Identifying beg, middle, sounds (from pictures) - Journals - Sentence building - (Someone read words) and someone writes them 	<ul style="list-style-type: none"> - UFLI board game template - Crazy cards (cost involved) - Spelligator (cost involved, but can replicate a free version) - Vowel Owls (cost involved, but can replicate a free version) 	<ul style="list-style-type: none"> - Spin, Say, Write - Follow-up worksheet (ok as long as it's not just matching) - Bingo - Fluency rapid word chart 	<ul style="list-style-type: none"> - Vowel Owls - Letter Tiles - CVC Magnets - Popcorn game - Syllable Sortings - Fly Swatter HFW - Making sentences - Phoneme tiles

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Duration	Structure	
30 minutes	<p>Reading and Writing</p> <p>Explicit teaching of Writing Forms</p> <ul style="list-style-type: none"> - Sentence level (i.e. sentence combining, so, but, because, etc.) - Explicitly bring in PA with writing sentences (i.e. Clapping words, chopping syllables, tapping sounds/Elkonin boxes) - Paragraph level - Conventional forms <p>Reading Expectations</p> <p>It is ideal to teach all comprehension strategies as quickly as possible so that students can begin working with them as soon as possible.</p> <p>Use rich read aloud, to model and practice using the strategies in authentic ways:</p> <ul style="list-style-type: none"> - Practice skills organically - Model organic thinking - Vocabulary focus (structured word inquiry) - Summative activities that capitalize on student strengths <p>*Be sure to expose students to fiction and nonfiction texts*</p> <p>How to Determine Small Group Groupings:</p>	
	What to Use	What to Look For
	<p>Informal sound survey</p> <p>CORE phonics survey</p> <p>Universal Screener</p>	<p>Phoneme segmentation</p> <p>Sound-symbol fluency</p> <p>Oral reading fluency</p>

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