

1st Grade Foundations Routines/Orientation (September)

New Concepts: <ul style="list-style-type: none"> • Echoing (Echo the Owl & Baby Echo) • Large Writing Grid with the line names • Sky write/letter formation • Following verbalizations in making lines • Pencil grip and writing posture • Meaning of the word 'trace' 	Learning Activity Overview: <ul style="list-style-type: none"> • Alphabetical Order (TE 26-27) • Dictation/Sounds (TE 28-29) • Dictation/Words (Single Syllable Words) (TE 30-31) • Dictation/Words (Multisyllabic Words) (TE 32-33) • Dictation/Trick Words (TE 34-35) • Dictation/Sentences (TE 36-37) • Drill Sounds/Warm-Up (TE 38-39) • Echo/Find Letters (TE 40-41) • Echo/Find Words (Single Syllable Words) (TE 42-43) • Echo/Find Words (Multisyllabic Words) (TE 44-45) • Echo/Letter Formation (TE 46-47) • Letter-Keyword-Sound (TE 48-49) • Sky Write/Letter Formation (TE 50-51) • Teach Trick Words-Reading (TE 52-53) • Teach Trick Words-Spelling (TE 54-55) • Word of the Day (TE 56-57) • Word Talk (TE 58-59)
Concept:	Routine:
Week 1 Day 1: <ul style="list-style-type: none"> • Teach How to Echo (TE 62-64) 	<ul style="list-style-type: none"> • Introduce Echo <ul style="list-style-type: none"> ○ Explain/discuss meaning of word echo ○ Tell students Echo will help them learn letter names and sounds ○ Say "hello" while holding up Echo- Students will echo. Practice using several more words & phrases ○ Introduce Baby Echo- explain he is just like big Echo and they should echo him as well
Week 1 Day 2: <ul style="list-style-type: none"> • Review Echoing • Teach the Writing Grid (TE 64) 	<ul style="list-style-type: none"> • Review echoing with Echo/Baby Echo • Introduce the Wilson Writing Grid <ul style="list-style-type: none"> ○ Explain the name of each line on the grid ○ Have students stand up and point to each line as the line name is said- go from top to bottom then mix up the order ○ Repeat this practice until students are comfortable with the line names
Week 1 Day 3: <ul style="list-style-type: none"> • Review Echoing • Review Writing Grid • Teach How to Follow Verbalizations (TE 64-65) 	<ul style="list-style-type: none"> • Review Echoing • Review Writing Grid • Teach verbalizations <ul style="list-style-type: none"> ○ Model how to follow verbalizations by saying verbalizations and acting them out ○ Have students follow several different verbalizations Ex. "Point to the sky line-go down to the grass line. Stop!"
Week 1 Day 4: <ul style="list-style-type: none"> • Review Echoing • Review Writing Grid • Review Following Verbalizations • Teach Pencil Grip and Tracing (TE 64-65) 	<ul style="list-style-type: none"> • Review Echoing • Review Writing Grid • Review Verbalizations • Teach Pencil Grip and Tracing <ul style="list-style-type: none"> ○ Show students how to hold dry erase marker ○ Explain expectations when using writing tablets ○ Have students use writing tablets to practice forming lines when line names are said. Ex. "Point your marker to the plane line. Go to the grass line. Stop!" ○ Make a line on the Large Writing Grid & explain what 'trace' means while tracing the line on the Large Writing Grid ○ Have students practice tracing as you verbalize directions ○ Do other variations, directing students with other verbalizations
Week 1 Day 5: <ul style="list-style-type: none"> • Review Echoing • Review Writing Grid • Review Following Verbalizations • Review Pencil Grip and Tracing (TE 62-65) 	<ul style="list-style-type: none"> • Review Echoing • Review Writing Grid • Review Following Verbalizations • Review Pencil Grip and Tracing