**Bonaire Primary School 1st Grade Playbook**

**Instructional Components, Environments, and Exemplars**

**Initially created January 2021**

1st Grade

**Instructional Components:**

1. Heggerty
2. Writing
3. Reading Mini Lesson
4. Guided Reading & Centers
5. Phonics
6. Math
7. Bobcat Buildup
8. Shared Reading
9. Interactive Reading
10. Science/Social Studies

**Bobcat Buildup**

Students are regrouped at the grade level based on Essential Skills/Standards.

Groups will last approximately one month.

Each teacher has a group of students based on similar need.

Whole group instruction based on that group level need.

Groups are reassessed at two weeks.

Teachers are actively engaged with students throughout the activity.

**Reading Mini Lesson and Independent work:**

Teacher will lead the lesson

Teacher will model the lesson

Students will practice

Teach point will be reviewed again

Students will read independently along with center rotations

Students will also have a time to read with a partner or book club

During independent reading the teacher will conference with students and pull small groups

Reading will end with a closing or share time

Anchor charts are available for student viewing

**IRA:**

Students are seated and able to view the book

Teacher has already tagged book with a goal

Teacher stops to comment or ask questions

Students respond/turn and talk

Teachers monitor students’ responses

When book is finished teacher will ask questions and discuss the book

**SR:**

Teacher is reading aloud

Students are looking at the book

Students are engaged

Teacher stops to comment or ask questions

Students respond/turn and talk

Teachers monitor students responses

When book is finished teacher will ask questions and discuss the book

**Guided Reading:**

Teacher has pre-planned book with goals

Students are seated with book

Follow format for F & P lessons: Intro text, Students whisper read while teacher listens in and addresses misconceptions, Discuss book with teaching point, author’s message, word work, write about guided reading once a week, summarize teaching point

**Writing:**

Teacher models/demonstrates the skill or strategy for the mini lesson that day or students are engaged in an interactive writing lesson.

Students try the skill through active engagement/have a try

During independent practice the teacher will be conferencing, pulling small groups with the students, and strategy groups.

At the end of the lesson, students will have a time to share what they have learned

**Heggerty:**

Teacher is leading the lesson in front of the class

Students are following along and doing the hand motions for each part

**Phonics:**

Teacher models/demonstrates the skill or strategy for the mini lesson that day

Students try the skill through active engagement/have a try

At the end of the lesson, students will have a time to share what they have learned

**Math:**

Teacher will teach skill and model/demonstrate

Students will have a chance to practice the skill

Students will work Independently while the teacher pulls small groups based on data

Students will work in their math center/station after completing their independent work

Manipulatives are accessible for student use

Number Talks/Fluency work

Charts are accessible for student viewing

**Science:**

Read alouds/Big Books

Video clips to support understanding

Materials are accessible for student use

Independent work/Notebooks

**Social Studies:**

Read alouds/Big Books

Video clips to support understanding

Materials are accessible for student use

Independent work/Notebooks

Georgia Studies Weekly is used to support

**1st Grade Classroom Exemplars and Environment**

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Writing Exemplar Piece Displayed for student’s to refer to…

Power of 
make båka 
shåki _ 
sake 
Sräke 
oa 
oaf 
long 
long 
okgy 
pgy= 
'bn vowel sound 
made 
wrote 
b r6kB Good Readers 
illus}ra+ions and 
raphs for clues. 
+he firs} Jeffer or lefters. et e 
ready. 
18.400k for smaller words in+Ke 
stand 
iargec word 
h Read -fhrough 4he word. 
k S+re+ch i} ou4 like a 
rubber band. 
5-+r-&t-o-h 
5 Try 4he le}åers ano+her way. 
6. Look for le4+er "combos'. 
Z Does i} make sense . 
Ty agatn. %.5, you 

Charts are displayed around the room for students to refer to as needed

Classroom Libraries are set up with leveled books and books divided by genre or author

AND.BE 
Elt-tabth 
9rartk)n 
Old 
Irrie enk 
Ing 
Ozck Your i n 
l. Guie+lån 
2.pead with a 
vo•ce 
it mke 
3 From 
roof -n back 
Readil 
Readin3 Stamina 
go 

old 
Of 
pot 
out 
People 
thet?+ 

10 
seventeen eighteen 
nineteen 
012 q 
Mumbcrs 
Always S+ar4 wt+h a f 
one group of *enl 
cots 
Num 
Friends of 5 
5+025 3 2 
0+ Sts 

Literacy 
Centers 
cm-Elle • Boveri, Collin 
AUison, Aliyah-k W Rowan 
Bf' elle, moson, 
When You Read Mark Places yo 
{o TaleAbou+ 
Rhy does a charac4endD —p 
somelhing 
you have quesåions abou+ +he ? 
cbpracåers ? 
_Nohce 
ex_clhng 
Wha+ does 4b dory 
you 

Literacy centers are clearly displayed for students to utilize.

Math Centers and manipulatives are set up for the students to access easily.