

Learning Focused Schools

Learning Focused Concepts

LFS Model Overview Video

Based on research gathered in 90/90/90 schools, the Learning Focused model, developed by Dr. Max Thompson, focuses on five areas of improvement: exemplary practice, curriculum, instruction, assessment, and organization.

Each week I make a weekly overview and weekly lesson plan. I use a binder instead of a planning book so that I can include anything additional things that I need to. I create content maps for each unit over the summer and then just keep them in my files until I need them. I also include my homework contracts and newsletters in my binder to help keep organized and a quick reference for special dates and such.

LFS Weekly Lesson Planning

I adapted this from Jill Perkin's Lesson Plan and copy this front and back. I try to make it very explicit so that incase I need a sub that wasn't planned should be able to follow the schedule properly and have some idea of what was supposed to be taught that day with a little help from my colleagues. Please e-mail me if you would like this form.

A.M. (P.M. schedule on back)		FIRST GRADE LESSON PLANS 2005-2006					Ms. Collins Trott Week of _____
Teach on report at 7:30 and may leave at 2:55 (I know I lead bus day every day after school.)							
	MONDAY <i>Accelerating Strategy</i>	TUESDAY <i>Accelerating Practice</i>	WEDNESDAY <i>Teaching Strategy</i>	THURSDAY <i>Practice Summarize</i>	FRIDAY <i>Summarizing</i>	THEME	
9:20-9:30 A.M. Work	Attendance, Lunch, Money, News, Bathroom, Pledge, Morning Work, Agenda. (As students arrive, they should get a morning work page off the counter and work on it quietly at their tables. Students will take notes daily using the computer program because I like to see their morning work.)						
9:30-9:45 Character Education	Character Education	Character Education	Character Education	Character Education	Character Education		
9:45-10:00 Music	Music	Art	PE	PE	Counseling		
10:00-10:15 Planning	Planning	Team Meeting	Planning	Team Meeting	Planning		
10:15-10:30 Bathroom and drink... (3 boys and 3 girls may use bathroom at a time) *Quiet voices and walking feet.							
9:30-9:45 Introduce New Words	Class	Word Wall	Signle Word Game	Signle Word Assessment			
9:45-10:00 Phonic/WF	Phonic/WF	Phonic/WF	Phonic/WF	Phonic/WF	Phonic/WF		
9:15-9:30 Word Work Humant/Spelling/Clay	Spelling	Spelling	Spelling	Spelling	Spelling		
9:30-9:45 Whole Group	Whole Group	Whole Group	Whole Group	Whole Group	Reading Assessment		
9:45-10:00 Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Vocabulary Assessment		
10:00-10:15 Dismiss						Dismiss Every other week 10:30-11:00 Library	

P.M. (A.M. schedule on front)		FIRST GRADE LESSON PLANS 2005-2006					Ms. Collins Trott Week of _____
	MONDAY <i>Accelerating Strategy</i>	TUESDAY <i>Accelerating Practice</i>	WEDNESDAY <i>Teaching Strategy</i>	THURSDAY <i>Practice Summarize</i>	FRIDAY <i>Summarizing</i>	THEME	
10:30-10:45 DEAR	Drop Drunk and Deal						
11:00-11:15 Lunch	LUNCH						
11:15-11:45 Bath	Bathrooms as needed... (story book selection, or listening tape during this time)						
11:45-12:00 Writing							
12:00-12:15 Computer Lab 1	Math Missions	Math Missions	Math Missions	Math Missions	Math Missions		
1:00-1:15 Unit Study	*send students for AR pages						
1:15-1:30 Work Up	Wrap-up: readle share, reporting personal topic, done and pick-up character, get coats Search case, students bring their own snacks and can get drinks from the dispenser fountain (students may also take AR tests during this time)						
1:30-1:45 Dismiss	If weather permits, individual students outside on the playground. If weather not permitting, you can have an outdoor event.						
2:15	Dismissal: 1 st lead bus lines up starting at Mrs. Johnson's corner. 2 nd lead bus lines up starting at Mrs. Coulter's corner. Car idles line up across from Mrs. Coulter's corner. ASD goes to the end of the hallway by Mrs. Johnson's room. Mondays and Thursdays. Tutor Club students go to Mrs. Johnson's room.						
Special Activities: this week... (NOTE: Wednesdays are reserved for faculty meetings.)							

LFS Weekly Overview

I created this weekly overview so that I can better organize my lessons and can keep this as a guide to use in the following year. Please e-mail me if you would like this form.

	Character Education	Sight Words	Spelling	Word Families	Phonics
Concept/ Materials				-at -ap -am	
Essential Question		How does knowing sight words help me to read?		How can word families help us decode other words?	Why do we need to know how to spell sounds?
Vocabulary		down got after call if	List A: List B:		

	Reading	Grammar	Writing	Math	Unit Study
Concept/ Materials	The Hat				
Essential Question	up down got				
Vocabulary					

Content Map Lesson Planning Form

This can be used from year to year once you have made it. This would be something that you can share the responsibility with your team and then each of you can put it in a file for the years to come. Please e-mail me if you would like this form.

1st 5 weeks: Week 1 Story Focus skill Vocabulary Spelling Word Families Phonics Sight Words Math Chapter 1 Grammar Writing Handwriting Character Education Self respect Unit study Special Days	1st 5 week: Week 2 Story The Hat by Holly Keller Focus Skill Sequencing, focusing Vocabulary up down got Spelling sit bus map am lap mad bat sad at eat Word Families -at -at -ap Phonics /s /s /m /m /a/a Sight Words the to and he a I you it of in Math Addition Concepts (chapter 2) Grammar Introduction to sentences Writing Handwriting Character Education Self Control Unit Study Special Days
1st 5 weeks: Week 3 Story Sam and the Bag by Allison Jefferies Focus Skill Predicting outcome Vocabulary and /n on yes Spelling hit hot tap hat pit pan tip hip mat pat Word Families -t -n -p Phonics /t /t /n /n /pp /ll Sight Words was said his that she for on they but had Math Addition Concepts (chapter 2) Grammar Review Sentences Writing Handwriting Character Education Courtesy Social Studies Day Crockett Special Days	1st 5 weeks: Week 4 Story Arts by Johnathan Zee Focus Skill Details, responding Vocabulary male they walk Spelling nap not dim did on mop hop dip hot him Word Families -d -p Phonics /m review /dd /oo Sight Words at him with up all look is her there some Math Addition Facts to 12 (chapter 3) Grammar Introduce word order Writing Handwriting Character Education Respect for others Unit Study Special Days

Guided Reading Group Lesson Form

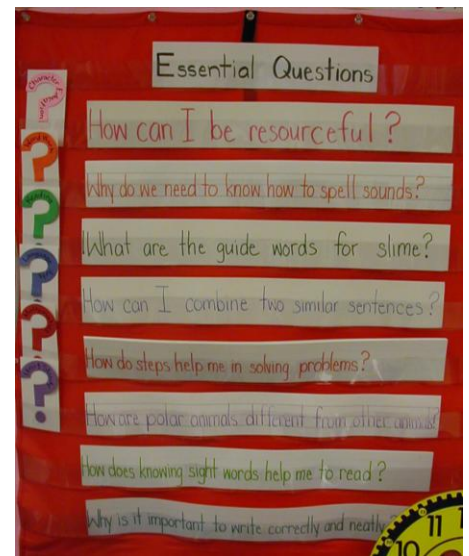
This is a form that I use to help me plan for guided reading groups. Please e-mail me if you would like this form.

Learning Focused Schools in First Grade

One of my biggest hesitations about the LFS strategy was how was I going to be able to use this in my first grade classroom. Through trainings, discussions with peers, and some thought on the subject I have been able to implement LFS into my classroom in a way that works for me and is beneficial to my students. A key phrase to remember is "adapt, not adopt", in other words, use the concepts that work for you in a way that works for you. Below are a few ideas from LFS that I have adapted to fit the needs of my classroom. I tried to give picture examples where possible to help grasp what my words may not be able to describe.

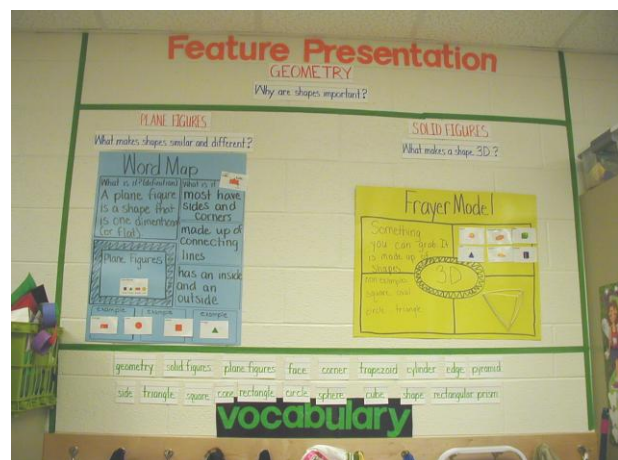
Essential Questions (EQ)

Each subject has an EQ. What do you want the kids to get out of your lesson? For each unit I have an EQ and for each concept or lesson within the unit I have additional EQ's. These questions guide my planning and help me to stay focused on what is important. The EQ's should be posted (I have my weekly EQ's colored coded by subject and in a pocket chart with my calendar math area) and discussed with the students. I also have EQ's over my word walls as titles (for example...instead of "Sight Word Word Wall" I have "How does knowing sight words help me to read?" above my sight words.) with the EQ. Although it is easy to post these and forget about them it is important that your students know what these are and why they are posted. When I am finished with the question I put it in my corresponding file and save it for next year.



Feature Presentation

This is an area that I post what we learn as we learn it throughout the week. I put graphic organizers, lesson we did on Chart paper, spelling words, phonics rules, and anything else that I can put up that we have learned in the week. On Friday afternoon I take everything down so that on Monday we start with a blank slate.



Content Map

Content maps are a graphic organizer to organize you planning units and something that you share with your students. A way to make this work in first grade is by having a Content Map wall or Concept Map bulletin board. I make Content Maps for Math, Social Studies, and Science Units. (Language Arts and Reading skills are placed on word walls and splashes and stay up all year) Here are a few tips to help make your Concept Map Bulletin Board.

- 1) Start with a unit EQ and all unit vocabulary words posted
- 2) Add the concept or lesson EQ as you teach them
- 3) Use a graphic organizer for each lesson and display it under the lesson EQ
- 4) Have the students complete the corresponding graphic organizer in their vocabulary notebook
- 5) If you make a project these can be displayed here as well



Coming Soon

I use my classroom door for my coming attractions area. I post what we will be working on in the following weeks. This gives students a heads up for what we will be learning the following week(s). Because it is on my front door and students see it all the time it makes them curious and interested in what is coming up next.



Word Walls and Splashes

Instead of using my wall space for pretty pictures and posters that you buy at the teacher store I make sure that everything has a purpose for being displayed. At the beginning of the school year my room starts off bare and as the year goes my walls get "colorful" with word walls that are skills that will help them in their everyday success. Just putting up the word walls is not enough I also have to use them and get my students to recognize that they are up to help them. Kids notice what they are. One child said to me as I was adding a word wall at the beginning of the year, "Ms. Trott, why are you putting all this learning stuff up?" They notice the difference between fluff and a teaching tool. Some of my word walls include sight words, rebus words, question words, parts of speech, phonics rules, and contractions.



Graphic Organizers

The use of graphic organizers is very prevalent in the LFS model. After creating a graphic organizer make sure that you place it somewhere in the Classroom for your students to be able to use it. You may even want them to create their own and keep it in a vocabulary notebook. On my main LFS page you can find links to many graphic organizers.

