

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud VSC: (1.1.C.1.a.) (1.1.E.1.a.) (1.1.E.2.a.b.)	Author: Eric Carle Selections: <u>The Very Quiet Cricket</u> , <u>Do You Want to Be My Friend</u> , <u>Pancakes, Pancake</u> , <u>The Grouchy Ladybug</u> , <u>The Mixed Up Chameleon</u> , <u>Today is Monday</u> , <u>The Very Lonely Firefly</u>	Author: Eric Carle Selections: <u>The Very Quiet Cricket</u> , <u>Do You Want to Be My Friend</u> , <u>Pancakes, Pancake</u> , <u>The Grouchy Ladybug</u> , <u>The Mixed Up Chameleon</u> , <u>Today is Monday</u> , <u>The Very Lonely Firefly</u>	Author: Eric Carle Selections: <u>The Very Quiet Cricket</u> , <u>Do You Want to Be My Friend</u> , <u>Pancakes, Pancake</u> , <u>The Grouchy Ladybug</u> , <u>The Mixed Up Chameleon</u> , <u>Today is Monday</u> , <u>The Very Lonely Firefly</u>	Author: Eric Carle Selections: <u>The Very Quiet Cricket</u> , <u>Do You Want to Be My Friend</u> , <u>Pancakes, Pancake</u> , <u>The Grouchy Ladybug</u> , <u>The Mixed Up Chameleon</u> , <u>Today is Monday</u> , <u>The Very Lonely Firefly</u>	Author: Eric Carle Selections: <u>The Very Quiet Cricket</u> , <u>Do You Want to Be My Friend</u> , <u>Pancakes, Pancake</u> , <u>The Grouchy Ladybug</u> , <u>The Mixed Up Chameleon</u> , <u>Today is Monday</u> , <u>The Very Lonely Firefly</u>
Readers' Workshop	Using Sources of information -reread a Wishy Washy book for fluency practice - read short text (teacher selected) - using visual cues (look at the first letter/get mouth ready) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice -read short text (teacher selected) - using visual cues (look at the first letter/get mouth ready) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice -read short text (teacher selected) - using visual cues (look at the first letter/get mouth ready) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice -read short text (teacher selected) - using visual cues (look at the final letter) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice -read short text (teacher selected) - using visual cues (look at the final letter) - IR/conferring - share
Centers	- IR, listening, poetry, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)
Word Study	- word wall (my, we, on, back, you) - introduce short vowel sound "u" - utilize word families "ub" "un", "ug" - phonemic awareness activity - Fountas and Pinnell kit: PA 1-11	- adapt scope and sequence from Open Court: short u - review short vowel sound "u" -making words (hunts or stung) - utilize word families "ub" "un", "ug" - Fountas and Pinnell kit: SP1	- adapt scope and sequence from Open Court: short u - phonemic awareness activity - review short vowel sound "u" - utilize word families "ub" "un", "ug" - Fountas and Pinnell kit: PA 1-11	- Review vowels a, i, u - Fountas and Pinnell kit: SP1-4 - making words (Plastic) * teacher created assessment on vowels a, i, u	- adapt scope and sequence from Open Court: short o - phonemic awareness activity - introduce short vowel sound "o" - utilize word families "ob" "ot", "ock" -Fountas and Pinnell kit: PA 1-11
Writers' Workshop	-writing assessment (goals/ideas for the year)	-writing assessment (response to literature)	Starting with the writing workshop*	Carrying on independently as writers*	Using supplies independently*
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle
Readers' Workshop	Using Sources of information -reread a Wishy Washy book for fluency practice - read short text (teacher selected) - using visual cues (look through the word) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice - read short text (teacher selected) - using visual cues (look through the word) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice - read short text (teacher selected) - using meaning cues (does that make sense in this sentence? In this story?) - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice - read short text (teacher selected) - using meaning cues - IR/conferring - share	Using Sources of information -reread a Wishy Washy book for fluency practice - read short text (teacher selected)using meaning cues - IR/conferring - share
Centers	- introduce journal center	- practice journal center	- practice journal center	- IR, listening, poetry, journal, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, journal, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)
Word Study	- word wall (is, look, run, up, have) - phonemic awareness activity - review short vowel sound “o” - utilize word families “ob” “ot”, “ock” -making words (Plots) - Fountas and Pinnell kit: PA 1-11	- adapt scope and sequence from Open Court: short u - review short vowel sound “o” - utilize word families “ob” “ot”, “ock” - Fountas and Pinnell kit: SP1-4 * teacher created/ selected assessment short o	- adapt scope and sequence from Open Court: short e - phonemic awareness activity - introduce short vowel sound “e” - utilize word families “en” “et”, “ed”, “eck” - Fountas and Pinnell kit: PA 1-11	- adapt scope and sequence from Open Court: short e - Fountas and Pinnell kit: SP1-4 - review short vowel sound “e” - utilize word families “en” “et”, “ed”, “eck”	- adapt scope and sequence from Open Court: short e - phonemic awareness - Fountas and Pinnell kit: PA 1-11 - review short vowel sound “e” - utilize word families “en” “et”, “ed”, “eck” * teacher created/ selected assessment short e
Writers' Workshop	Telling stories in illustrations* VSC: 4.2.A.1.a/b	Drawing even hard to make ideas*	Using both words and pictures*	Stretching and writing words* -writing conferences	-stretching and writing words: initial sounds* -writing conferences VSC: 4.2.A.1.d
Notes					

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle
Readers' Workshop	Using Sources of information - reread a familiar text for fluency - read short text -integrating cues (does it look right? Does it sound right? Does it make sense?) - IR/conferring - share	Using Sources of information - reread a familiar text for fluency - read short text -integrating cues (does it look right? Does it sound right? Does it make sense?) - IR/conferring - share	Using Sources of information - reread a familiar text for fluency - read short text -integrating cues (does it look right? Does it sound right? Does it make sense?) - IR/conferring - share	Monitoring for Meaning - reread a familiar text for fluency - read short text - what to do when it doesn't sound right, look right, or make sense (self-correcting) - IR/conferring - share	Monitoring for Meaning - reread a familiar text for fluency - read short text - what to do when it doesn't sound right, look right, or make sense (self-correcting) - IR/conferring - share
Centers	- IR, listening, poetry, journal, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, journal, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- IR, listening, poetry, journal, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)	- Introduce word work center	- Practice word work center
Word Study	- word wall (get, will, for, big, are) - phonemic awareness activity - review short vowel sounds covered - Fountas and Pinnell kit: PA 1-11	- adapt scope and sequence from Open Court: short u - review short vowel sounds covered - making words (bathtub) - Fountas and Pinnell kit: SP1-4	- adapt scope and sequence from Open Court: short e - review short vowel sounds covered - Fountas and Pinnell kit: SP1-4	- review short vowel sounds covered - making words (blanket) - Fountas and Pinnell kit: PA 1-11	- adapt scope and sequence from Open Court: short e - Fountas and Pinnell kit: SP1-4 * teacher created/ selected short vowel assessment
Writers' Workshop	Telling stories in illustrations* VSC: 4.2.A.1.a/b	Drawing even hard to make ideas*	Using both words and pictures*	Stretching and writing words* -writing conferences	-stretching and writing words: initial sounds* -writing conferences VSC: 4.2.A.1.d
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Read Aloud	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle	Author: Eric Carle
Readers' Workshop	Monitoring for Meaning -reread a familiar text for fluency - read short text - what to do when it doesn't sound right, look right, or make sense (self-correcting) - IR/conferring - share	Monitoring for Meaning -reread a familiar text for fluency - read short text - what to do when it doesn't sound right, look right, or make sense (self-correcting) - create chart: <i>Fix-up strategies</i> - IR/conferring - share	Being Independent Readers -reread a familiar text for fluency - read short text - create chart "Choosing just right books" (understand it, enjoy it, etc) - IR/conferring - share	Being Independent Readers -reread a familiar text for fluency - read short text - give students 3-4 books at varying levels; ask them to browse these books and label as easy, hard, or just right; talk about why -review chart "Choosing just right books" - IR/conferring -share	Being Independent Readers -reread a familiar text for fluency - read short text - revisit "Choosing just right books" - IR/conferring - share
Centers	<ul style="list-style-type: none"> - practice word work center 	<ul style="list-style-type: none"> - IR, listening, poetry, journal, word work, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min) 	<ul style="list-style-type: none"> - IR, listening, poetry, journal, word work, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min) 	<ul style="list-style-type: none"> - IR, listening, poetry, journal, word work, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min) 	<ul style="list-style-type: none"> - IR, listening, poetry, journal, word work, and buddy centers - Using a work board (centers for 15 minutes each; students would go to 1 center for 15 min. and read independently for 15 min)
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court - word wall (did, help, said, that, with) - s blends st,sl,sp,str,spr,spl - Fountas and Pinnell kit: PA 1-11 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: short vowel review - s blends st,sl,sp,str,spr,spl 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: short vowel review - s blends st,sl,sp,str,spr,spl 	<ul style="list-style-type: none"> - making words (stomp) - Fountas and Pinnell kit: PA 1-11 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court - s blends st,sl,sp,str,spr,spl <p>*teacher created/ selected s blends assessment</p>
Writers' Workshop	Widening writing possibilities: real world purposes* -writing conferences VSC: 4.2.A.1.d	-fixing up writing* -writing conferences VSC: 4.2.A.1.d	Editing and fancying up writing* -writing conferences VSC: 4.2.A.1e	Reading into the circle: an author's celebration* -writing conferences VSC: 4.2.A.1.e	-Author's celebrations -writing conferences VSC: 4.2.A.1.f
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