



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Read Aloud</b>	Amelia Bedelia stories	Amelia Bedelia stories	Amelia Bedelia stories	Amelia Bedelia stories	Amelia Bedelia stories
<b>Reading Workshop</b>	<p><b>Understanding My Reading</b></p> <p>~ How do I know I understand?</p> <p>~ Create chart of how you know you understand</p> <p>~ Refer back to <b>Good Readers</b> chart and add “make sure they understand as they read (monitor)”</p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Understanding My Reading</b></p> <p>~ How do I know I understand?</p> <p>~ Create chart of how you know you understand</p> <p>~ Refer back to <b>Good Readers</b> chart and add “make sure they understand as they read (monitor)”</p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Understanding My Reading</b></p> <p>~ How do I know I understand?</p> <p>~ Create chart of how you know you understand</p> <p>~ Refer back to <b>Good Readers</b> chart and add “make sure they understand as they read (monitor)”</p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Monitoring Comprehension</b></p> <p>~ How/why do we become confused?</p> <p>~ List clues that tell students that they do not understand something. <b>[If you do this as a t-chart, then as you teach clarifying/fix-up strategies you can record them on the chart. This would almost be like a problem-solution chart.]</b></p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Monitoring Comprehension</b></p> <p>~ How/why do we become confused?</p> <p>~ List clues that tell students that they do not understand something. <b>[If you do this as a t-chart, then as you teach clarifying/fix-up strategies you can record them on the chart. This would almost be like a problem-solution chart.]</b></p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>
<b>Word Study</b>	<p><b>Word Wall Words:</b></p> <p>front, last, quick, dark, smile</p> <p><b>Antonyms</b></p>	<p><b>Antonyms</b></p> <p><b>*collect student product</b></p>	<p><b>Synonyms</b></p>	<p><b>Synonyms</b></p> <p><b>*collect student product</b></p>	<p><b>Review and Assess</b></p> <p><b>* teacher created/ selected assessment</b></p>
<b>Writing Workshop</b>					
<b>Notes</b>	<p>Please read and refer to the handout form <u>Growing Readers</u> to plan your Shared Reading lessons. By knowing your students as readers, you will best be able to determine which mini-lessons on monitoring for comprehension they need.</p>	<p>Revisit pieces from your read aloud during Shared Reading lessons.</p>			

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>Lesson 10</b>
<b>Read Aloud</b>	Amelia Bedelia stories	Amelia Bedelia stories	Amelia Bedelia stories	Amelia Bedelia stories	Amelia Bedelia stories
<b>Reading Workshop</b>	<p><b>Strategies to Clear Up Confusion</b>                      ~What do I do when I don't understand?                      ~ <b>Possible mini-lessons:</b>                      go back and reread, read back and then on to understand the tricky parts, stop and make a picture in your mind, read the tricky parts aloud, talk to another reader, make notes about your reading/thinking, use clues from the author and your life to figure out what is going on (infer)                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Strategies to Clear Up Confusion</b>                      ~What do I do when I don't understand?                      ~ <b>Possible mini-lessons:</b>                      go back and reread, read back and then on to understand the tricky parts, stop and make a picture in your mind, read the tricky parts aloud, talk to another reader, make notes about your reading/thinking, use clues from the author and your life to figure out what is going on (infer)                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Strategies to Clear Up Confusion</b>                      ~What do I do when I don't understand?                      ~ <b>Possible mini-lessons:</b>                      go back and reread, read back and then on to understand the tricky parts, stop and make a picture in your mind, read the tricky parts aloud, talk to another reader, make notes about your reading/thinking, use clues from the author and your life to figure out what is going on (infer)                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Strategies to Clear Up Confusion</b>                      ~What do I do when I don't understand?                      ~ <b>Possible mini-lessons:</b>                      go back and reread, read back and then on to understand the tricky parts, stop and make a picture in your mind, read the tricky parts aloud, talk to another reader, make notes about your reading/thinking, use clues from the author and your life to figure out what is going on (infer)                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Strategies to Clear Up Confusion</b>                      ~What do I do when I don't understand?                      ~ <b>Possible mini-lessons:</b>                      go back and reread, read back and then on to understand the tricky parts, stop and make a picture in your mind, read the tricky parts aloud, talk to another reader, make notes about your reading/thinking, use clues from the author and your life to figure out what is going on (infer)                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>
<b>Word Study</b>	<p><b>Word Wall Words:</b>                      inside, don't, I'm, everywhere, couldn't, we'll  <b>Compounds</b></p>	<p><b>Compounds</b>                      * <b>collect student product</b></p>	<p><b>Contractions</b></p>	<p><b>Contractions</b>                      * <b>collect student product</b></p>	<p><b>Contractions</b>                      *<b>teacher created/selected assessment</b></p>
<b>Writing Workshop</b>					
<b>Notes</b>					