



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Read Aloud</b></p> <p>VSC: (1.2.C.1.a.) (1.2.E.1.a.) (1.2.E.2.a.b.c.)</p>	<p><b>Author: Tomie dePaola</b> <b>Selections: <u>26 Fairmount Avenue</u>, <u>Alice Nizzy Nazzy</u>, <u>The Witch of Santa Fe</u>, <u>Andy: That's My Name</u>, <u>Strega Nona</u> series, <u>Benny's Big Bubble</u></b></p>	<p><b>Author: Tomie dePaola</b> <b>Selections: <u>26 Fairmount Avenue</u>, <u>Alice Nizzy Nazzy</u>, <u>The Witch of Santa Fe</u>, <u>Andy: That's My Name</u>, <u>Strega Nona</u> series, <u>Benny's Big Bubble</u></b></p>	<p><b>Author: Tomie dePaola</b> <b>Selections: <u>26 Fairmount Avenue</u>, <u>Alice Nizzy Nazzy</u>, <u>The Witch of Santa Fe</u>, <u>Andy: That's My Name</u>, <u>Strega Nona</u> series, <u>Benny's Big Bubble</u></b></p>	<p><b>Author: Tomie dePaola</b> <b>Selections: <u>26 Fairmount Avenue</u>, <u>Alice Nizzy Nazzy</u>, <u>The Witch of Santa Fe</u>, <u>Andy: That's My Name</u>, <u>Strega Nona</u> series, <u>Benny's Big Bubble</u></b></p>	<p><b>Author: Tomie dePaola</b> <b>Selections: <u>26 Fairmount Avenue</u>, <u>Alice Nizzy Nazzy</u>, <u>The Witch of Santa Fe</u>, <u>Andy: That's My Name</u>, <u>Strega Nona</u> series, <u>Benny's Big Bubble</u></b></p>
<p><b>Reading Workshop</b></p>	<p><b>Understanding My Reading</b> ~ How do I know I understand? ~ Create chart of how you know you understand ~ Refer back to <i>Good Readers</i> chart and add “make sure they understand as they read (monitor)” ~ IR ~ conferring ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Understanding My Reading</b> ~ How do I know I understand? ~ Create chart of how you know you understand ~ Refer back to <i>Good Readers</i> chart and add “make sure they understand as they read (monitor)” ~ IR ~ conferring ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Monitoring Comprehension</b> ~ How/why do we become confused? ~ 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> ~ IR ~ conferring ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Monitoring Comprehension</b> ~ How/why do we become confused? ~ 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> ~ IR ~ conferring ~ 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), making connections, using prior knowledge, visualizing, stopping to retell after every few events ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart ~ IR ~ conferring ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>

Fund for Educational Excellence: Scope and Sequence

<p><b>Word Study</b></p>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: final consonant clusters</li> <li>- word wall ( <b>black, junk, tell, then, drink</b>)</li> </ul> <p>VSC: 1.2.B.2.d VSC: 1.2.B.3.a</p>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: final consonant clusters</li> <li>- lessons from Fountas &amp; Pinnell kit: LS 10; LS 13</li> </ul>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: final consonant clusters</li> <li>- <b><i>teacher created/selected assessment</i></b></li> <li>- Month-by-Month phonics: “on-the back activities” (pg. 32- use this week’s word wall words as your base)</li> </ul>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: long a patterns (a_e, ai, ay, ey, ei)</li> <li>- Month-by-Month phonics: “rounding up the rhymes” (pg. 33)</li> </ul>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: long a patterns (a_e, ai, ay, ey, ei)</li> <li>- making words: spinach</li> </ul>
<p><b>Writing Workshop</b></p>	<p><b>Writing a Narrative</b></p>	<p><b>Writing a Narrative</b></p>	<p><b>Writing a Narrative</b></p>	<p><b>Writing a Narrative</b></p>	<p><b>Writing a Narrative</b></p>
<p><b>Notes</b></p>	<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>	<b>Author: Tomie dePaola</b>	<b>Author: Tomie dePaola</b>	<b>Author: Tomie dePaola</b>	<b>Author: Tomie dePaola</b>	<b>Author: Tomie dePaola</b>
<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), making connections, using prior knowledge, visualizing, stopping to retell after every few events                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ conferring                      ~ 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), making connections, using prior knowledge, visualizing, stopping to retell after every few events                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ conferring                      ~ 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), making connections, using prior knowledge, visualizing, stopping to retell after every few events                      ~ Capture these mini-lessons on a chart for students to refer to and add to <i>Good Readers</i> chart                      ~ IR                      ~ conferring                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Responding About Our Thinking</b>                      ~ Main idea/summary (What is this story mainly about?)                      ~ Connect to story map/elements of a story                      ~My thinking or reactions to the text                      ~Teacher should have modeled responses to text previously read                      ~Add to chart journal topics chart to identify what to include in the response                      ~ IR                      ~conferring                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>	<p><b>Responding About Our Thinking</b>                      ~ Main idea/summary (What is this story mainly about?)                      ~ Connect to story map/elements of a story                      ~My thinking or reactions to the text                      ~Teacher should have modeled responses to text previously read                      ~Add to journal topics chart to identify what to include in the response                      ~ IR                      ~conferring                      ~ Share (<i>What did you practice as a reader or learn about yourself as a reader?</i>)</p>

Fund for Educational Excellence: Scope and Sequence

<b>Word Study</b>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: long e patterns (ee, ea, e)</li> <li>- word wall: there, should, street, which, please</li> </ul> <p>VSC: 1.2.B.2.d VSC: 1.2.B.3.a</p>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: long e patterns (ee, ea, e)</li> <li>- making words: treats</li> </ul>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: review long a and e</li> <li>- <i>teacher created/selected assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: consonant digraphs (sh, ch, wh, th)</li> </ul>	<ul style="list-style-type: none"> <li>- adapt scope and sequence from Open Court: (sh, ch, wh, th)</li> <li>- <i>teacher made/selected assessment</i></li> </ul>
<b>Writing Workshop</b>	<b>Writing a Narrative</b>	<b>Writing a Narrative</b>	<b>Writing a Narrative</b>	<b>Writing a Narrative</b>	<b>Writing a Narrative</b>
<b>Notes</b>					