

HOW THE WEEK IS ORGANIZED: GRADES 3-6

CHUNKS: DAILY OCCURRENCES	Day 1	Day 2	Day 3	Day 4	Day 5
<p>READING</p>	<p><u>Grade 3 Suggestions</u></p> <ul style="list-style-type: none"> Vocabulary, read aloud, skill and strategy, begin leveled readers <p><u>Grade 4 Suggestions</u></p> <ul style="list-style-type: none"> Background → Vocab. Read Aloud Concept/Skill CD? Leveled Readers (Intro writing) <p><u>Grade 4 (TT)</u></p> <ul style="list-style-type: none"> Read Aloud Background intro Vocabulary (optional) Intro. spelling words Intro comp. skill (optional) <ul style="list-style-type: none"> Assign Fresh Reads Ind/Partner Read leveled reader Day 1 spelling vocab. Sheet Word work look up in dictionary <p>CENTERS – self-correct centers but check in.</p> <p>I. Build Concepts: Introduces students to the question of the week. Teacher should begin a concept web that will be added to throughout the week.</p> <p>The Read Aloud is an optional tool for generating some initial information for the concept web. Some Read Alouds may be too difficult and consequently may be omitted from this part of the lesson.</p>	<p><u>Grade 3 Suggestions</u></p> <ul style="list-style-type: none"> Complete leveled readers, answer question at end, do practice pages from leveled reader, skill and strategy, vocabulary, spelling <p><u>Grade 4 Suggestions</u></p> <ul style="list-style-type: none"> Leveled Readers Concept/Skill Fresh Reads/Grammar <p><u>Grade 4 (TT)</u></p> <ul style="list-style-type: none"> Intro. comp. skill (optional) Vocabulary (optional) Fluency <ul style="list-style-type: none"> Small group leveled readers Day 2 & 3 spelling Listen to selection on CD Comp. skill sheet <p>Begin with Vocabulary: (See below)</p> <p>Reading: The goal for the Reading of the anthology story is meant to be done authentically (meaning: most students are to read the selection independent of the teacher – it is assigned by the teacher – while the teacher reads with and guides the struggling reader.)</p> <p>NOTE: The first half of the story is read on Day 2 and the second half on Day 3.</p> <p>Pre-Reading includes discussion of the genre; previewing and predicting and the Strategy Response Log.</p> <p>The <i>Strategy Response Log</i> is the self-monitoring portion of this lesson; it mirrors reciprocal teaching – predict, ask questions, clarify, and summarize.</p>	<p><u>Grade 3 Suggestions</u></p> <ul style="list-style-type: none"> Grammar, set purpose, ind. Reading/CD, skill/strategy work, word study, begin guided comp. <p><u>Grade 4 Suggestions</u></p> <ul style="list-style-type: none"> Guided Comprehension Small group instruction Partner read – Response <p><u>Grade 4 (TT)</u></p> <ul style="list-style-type: none"> Grammar Fluency <ul style="list-style-type: none"> grammar sheet review big story comprehension skill sheet <p>Read the 2nd half of the story.</p> <p>Using Guiding Comprehension questions as needed.</p> <p>Use the Strategy Response Log prompt for summarizing.</p> <p>Return to concept web to add new information learned from the story. Select questions from the Reader Response page in the Student Anthology.</p> <p>Look Back and Write is a core question that provides practice for open response.</p>	<p><u>Grade 3 Suggestions</u></p> <ul style="list-style-type: none"> Complete guided comp., do a reader response ORQ <p><u>Grade 4 Suggestions</u></p> <ul style="list-style-type: none"> Writing workshop CD? <p><u>Grade 4 (TT)</u></p> <ul style="list-style-type: none"> Review comprehension Fluency <ul style="list-style-type: none"> Word work -spelling Writing -Look back & write (REAL) Re-read <u>any</u> leveled reader <p><i>Optional:</i> Do selection test may be customized to simply do the vocabulary and short answers. The overall purpose of the selection test is to provide test-taking practice with inferential questioning.</p> <p>Read the paired selection (2nd story for the week) to learn non-fiction strategies for reading and practice reading and writing across texts.</p>	<p><u>Grade 3 Suggestions</u></p> <ul style="list-style-type: none"> Grammar/assessment/spelling <p><u>Grade 4 Suggestions</u></p> <ul style="list-style-type: none"> Selection Test Writing Fresh Reads <p><u>Grade 4 (TT)</u></p> <ul style="list-style-type: none"> Selection Test Spelling Test “Hot” time Fresh Reads <ul style="list-style-type: none"> Catch-up work Ind. reading <p>Assign Fresh Read, leveled passages to monitor understanding of the comprehension target skill of the week through both multiple choice and short answer responses.</p> <p><i>If necessary, reteach the target comprehension skill of the week using the reteaching mini-lesson.</i></p>

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<p>READING</p> <p>(cont.)</p>	<p>2. Teaching the comprehension skill and strategy of the week mini-lesson using the mini-lesson built right into the student anthology. <i>NOTE: This is the first in a series of mini-lessons throughout the week.</i></p> <p>The left hand page is the skill and strategy explanation and the right hand page is the Read Aloud used for modeling.</p> <p>The first practice opportunity is the Write to Read activity at the bottom of the student anthology page.</p> <p>The practice book page is an <i>optional</i> tool.</p> <p>3. Build background specific to the story by selecting appropriate background activities from the three provided in TE.</p>	<p>Guiding Comprehension includes the core questions that provide practice for the targeted skills for the week (<i>comprehension skill and strategy, and vocab strategy</i>). Those questions are identified with a bullseye. Each targeted question will be accompanied by a mini-lesson for re-teaching.</p> <p>The remaining questions help students develop inferential and critical thinking about the story.</p> <p>At the end of the first day's reading, students return to the Strategy Response Log (see prompt in TE). And begin to add information to the class concept web.</p>			
<p>VOCABULARY</p>	<p>Introduce the story vocabulary for the week. Allows students to explore the meanings of the words for the week. This is the first of several vocabulary lessons for the week.</p>	<p>START HERE: <i>This is the second mini-lesson for the story vocabulary words of the week. Its purpose is to reteach the week's vocabulary and teach and practice the vocabulary strategy of the week.</i></p> <p>Practice book page is an <i>optional</i> tool.</p>		<p>Test vocab via 1st part of selection test.</p>	
<p>FLUENCY</p>	<p>Teacher models fluency skill of the week for those that need it. (Small group or whole class based on student need)</p>	<p>Guided Practice for fluency skill of the week</p>	<p>Guided Practice for fluency skill of the week</p>	<p>Guided Practice for fluency skill of the week</p>	<p>Assess fluency for children who have not made the benchmark for this particular unit. Benchmark for unit is identified on page WA15 of the TE under writing and assessment tab</p>

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WORK WORK SPELLING					
GRAMMAR					

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