

Weekly Literacy Plan	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Oral Language Opportunity 10 minutes</p> <ul style="list-style-type: none"> • Listening & speaking • Sharing ideas • Building/reinforcing vocabulary and background knowledge • Asking questions • Mostly student talk time (~70%) 	<p><u>Morning Meeting</u>, including:</p> <p>greeting sharing group activity morning message</p>	<p><u>Morning Meeting</u>, including:</p> <p>greeting sharing group activity: Sing “Row, Row, Row Your Boat” morning message</p>	<p><u>Morning Meeting</u>, including:</p> <p>greeting sharing group activity: morning message</p>	<p><u>Morning Meeting</u>, including:</p> <p>greeting sharing group activity morning message</p>	<p><u>Morning Meeting</u>, including:</p> <p>greeting sharing group activity morning message</p>
<p>Phonics and Phonemic Instruction 15-20 minutes</p> <ul style="list-style-type: none"> • Explicit, Systematic, Whole Group Instruction in: Phonemic Awareness & Phonics • Decoding & encoding • Building accuracy & automaticity • Letter formation • Immediate corrective feedback <p><i>* In older grades, depending on student need, this time may be reallocated to other areas and/or spent in targeted small-group practice.</i></p>	<p>Play a variation of the <u>Switch It</u> game with tiles for the following sounds: “oa,” “oe,” “ow”</p> <p>During Switch It, review also ch, sh, th, wh, ck, ng, tch, ar, or.</p> <p>Introduce Sort It for the /oa/ sounds (o, o_e, ow, oa, oe)</p>	<p>Finish Sort It from the previous day if not finished already.</p> <p>Switch It with: much munch lunch punch pun punt pent spent</p> <p>Draw attention to high frequency words with long o: so, more, so, no</p>	<p>As a class, write some of the words from <i>The Snowy Day</i> on an anchor chart version of the Sort it template:</p> <p>o – go o_e – nose, home oa – coat ow – snow, window oe – toes</p> <p>Switch It with: stop spam stomp span stump spin slump spun slum stun slam</p>	<p>Switch It with: land gland glance chance chant and pant plant</p> <p>Write It: Dictation of the key sentence: Go home to show the boat to Joe.</p> <p>Students may try to write other long o words they remember from the week</p>	<p>Switch It: tip trip strip strap trap rap rip drip drop</p> <p>Write It: Dictation: Review the /ee/ key sentence, also: Leave them alone.</p>

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<p>Fluency 10-15 minutes</p> <ul style="list-style-type: none"> • Repeated readings of text(s) • Focus on all aspects of Fluency (accuracy, rate, expression & phrasing) • Modeled and explicit instruction 	<p>Teacher reads aloud the text “Joe & Joan,” previewing any unknown vocabulary and chunking for multi-syllable words</p> <ol style="list-style-type: none"> 1. Read as a class 2. Read in a group 3. Read in partners 	<p>Search the text “Joe & Joan” and highlight or use wiki-sticks to mark the letters that make the long o sound.</p> <p>Read “Row Row Row Your Boat”</p>	<p>Re-read “Joe & Joan” in partners Using Fluency Tic Tac Toe</p> <p>Search the text “Row Row Row Your Boat” and highlight or use wiki-sticks to mark the letters that make the long o sound.</p>	<p>Read “Soap Boat” in Starfall.</p> <p>Students re-read “Joe & Joan” using stopwatch and tracking sheet on their own.</p>	<p>Re-read together “Soap Boat”</p> <p>Assign the non-fiction story “Joan’s Goats” from Raz Kids for individual reading. Have students fill out a blank Sort It sheet to write down the long o words under the correct spelling.</p>
<p>Reading Comprehension 15-20 minutes</p> <ul style="list-style-type: none"> • Shared Reading: Revisiting the same text multiple times, with multiple foci: Rich Mentor texts, Non-fiction, Content-area texts • Building vocabulary + background knowledge • Explicit instruction in: Retelling, Summarizing, Predicting, Questioning, Inferring as opportunities naturally arise (i.e. using a Science text, History paragraph, etc.) 	<p>Label this picture using the Picture Word Induction Method to front-load vocabulary for our read-aloud. Generate words and sentences. Students record words in their vocabulary notebooks.</p> <p>Show the front cover of <i>The Snowy Day</i> by Ezra Jack Keats and ask students to think of one question they have before we read the text. They should note their question on a sticky note and stick it on an anchor chart.</p>	<p>Read out the sticky notes with questions about the text before reading.</p> <p>Play the game “What’s In My Bag?” to encourage students to ask questions.</p> <p>Write these prompts on the anchor chart: I wonder ... ? How come ... ? Why ... ? What is ... ?</p> <p>Read aloud <i>The Snowy Day</i> by Ezra Jack Keats, encouraging questions and predictions and using Think Alouds</p>	<p>Read aloud <i>The Snowy Day</i> by Ezra Jack Keats.</p> <p>Take some time to discuss answers to the questions students have asked.</p> <p>Introduce thick and thin questions and categorize the questions asked.</p>	<p>Read aloud <i>The Snowy Day</i> by Ezra Jack Keats.</p> <p>Introduce the Somebody Wanted But So Then Framework.</p> <p>Students turn and talk to retell the story to a partner with SWBST</p>	<p>Read aloud <i>The Snowy Day</i> by Ezra Jack Keats.</p> <p>Using a graphic organizer for SWBST, students record the retelling of the story in their own words and draw a picture to show what they remember from the story.</p>

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<p>Vocabulary and Morphology 10-15 minutes</p> <ul style="list-style-type: none"> • Explicitly teaching vocabulary (with a focus on Tier 2 Vocabulary) • Morphology instruction based on words pulled out of content areas / shared reading 	<p>Students record new words in vocabulary notebooks: disappear (dis + appear), states of matter, melting snow covered (cover +ed) weather, seasonal changes track (note the ck ending)</p>	<p>Students record new words in vocabulary notebooks: softly (soft + ly), textures of snow carefully (care+ ful + ly) discuss what things we should do carefully slowly (slow + ly) seasonal changes - elicit a list of other +ly words</p>	<p>Students record new words in vocabulary notebooks: colder (cold + er), comparative forms movement (move + ment) animal locomotion discovery (dis + cover + y) Peter's exploration, ties to curiosity</p>	<p>Students record new words in vocabulary notebooks: frozen (freeze + en) discussion of irregular past tense, other examples enjoyment (enjoy + ment) personal experiences in nature, discussion of what we do for enjoyment hoping (hope + ing), prediction and hypothesis</p>	<p>Students record new words in vocabulary notebooks: footprint (foot + print) discuss compound words direction (direct + ion) connections: mapping, cardinal directions reflection (reflect + ion) different meanings (Peter in the mirror, reflecting on learning) - Elicit -tion words</p>

<p>Targeted Small Group Instruction 15-20 minutes</p> <ul style="list-style-type: none"> • Explicit group focus based on student need and accompanying data • May focus on a single area of the Five Pillars, or a combination of several 	<p>Guided reading and extra Switch It as needed with a small group while other students rotate through centres: -Story Retelling with Props -Story Listening -Educreations (write and record) -apps like Montessori Crossword and Starfall -Independent Reading in Book Boats -completing Frayer model in vocabulary books</p>	<p>Guided reading and extra Switch It as needed with a small group while other students rotate through centres: -Story Retelling with Props -Story Listening -Educreations (write and record) -apps like Montessori Crossword and Starfall -Independent Reading in Book Boats -completing Frayer model in vocabulary books</p>	<p>Guided reading and extra Switch It as needed with a small group while other students rotate through centres: -Story Retelling with Props -Story Listening -Educreations (write and record) -apps like Montessori Crossword and Starfall -Independent Reading in Book Boats -completing Frayer model in vocabulary books</p>	<p>Guided reading and extra Switch It as needed with a small group while other students rotate through centres: -Story Retelling with Props -Story Listening -Educreations (write and record) -apps like Montessori Crossword and Starfall -Independent Reading in Book Boats -completing Frayer model in vocabulary books</p>	<p>Guided reading and extra Switch It as needed with a small group while other students rotate through centres: -Story Retelling with Props -Story Listening -Educreations (write and record) -apps like Montessori Crossword and Starfall -Independent Reading in Book Boats -completing Frayer model in vocabulary books</p>
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<p>Writing 20-30 minutes • May focus on: Modeled, Shared, Guided, Independent, or a combination of several</p>	<p>Map the sentences generated in the PWIM on a Sentence Pattern Chart. (I Do)</p>	<p>With the teacher, as a class, (We Do) build on the Sentence Pattern Chart.by creating their own sentences, according to the pattern.</p>	<p>Students tell a partner about something they did on a snowy day (or on a day in nature). Students develop new sentences for their story using the Sentence Pattern Chart.by creating their own sentences, according to the pattern. (You Do)</p>	<p>Students outline a their own story using SWBST or Who, What, Where, When, Why How or Beginning, Middle, End (student choice, using choice of graphic organizer)</p>	<p>Students write their own stories about a snowy day or a day they enjoyed in nature.</p>