



# IGNITED LITERACY

GETTING STARTED PLAN

DAYS 11-15



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# ABOUT THE BOOKS

Sometimes books can be hard to source. I have tried to choose books that are popular in school libraries or book rooms. These books are also a part of many public library collections. When possible some of these books are available online either through EPIC, TUMBLE BOOKS, or there are readings on YOUTUBE.

If you cannot find the book listed here for this lesson, then I would recommend finding a book with a similar lesson or theme. Some of the activities that are book specific may need to be altered to suit the substitute book, but these will often be simple changes that will not alter a significant portion of your lesson.

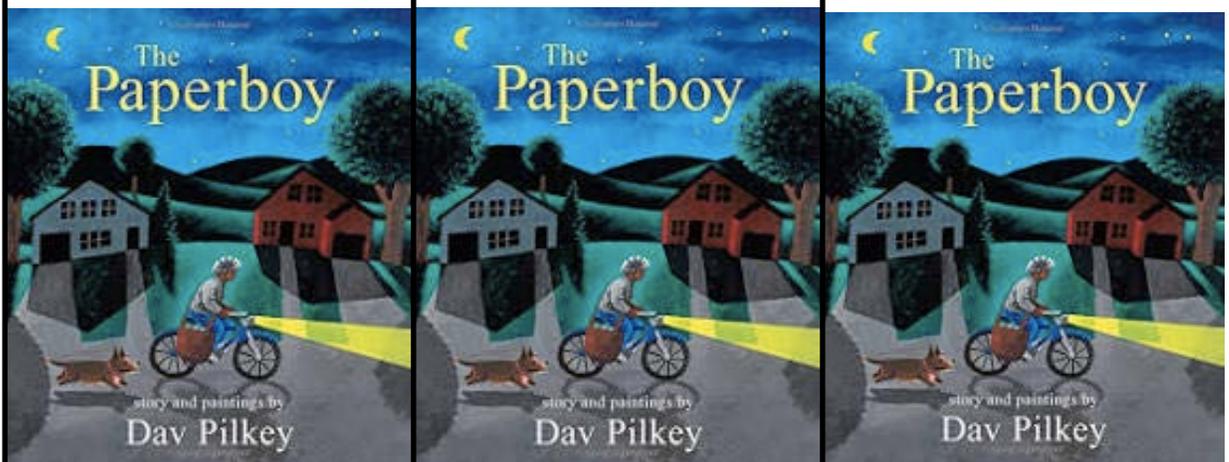
For this week you have a choice of texts:

Grade 3/4

Grade 4/5

Grade 5/6

BOOK  
3



# calendar overview

## DAY 11-15

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>Preview Book #3 with students. Read until the problem is revealed. Build comprehension of predictions, questions, inferring, connections. Provide student with own reading to read the text '3 ways' complete the first 2 readings.</p>	<p>Teach students how to respond to a text using the <b>RACE</b> or <b>OREO</b> response writing format using thier predictions from BOOK #3.</p> <p>Students will review <b>Grammar Rules</b> in relation to a <b>Mentor Paragraph</b>.</p>	<p>Read the remaining parts of the text. Stop to compare the things that happened in the book with the predictions and inferences being made.</p> <p>Students will look at a <b>Wordless Picture</b> to predict and infer what is happening within. They will use <b>Reading Response Puzzle Strips</b> to form their answer.</p>	<p>Together, create success criteria for a reading response in student friendly language. Create an anchor chart to display in classroom. Students will continue to construct their response to the Picture Card Story.</p>	<p>Review the assessment criteria that was made on the success criteria chart.</p> <p>Show students examples of four different responses. Ask them where to level this. Look at the "How Did I Do? Achievement Criteria" as an example.</p>
<p>You will form mixed ability writing groups. These groups will be used to help students edit each others work. These may also be the groups you wish to use for your center rotations if you choose to do guided reading separately.</p>	<p>Students will review the <b>Mentor Sentence</b>. They will notice and note various spelling, grammar, and conventions errors that are present in the paragraph. They will identify the reasons why it is wrong by making rules that can be recorded on a chart.</p>	<p>Review the grammar rules that were developed during the previous mentor paragraph activity. Have students develop different examples of different sentences. Then, have them find examples of that grammar rule in their own novels.</p>	<p>Spelling: As a class, create a list of vocabulary words from what we read, what we spell wrong, and subject specific vocabulary.</p>	<p>Review the different centers that students will be rotating through. Also, reveal their groups if you have not done so already.</p> <p>Students will participate in their centers.</p>

### NOTES

By the end of this week, you should have a good idea of your student readiness to move into the full program. If they are not yet ready to move onto next week (September week#4), but increase the amount of control and limits you place on students. They will still require a high degree of monitoring during this time to ensure the routines and expectations you have set can be carried out independently.

Note: Depending on the timing of the start of the school year, September 30 may fall into September Week #4. For this reason, please swap or skip the lessons in September week #4 with October week #1. This will allow you to focus on the events of **Orange Shirt Day** in your classroom.

### IGNITED TEACHERS: PLC - RESOURCES TO SUPPORT THIS WEEK

This is the support coaching group that support Ignited Literacy - It is FREE for September click [here](#) to learn more

- 1) Centers Cards - Use these ready made centers cards in your pocket chart for your centers rotation.
- 2) Bump It Up Board - Can be used to track assessment levels for students to keep them visual. Use the anchor answers provided with the bump it up resource.
- 3) Week #3 Coaching Call - check in on Facebook for date and time of this event scheduled during week #3

# TEACHER DIRECTED LESSON PLANS

## day eleven

### Reading Lesson: 50 minutes

**Independent Reading:** Students will read independently for 10 minutes.

#### Read Aloud: Book #3

##### Teacher Directed Lesson: (20 minutes)

- *Read Aloud:* Show the cover and the inside pages of the story.
- Have students write questions and predictions about what they see.
- **Read** the beginning of Book #3 with students. **Stop** reading as the problem of the story is revealed.
- Stop throughout this part of the text and ask students to share their comprehension. Provide students with sticky notes to record their thinking as they listen. Use the '[Listening To My Thoughts](#)' as an anchor chart. Students or teacher can record thoughts on sticky notes and attach to anchor chart.

R

##### Student Independent Work: (20 minutes)

- Today students will practice responding to reading.
- Before you have students begin the independent task have a conversation and outline the expectations for students' independent work.
- Students should use [How To Read A Text](#) to help them structure their reading response. Provide students with "[On Our Way Home](#)". Ask students to complete the first two readings.
  1. Read the text and determine who the story is about and what is happening, or the GIST. Identify the most important parts and what doesn't make sense.
  2. Re-read the story and listen to their thoughts. What are they thinking? What comprehension strategies are they using to help them understand?
  3. The third reading of the text will be saved for a later lesson.

### Writing Lesson: 50 minutes

**Writing Teams** - Now that you have begun to see students' writing ability and style, group them according to their strengths as writers. You can group these by mixed ability groups (recommended) or you can group them by ability. These will be used as student work through the different stages of the writing process.

#### Whole Group/Small Group

Goal: Meet your writing team.

- 1) Introduce the concept of a writing team with your students. These writing teams will be conferencing with the other groups in the class who will help them review, edit and revise.
- 2) Students will begin to work with the members of their writing team. They will share something that they have written and their goals.

#### Student Small Group

- 3) Each student will read the other students' writing and compare it to the success criteria of that genre. Do they have all of the parts of that genre? Does it make sense?
- 4) They will then switch and read another person's writing, but this time they will look for spelling and grammar errors. They will then provide constructive feedback.

W

# LISTENING TO MY THOUGHTS

**My Predictions**

**My Questions**

**My Connections**

**My Inferences**

**When I put my thoughts together I think...**

# HOW TO READ A TEXT

## three special steps

### First Read: **UNDERSTANDING**

- \* READ - To understand the text.
- \* HIGHLIGHT - The most important parts or parts that don't make sense.
- \* ANSWER - What is the GIST of the text?

### Second Read: **THINKING**

- \* READ - More closely listen to your thoughts.
- \* HIGHLIGHT - your thoughts and reactions as you read (questions, connections, inferences)
- \* ANSWER - What am I thinking about when I read this?

### Third Read: **APPLICATION - COMMUNICATION**

- \* READ - Look for evidence or answers to the question you are being asked.
- \* HIGHLIGHT - The details from the text that support the question.
- \* ANSWER - What sections or proof can I find in the text to include in my answer?

# ON OUR WAY HOME

It started out as the best week ever! My family went camping in Red Ridge National Forest. We were so excited because this was my first time camping in the deep woods. My dad was so excited to take us camping. He used to be a boy scout and my grandpa used to take him camping in the Red Ridge National Forest all the time as a boy. For weeks, my dad had been showing us how to make a fire, use the sun to tell the time and orientation, tell the difference between poisonous plants and safe plants, and how to use all of the tools on a Swiss Army knife. Each time we had a camping lesson my dad would say, "Ok boys, the thing you need to know about nature is..." Roy and I would roll our eyes at each other. I mean I know that he was excited but it is not like we hadn't gone camping before. When we went camping before, we would park the car, set up our tents, go play at the playground while mom and dad cooked dinner on the BBQ. Dad assured us that this time would be different. Our campsite was further away only accessible by canoe and we could only take what we could carry. During one of Dad's rants I whispered to Roy, "It's camping, it is not like we are going to another country." "I know, right," Roy agreed, "but we probably should listen anyway. It is probably easier than pointing out the obvious".

It was a long drive to the campground from our house. We eventually got there. Dad wasn't kidding. This camping experience was going to be much different. We parked the car, went to the campground office and rented a canoe for the week. Dad was so excited he was



almost jumping. Mom, on the other hand was nervously reminding us to stay close by, put on our life preservers, and other overprotective mom things. Finally we were ready to go. We wobbled as we got into our canoe. We loaded the packs and were off to our camping adventure.

# TEACHER DIRECTED LESSON PLANS

## day twelve

**Notes:** Focus on building strong independent work skills. Stop students when they are not able to collectively sustain independent work. Ensure that you are not reinforcing appropriate behaviour through proximity. Students must learn to self-regulate during this time. As they struggle to build stamina, it is important to talk and reflect on what went well and what did not. Students should look at what makes them a successful learner. Talk about what distracts them the most, how to avoid this, do they like quiet or noise when they are working, where do they like to sit, how do they like to get work done? All of these are important questions for students to answer. The more they know about what type of learner they are the better they will do at gaining independence.

### Reading Lesson: 50 minutes

**Independent Reading:** Students will read independently for 10-15 minutes.

#### BOOK #3

#### Teacher Instruction:

- Writing a reading response will be the focus of today's activity. Students will learn how to turn a graphic organizer into a paragraph.
- Choose either the [OREO](#) or [RACE](#) response method that you think will work best for your students. Together with students write your response based on class predictions
- Use the anchor chart and Sample Organizers ([OREO](#), [RACE](#)) to help guide you through this model.

#### Independent Work:

- Using the [My Predictions Organizer](#), students will take what was taught during the teacher directed lesson and apply this to write a paragraph on what their prediction will be on the text.
- Review the expectations and allow them to try again. You may wish to track their growth in this area on a chart.

### Writing Lesson: 50 minutes

**Goal:** Editing and revising using a Mentor Text.

#### Teacher Directed Lesson

Post the [Mentor Paragraph](#) for students to see. Ask them what they notice in the paragraph. Prompt them to look at the grammar, the spelling, parts of speech. As this is the first time they are doing this you may find they need more prompting to find errors. They should point out some of the errors in the sentence. Mark the errors on the sentence as they see them. Ask them why their selection is an error, using the [Mentor Paragraph Guide](#) to help coach them along. Notice their understanding of grammar, spelling, and convention knowledge. Record any broken [Grammar Rules](#) on the poster as students identify them. Show them the [Corrected Paragraph](#) as it was written by the author. Have them compare their results.

#### Student Independent Work

- Students will write their own work independently
- Conference students about their writing

# OREO

## response

My OREO response begins with **restating the question** and includes my opinion/answer.

**R** I **give a reason** why I have that opinion.

**E** Then I **give an example** from the text or my own ideas to support my reason and opinion.

I end my response by restating the question in **a different way**.

# OREO response

A grey rounded rectangular box with a black border, intended for a response.

R

E

A white rounded rectangular box with a black border. The letter 'R' is positioned at the top left and the letter 'E' is positioned at the bottom left, indicating the structure of the response.

R

E

A white rounded rectangular box with a black border. The letter 'R' is positioned at the top left and the letter 'E' is positioned at the bottom left, indicating the structure of the response.A grey rounded rectangular box with a black border, intended for a response.

# OREO response

I think the paperboy is going to be very responsible and do his paper route.

**R** I think it shows a lot of responsibility to get up early.

**E** The text said that the boy got up before the sun.

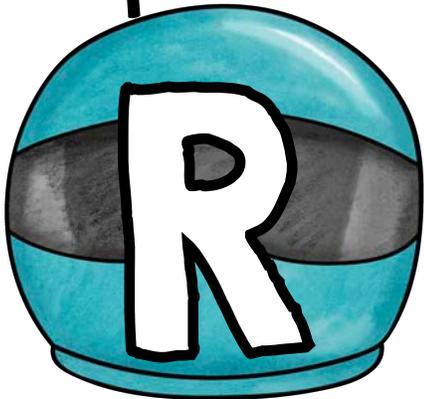
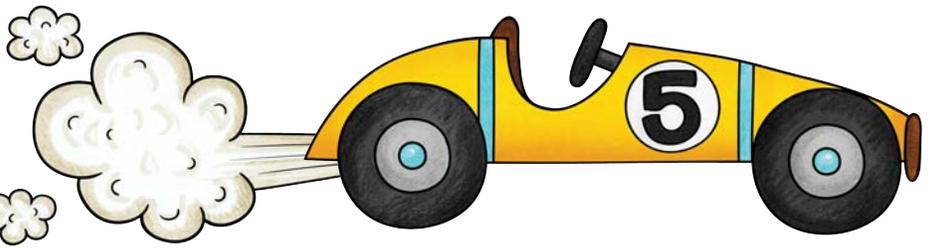
**R** I think this is something that he does often. It is his job.

**E** In the text he seems to know what he is doing.  
Nobody seems concerned that he is getting up so early.

This is why I think that the paper boy will be responsible and complete his paper route.

# R.A.C.E

response



**Restate the question.**

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**Answer the question in your own words.**

---



**Cite Evidence: Use examples from the text.**

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**Explain Your Thinking: How did your evidence (C) support your answer (A)**



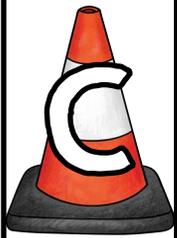
# R.A.C.E RESPONSES



Restate the question.



Answer the question in your own words.



Cite Evidence:  
Use examples from the text.

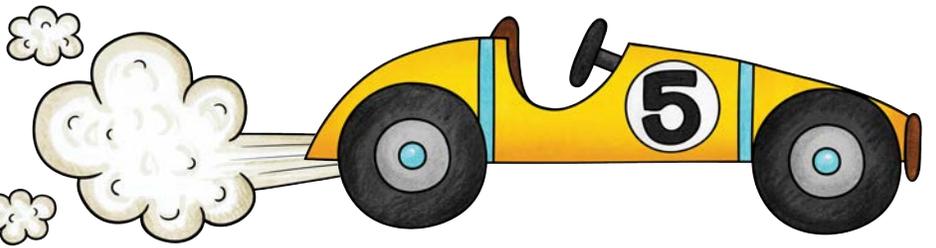


Explain Your Thinking:  
How did your evidence (C) support your answer (A)



# R.A.C.E

response



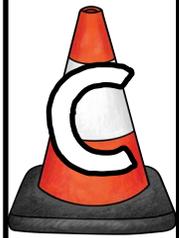
Restate the question.

**I think the paperboy is going to be very responsible and do his paper route.**



Answer the question in your own words.

**I think it shows a lot of responsibility to get up early and do your chores**



Cite Evidence:  
Use examples from the text.

**In the text he gets up early before everyone else.**

**He gets his breakfast, prepares his papers and does his route all by himself.**



Explain Your Thinking:  
How did your evidence (C) support your answer (A)

**When kids are able to do things by themselves without help this shows that they are very responsible.**



# MY PREDICTIONS ORGANIZER

<b>I notice</b>	<b>I wonder</b>	<b>I predict</b>

They could see that miss  
swamp was a real which  
she ment business write  
away she put them bake to  
work she give them lots of  
homework

*"Miss Nelson Is Missing"* by Harry Allard and James Marshall

They could see that Miss Swamp was a real witch  
 she ment business write away she put them bake to  
 work she gave them lots of homework

*"Miss Nelson Is Missing"* by Harry Allard and James Marshall

<b>cee</b>	<b>Correct: see</b> Identify that the letter C makes two sounds. The first is a soft c and the other is a hard c. The C sounds like a letter s when it is combined with an E or an I. However, in this case the word see is spelt with an S.
<b>miss</b>	The word miss is part of the proper name <b>Miss Swamp</b> . In this case the M in miss needs a capital letter. All proper nouns (including names of specific people or places) get a capital letter.
<b>which</b>	Some words sound the same but are spelled differently and mean different things. These are called homophones. In this example the correct word would be <b>'witch'</b> .
<b>witch. She</b>	<b>This is the end of a sentence and needs a period.</b> 'They could see that Miss Swamp was a real witch' is a complete sentence with a subject (who) and a predicate (what).
<b>ment</b>	This word is incorrectly spelled. The correct word is <b>meant</b> . This word breaks vowel pronunciation rules and is why the word is often spelled incorrectly.
<b>business. Right</b>	<b>This is the end of a sentence and needs a period.</b>
<b>write</b>	This is another homophone example. The words right and write sound the same but are not spelled the same. The correct word in this context is <b>right</b> .
<b>bake</b>	This is the incorrect word. The correct word is <b>back</b> . In this instance the wrong vowel pattern was used. In a typical VCV word the first vowel produces a long vowel sound and the second vowel stays silent. The spelling error also neglects an ending blend in the word, as it should end with a CK.
<b>work. She</b>	This is the end of a sentence and needs a period. A good rule to determine when to start a new sentence is to look for the subject words (names and pronouns). These often come at the beginning of a sentence.
<b>miss swamp</b>	Correct: Miss Swamp Miss Swamp is a name, which is a proper noun. Proper nouns must always start with a capital letter.

# GRAMMAR RULES

GRAMMAR RULE	EXAMPLES

They could see that Miss  
Swamp was a real witch.  
She meant business. Right  
away she put them back to  
work. She gave them lots  
of homework.

*"Miss Nelson Is Missing"* by Harry Allard and James Marshall

# TEACHER DIRECTED LESSON PLANS

## day thirteen

### Reading Lesson: 20 minutes

**Independent Reading:** Students will read independently for 10-15 minutes.

#### **Reading Whole Group Book #3 (20 minutes)**

Continue writing your response with students. From the previous lesson.

#### **Read Aloud:**

- Finish reading Book #3 to students. While you are reading, have them record their questions and predictions for the story.
- Have students share some of their predictions with the class that they made while you were reading.
- Focus on their use of clues and evidence when discussing these questions and predictions. Use prompts such as "What was happening in the story to make you think that?" and "What clues in the text led you to that?"

#### **Independent Work: (20 minutes)**

- Students will be given the photo cards or the [What's the Story?](#) pages. They will look at the assembled photos and make predictions about what is happening.
- As the teacher you can choose the pre-laid out version on the [What's the Story?](#) pages or you can cut out the cards and have them put the story together themselves (multiple versions possible).
- Have them briefly write what the story is about into the organizer. Remind students that they will need to use their skills of predicting, questioning, inferring and connecting to help them determine what is happening.
- Remind students that their ideas need to make sense and there has to be evidence to support their opinion. Sometimes answer can be illogical or details made up - it is important to get students to focus on the details they see not the details they make up in their head.

### Teacher Directed Writing Lesson: 20 minutes

**Goal:** Write with independence.

- 1) Students should be writing independently with good stamina for approximately 20 minutes. Continue to time and track their writing behaviours.

#### **Teacher Directed Lesson**

- 2) Review one of the grammar rules that students identified in the previous lesson; such as proper nouns having capital letters. Make a list of examples of this on a chart paper.
- 3) Students can then find an example of this grammar rule in their independent reading text and copy that sentence onto a sticky note and add it to the chart paper.
- 4) Review with students how to fill out and complete a [Writing Feedback](#) form to be used when they finish their writing.

#### **Student Independent Work Centres**

- 5) Conference with students as they finish their writing.
- 6) Make notes for yourself on common themes that are emerging for your students on how to write certain things. These can be the focus of upcoming whole group or small group lessons.

# WHAT'S THE STORY?

The photos below tell a story. Think about what you see. What do you think the story is about? Why do you think that?





# WRITING FEEDBACK

*student/teacher conference notes*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Writing Form: Fiction Nonfiction

Writing Goal: \_\_\_\_\_

## WRITING PROCESS

- Brainstorming
- Organizing
- Drafting
- Editing
- Revising
- Conference
- Publishing

**Writing Summary:** \_\_\_\_\_

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## Student Self-Assessment:

What did I do well?	What do I need to work on?
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Teacher Feedback: \_\_\_\_\_

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Progressing with Difficulty	Progressing with Some Success	Progressing Well	Progressing Very Well
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Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_

# TEACHER DIRECTED LESSON PLANS

## day fourteen

### Reading Lesson: 50 minutes

**Independent Reading:** Students will read independently for 15-20 minutes.

### Read Aloud: Book #3 20 minutes

#### Reading Mini Lesson:

- Print out [Sentence Strips](#) pages for each student/group of students and display the [What's Happening?](#) picture cards for the class to see.
- Ask students to use the sentence strips like puzzle pieces to construct a reading response.
- Prompt them to look for all the parts in the [OREO](#) or [RACE](#) acronym to help them.
- Once their response is assembled, have them glue it down on a half piece of chart paper.
- Bring students together to share their answers.

#### Independent Work:

- Students will revisit the [Listening to my Thoughts](#) organizer they made based on "On My Way Home".
- Using this organizer and what they have learned about writing reading responses students will write a [Reading Response](#) in their own words.

### Writing Lesson: 50 minutes

**Goal:** Practice spelling skills.

#### Teacher Directed Lesson 20 minutes

##### Introduce the spelling choice board to students.

- Make a list of 20-30 words on your board ask for students to suggest words. They can look in their own notebooks for commonly misspelled words, their subject books, words identified by the teacher during conferences, words from their weekly readings.
- Explain to them that they will choose 10 words - They should pick just right words. Words that are new to them, not too easy, but not too hard. (draw connections to the IPICK strategy poster previously introduced.
- Show students [Spelling This Week](#). Students will choose 3 activities in a row to complete during the week to practice their work. Walk through each activity and review with students how to complete each activity. A [Notebook Copy](#) has also been included.

#### Student Work Centres 20 minutes

Students will engage in weekly spelling activities.

1. Students will choose 10 words that they need to spell correctly. They will record this spelling list in their personal spelling notebook or agenda.
2. HINT: You may want to have a discussion about how to do this in a notebook and conserve space.
3. If time allows, have students try a few of the spelling activities.
4. Students will work on their writing with any extra time they might have.

# SENTENCE STRIPS

I think this story is about how the girls did something and now they got in trouble from their mom.

I see in the picture that there is an adult with her hands on her hip.

I know that when my mom gets angry she often stands like that. She normally gets like that when I do something bad.

I see that the girls are looking ashamed. They did something wrong and now they are getting in trouble for it.

If you look at their faces in the picture, they look sad, but they are not crying and their arms are crossed.

This is why I think the girls got into trouble from their mom.

I think that the girls were playing with their mom's stuff then they got into trouble.

First, their mom is going to yell at them.

My mom always yells at me when I get into trouble.

Next, I think that they are going to get grounded and lose television for a month.

That seems like a good punishment for being bad.

Then they will cry and tell their mom they are sorry.

Saying you are sorry is a good thing to do.

# SENTENCE STRIPS

Once there were two girls who got into trouble.

They were at school and they were bullying another student.

Their teacher called their mom and she got very angry.

She yelled at the girls and told them not to be bullies.

She told them that they needed to say sorry to the other girl.

The girls agreed and were very sorry for what they had done.

When I look at this photo it makes me think that the girls are angry at their mom.

I see in the photo that their arms are crossed and their faces look frustrated and annoyed.

I think that maybe the girls are getting blamed by their mom for something they didn't do and they are annoyed with her.

The mom also does not look impressed so that is why I think that she is mad at them too.

In the picture you see that the mom's hands are on her hips facing the girls. My sister does that when she is annoyed with me.

I think the girls should just accept responsibility for what they have done and take their consequences.

They will probably feel better afterwards too.



**There is a story behind this picture. Think about what you see.  
What do you think the story is about?  
Why do you think that?**



**There is a story behind this picture. Think about what you see.  
What do you think the story is about?  
Why do you think that?**



# SPELLING THIS WEEK

student self-selected spelling lists

## MY SPELLING WORDS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## THREE IN A ROW - CHOICE BOARD

Choose 3 activities that form a straight line and complete

<p><b>Pyramid Spelling</b> Write each word in a pyramid: d do dog</p>	<p><b>Alliteration</b> Write out each word in a sentence using alliteration.</p>	<p><b>Cursive</b> Write each word on your list in cursive.</p>
<p><b>Picture Dictionary</b> In your notebook, create a table showing each word being used as a word, picture and definition.</p>	<p><b>Break it Up</b> Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.</p>	<p><b>Swirl Curl</b> Draw 10 swirly lines across your page from left to right. Then write out each word following the line.</p>
<p><b>Word Sort</b> Sort your words by the short and long vowel sounds you hear in the word.</p>	<p><b>Secret Code</b> Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.</p>	<p><b>Study Notes</b> Create study cards and use the strategy, <i>Read, Hide, Check</i>. (Students read the word, then cover the word, write the word from memory, and check to ensure it was spelled correctly.)</p>

# THREE IN A ROW - CHOICE BOARD

Choose 3 activities that form a straight line and complete

<b>Pyramid Spelling</b> Write each word in a pyramid: d do dog	<b>Alliteration</b> Write out each word in a sentence using alliteration.	<b>Cursive</b> Write each word on your list in cursive.
<b>Picture Dictionary</b> In your notebook, create a table showing each word being used as a word, picture and definition.	<b>Break it Up</b> Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.	<b>Swirl Curl</b> Draw 10 swirly lines across your page from left to right. Then write out each word following the line.
<b>Word Sort</b> Sort your words by the short and long vowel sounds you hear in the word.	<b>Secret Code</b> Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.	<b>Study Notes</b> Create study cards and use the strategy, <i>Read, Hide, Check.</i> (Students read the word, then cover the word, write the word from memory, and check to ensure it was spelled correctly.)

# THREE IN A ROW - CHOICE BOARD

Choose 3 activities that form a straight line and complete

<b>Pyramid Spelling</b> Write each word in a pyramid: d do dog	<b>Alliteration</b> Write out each word in a sentence using alliteration.	<b>Cursive</b> Write each word on your list in cursive.
<b>Picture Dictionary</b> In your notebook, create a table showing each word being used as a word, picture and definition.	<b>Break it Up</b> Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.	<b>Swirl Curl</b> Draw 10 swirly lines across your page from left to right. Then write out each word following the line.
<b>Word Sort</b> Sort your words by the short and long vowel sounds you hear in the word.	<b>Secret Code</b> Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.	<b>Study Notes</b> Create study cards and use the strategy, <i>Read, Hide, Check.</i> (Students read the word, then cover the word, write the word from memory, and check to ensure it was spelled correctly.)

# TEACHER DIRECTED LESSON PLANS

## day fifteen

**Notes:** Students will begin to cycle through their centres. Prepare the rotation schedule for students to follow. You can use cards provided within your download or you can make your own. Reference the schedule guides at the beginning of the resource to help you make the schedule that is right for your class.

### Teacher Directed Reading Lesson: 20 minutes

**Independent Reading:** Students will read independently for 10-15 minutes.

#### Whole Group Lesson: 20 minutes

Review the anchor charts that you have created this week with your students and the list of success criteria that you co-created with students.

Provide students with the [Reading Samples](#) for reading responses. Ask them to compare these to the [Reading Response Success Criteria](#) chart. Using the self assessment chart ask them "If this was your reading response where would you say you are?"

#### Independent Task: 20 minutes

Complete reading response from previous lesson if not complete. Have students compare to the class anchor that was completed based on BOOK #3 and look at the success criteria posted. Have them self assess their writing using the [How Did I Do?: Assessment Criteria](#) or your own co-created anchor chart.

### Teacher Directed Writing Lesson: 20 minutes

#### Teacher Directed

**Goal:** Introduce Centre Rotations.

Students will use their independent work time to cycle through various centres.

Walk students through the learning tasks for each writing centre.

- 1) Writers Workshop - students will be engaged in independent writing activities. They will choose what they are writing about. Then they will work through the stages of the writing process to complete this piece of writing. Students should aim to have one simple piece of writing completed each week. This will change as writing skills improve. If they need a reminder on the stages of writing, have students review the [Stages of Writing and Revising](#).
- 2) Word Work - Students will choose 10 words from their personal dictionary or their own writing as their word list. They will choose three activities from the [Spelling This Week](#) choice board to complete each week.
- 3) Mentor Grammar - Have students write their own paragraph making sure to follow the 'rules' they uncovered. Some could include capital letters, hard c/soft c, homonyms, or adding periods. If time permits have students share their sentence.

#### Student Independent Work

- Students will cycle through the activities according to your rotation schedule.

I think the paper boy is nice because he hands out papers to people. I once knew someone that delivered papers and the truck would drop the papers off at their house and they would use a red wagon to deliver them. His name was Ron.

I think the paperboy is responsible. He wakes up early in the morning to deliver papers. I delivered papers before and it is hard work. That is why the paperboy is responsible.

I think the paperboy is responsible. He wakes up early in the morning to deliver papers. He eats breakfast by himself too. He is just a kid and he has a job. That's really responsible I think.

I think the paperboy is responsible. In the text he wakes up early, gets his own breakfast, puts the papers together and delivers the papers before anyone wakes up. Being responsible means that you do things without being asked on your own. So I think he is very responsible.

The paperboy is very responsible for many reasons. First, he wakes up really early on a Saturday. This isn't easy. I know this because I hate waking up early on the weekend. He also does a job and helps others and his parents trust him to do this. I know that parents really need to trust you before they let you do things on your own. That is why I think he is responsible.

You must be responsible to have a paper route. As a paperboy, it is important for you to be responsible, dependable and reliable. The paperboy demonstrates all of these skills. He wakes up in the morning, gets himself ready and completes his paper route without help from his parents. He is a kid and this shows a huge amount of responsibility because not every kid his age could do this.

I think the paperboy is nice he doesn't miss anyone on his route. He is responsible because he doesn't miss anyones house. Everyone gets their paper. He is not lazy he is responsible. That is why I think he is good.

I think he cool. First he is he is responsible. Because he made himself breakfast. Next he is responsible because goes down to the garage door and folds the newspaper. Because he is the newspaper boy. Finally he is the newspaper boy is respectful Because the newspaper boy is done his job. That is why he is the newspaper boy.

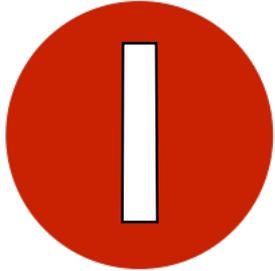
# READING RESPONSE

## *success criteria*

- Restates the question
- Includes opinion to answer the question.
- Includes multiple reasons for opinion in your own words
- Cites evidence from the text
- Explains how text evidence links to opinion.
- Stays on topic
- Answers the question being asked

# HOW DID I DO?

## achievement criteria



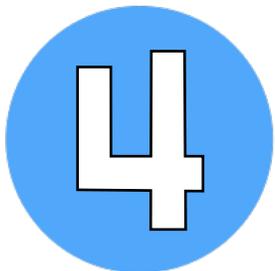
- \* I did not meet most of the criteria
  - \* My work does not match what was asked.
  - \* My work does not make sense.
  - \* My work is a poor example of my ability
- 



- \* I met some of the criteria
  - \* My work matches some of what was asked
  - \* My work is simpler than what is expected.
  - \* My work is an okay example of my ability
- 



- \* I met most of the criteria
  - \* My work matches most of what was expected.
  - \* My work is similar to what was expected
  - \* My work is a good example of my ability
- 



- \* I met and exceeded the expectations in the criteria.
- \* My work shows more detail or complexity than what was expected
- \* My work exceeds what is expected for my grade.
- \* My work is an excellent example of my ability.

## BRAINSTORMING AND ORGANIZING

**I can keep my writing focused and on topic.**

**I can use an organizer to plan out my ideas before I write.**

**I can find and use good research sources for my writing.**

## DRAFTING

**I can follow my plan when writing my first draft.**

**I can write a good first draft that meets the criteria of my text form.**

**I can write with a strong voice.**

**I can write for a specific purpose and audience.**

## REVISING

**A - I can ADD more details and descriptions to my draft.**

**R - I can remove what does not make sense.**

**M - I can move and re-order my ideas so that they make more sense.**

**S - I can substitute interesting words for boring words.**

## EDITING

**C - I have capital letters on proper nouns and at the beginning of sentences.**

**U - I have used the correct word.**

**P - I have used the correct punctuation.**

**S - I have used correct spelling and grammar.**

# PUBLISHING

**I can proofread my writing one final time to check for errors.**

**I can add pictures or images that help to enhance the look of my writing.**

**I can choose fonts and headings that fit the feel and style of my text and are appropriate for my purpose and audience.**

**I can publish and share my work with others.**

# WRITING BEHAVIOURS

**I can use my writing time appropriately and write the whole time.**

**I can work with my team member to improve my writing.**

**I can make an effort to do my best quality work every day.**

**I can focus on my writing goals to improve my work.**

# TEACHER DIRECTED LESSON PLANS

## assessment

### Assessment of Reading Program Readiness Skills

At this point, the majority of your students should be ready to begin their full Ignited Literacy program. This spiralling program will focus on a variety of skills each month. Students will develop a stronger sense of this over continued and repeated practice throughout the year.

R

### Reading Readiness Skills

- They have built up their reading stamina to sustain independent work for 15-20 minutes.
- They have a simple understanding of how to respond to a text.
- They have the ability to use simple comprehension strategies.
- They can understand the GIST of both an oral text and independent reading text with some support.

At this point, the majority of your students should be ready to begin their full Ignited Literacy program. This spiralling program will focus on a variety of skills each month. Students will develop a stronger sense of this over continued and repeated practice throughout the year.

W

### Writing Readiness Skills

- They have built up their writing stamina to sustain independent work for 15-20 minutes.
- They have a simple understanding of 1-2 writing forms (eg: story, recount or report).
- They can recognize some spelling and grammar errors in a mentor paragraph.
- They can, with some support, follow the writing process to develop and organize ideas to write a simple draft of writing.