

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.

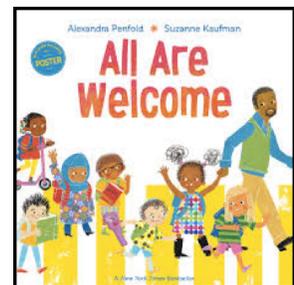
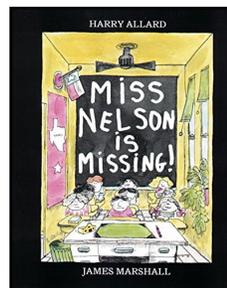
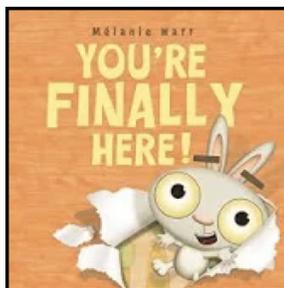
For this week you have a choice of texts:

Grade 3/4

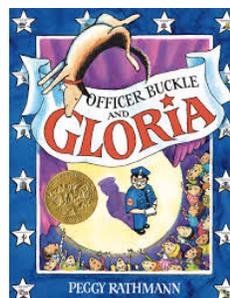
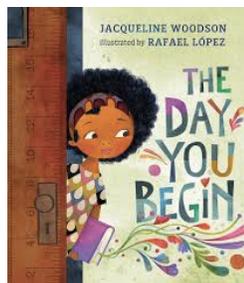
Grade 4/5

Grade 5/6

BOOK
1



BOOK
2



calendar overview

FIRST 5 DAYS

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Reading</p> <p>Read Aloud of Book #1 with a focus on listening skills of students and oral text comprehension skill of making predictions.</p>	<p>Reading</p> <p>Pick a just right book. Students will use the IPICK strategy to pick the book that works best for them from your classroom library or school library.</p>	<p>Reading</p> <p>Independent reading behaviours will be developed here as students build their stamina to read for a sustained period of time.</p>	<p>Reading</p> <p>Book #2: focus on activate prior knowledge by looking at the cover, some of the pictures and the title. Ask students to make predictions and ask questions.</p>	<p>Reading</p> <p>Book #2: read book number two and continue to make predictions and ask questions. Use think alouds and questioning to activate oral comprehension.</p>
<p>Writing</p> <p>Students complete a writing survey. This is a great tool to help students reflect on learning later in the year.</p>	<p>Writing</p> <p>Writing readiness/ diagnostic assessment. Students will pick a memorable event from their past to write about.</p>	<p>Writing</p> <p>Build stamina with writing and learn to focus on task while writing. Repeat this task as necessary attempt for 10 minutes. Establish routine for asking for help</p>	<p>Writing</p> <p>Writing forms brainstorm. This activity will help you to determine student experience with different forms and their interests.</p>	<p>Writing</p> <p>Choose the most popular writing forms from your list and have students in groups list 5 things a good ____ (story, report, biography) would have. Share these lists when complete add details if necessary</p>

NOTES

Most of the lessons this week do not require a full 100 minutes of instruction. This is purposefully designed this way to allow for the busy first week back to school schedule that is the reality for most classrooms. With your additional lesson time consider doing some of the following.

- Diagnostic Reading Assessment** - While I wouldn't do this during the above activities I do think if you have time to get started to do this right away. Alternatively this is a great time to use this additional language time for another subject such as ART to allow students to be engaged in another activity while you complete this assessment.
- Community Building** - In your first week you want to establish a sense of community or get to know you activities. This is an important task you can include within the first week.
- Materials Management** - There is a lot happening this week and handing out and organizing student materials is another key task to focus on. This week taking the time to manage the routines around when and how to hand out and in materials is a great time to do this.

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

- Student Dictionary - Add this to your student materials for easy reference throughout the year.
- Setting Up Routines - Use this planner to help you plan out transitions, supply management etc.
- Building Independent Work Skills - some extra support to help you establish independent work skills for your students.

TEACHER DIRECTED LESSON PLANS

day one

Notes: This what you can complete in day one of your classroom. Day one is a busy full day of establishing rules and routines. On Average, most language lessons are 100 minutes long, but today's lesson will take about 35 minutes. This leaves plenty of time to do other things, such as doing a getting to know you activity or establishin the rules and routines of your classroom.

Please note: Whenever you see [underlined blue text](#), this is a hyperlink which you can click to follow directly to the activity or web page.

Teacher Directed Reading Lesson: 20 minutes

Book #|:

Start the day by reading the story selected by the teacher. Before reading review your expectations for listening. (see sample) Introduce the book by showing the front cover and read it to them.

Pause for Think Alouds: Focus on making predictions about what will happen next in the story.

Book#1 - You're Finally Here

Book #2 - Miss Nelson Is Missing

Book #3 - All Are Welcome

R

Ask students about how they can share their ideas and answer questions in a whole group lesson. Use the prompts on the IDEAS poster to help you guide their answers here.

For the suggested read alouds you can use the following think alouds provided on the next page as a guide or you can use your own selected text with a simple story pattern.

After reading the text, ask students what lesson they learned from this story. What can they learn about themselves from reading this story?

Ask students if they noticed that as you were reading you stopped and shared what you were thinking. Tell them that good readers are thinking when they read. One of the things good readers do is ask questions and make predictions the whole time they are reading to keep their brain awake.

** these books are a great lead in to developing classroom rules/contracts **

Teacher Directed Writing Lesson: 15 minutes

Goal: To determine students' writing readiness.

W

To help kick off your year, the first thing you need to do is gather data on your students' writing skills and attitudes by having them complete a Writing Survey.

READ ALOUD GUIDE

day one

Page	Think Aloud - You're Finally Here
2-3	Who is the character talking to?
4-5	On this page the bunny says he waited a long time. He uses common idioms or phrases people often use to say they mean they have been waiting a long long time. Can you think of any silly phrases people say about waiting.
6-7	The bunny says he is bored because he is waiting. Have you ever been bored? The bunny is waiting for you and blaming you for being bored. Whose fault is it that he is bored? Yours or his?
8-9	What does he mean "We got off on the wrong foot" Why does he say that?
13-16	Why do you think he is so annoyed that you kept him waiting. I visualize that this bunny is talking about today in our classroom. He has been sitting on the shelf waiting for you to come back to school so his book can be read.
16-18	These things are rude. This reminds me of our classroom rules that we will be making soon. What do you consider to be rude, annoying or disrespectful behaviours in school? What should be on our contract for school.

Page	Think Aloud - Miss Nelson Is Missing
7	What might Miss Nelson do? I think that she will try some new rules in her classroom.
10	I wonder why the students started behaving? I think they were afraid of Miss Swamp.
26	I wonder why they want her back so badly because they were not very nice to her? I think maybe it was because they knew they had made a mistake she was nice after all.
30	I wonder why the author told us she had a black dress in her closet? I think it is because Miss Nelson was really Miss Swamp in disguise. I think that was Miss Swamp's dress.

Page	Think Aloud - All Are Welcome
1-2	What did you do to get ready for the first day of school.
5-6	What do you think the importance of repeating the phrase "All are Welcome Here
11-12	What is in your lunch today? Or what is something you love to eat at home but do not bring it to school and eat it for lunch.
15-16	This reminds me of our classroom. We are a community and the fact that we are all different, have different experiences, have different backgrounds, etc. This is our strength. Why do you think being from a community full of differences makes you a stronger community?
17	Look at the images through the book. What messages are they conveying with this imagery? Who has been represented in this story? Why does this matter?
18	How can we use the messages in this book to help us create our own classroom community pledge? How do the lessons the author and illustrator were trying to convey impact our own understanding of our classroom community?

LISTENING SKILLS

In this classroom we listen to others by:

- Looking at the person who is talking
- Keeping our mouth quiet
- Respecting those around us by not being a distraction
- Waiting my turn before responding
- Keeping our minds open so we can understand what is being said

conversation

I.D.E.A.S

INQUIRE

Ask a question

DISAGREE

Have a different opinion

EXPAND

Build on to someone else's ideas

AGREE

To support someone else's idea

SUMMARIZE

Say it in your own words

conversation

I.D.E.A.S

INQUIRE

How might...
Why do you think...
How could...
Can you explain...
What do you mean...

DISAGREE

I hear what you are saying, but...
I have a different idea...
I disagree because...

EXPAND

To build on ____ idea...
It might be because...
I think this means...

AGREE

I also think that because...
I like that idea because...
I agree with that because...

SUMMARIZE

I think what you are saying is...
Another way to explain that ...

WRITING SURVEY

	NO	SOMETIMES	OFTEN	ALWAYS
I like to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to tell stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to write about real life things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am good at spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think I am a good writer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to share my writing with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
poems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
about my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
graphic novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER DIRECTED LESSON PLANS

day two

Notes: Today's lesson is also shorter than a typical lesson to give you more time to complete other start of year activities.

Teacher Directed Reading Lesson: 30 minutes

Reading Behaviours: Pick a Just Right Book

Students will need to begin independent reading. Today, students will pick a book and look at the criteria for a "JUST RIGHT" book. It is important that students are able to self identify which books in your classroom or online are appropriate to read.

To pick a just right book students must first use the acronym I PICK:

- 1) **I** - I can find a book: Look at the book, read the cover, flip through the pages.
- 2) **P** - Purpose: Why do you want or need to read this book? (to inform or to entertain)
- 3) **I** - Interest: Ask themselves if it sounds interesting.
- 4) **C** - Comprehension: When I read a sample of the text do I understand what I am reading?
- 5) **K** - Know: When I read it do I know most of the words and did I read it naturally.

Take your books from your library, have them sorted by genre. Spread the books out across your room. Have students travel around the room looking for two books that they want to read. Have them use the IPICK strategy to choose a book.

Once they have a book, gather the group back together and have them share a book that they found. They can walk through the IPICK strategy first with a partner justifying why they picked each book. You can then ask for volunteers to share with you what books they picked and why following the IPICK strategy.

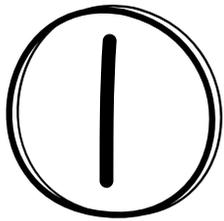
Teacher Directed Writing Lesson: 30 minutes

Goal: Determine students' writing readiness.

- 1) Ask students to think about a memorable event in their history. Ask students to share this event with a friend.
- 2) Then ask them to jot down 5-8 points/details that they will include in their recount. (can be done in notebook or using organizer provided) Remind them to be specific and add specific details.
- 3) You can have them begin to draft their recount when they are ready today. This will be continued tomorrow.

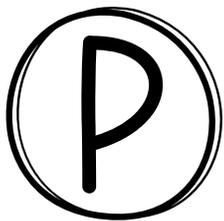
You have 40 additional minutes today. More time can be given to the recount writing portion of today's lesson if required. You may want to start your Diagnostic reading assessments as mandated by your school. However I would not do these at the same time as the above activities. Use this time for other subjects such as art to use opposite your assessment time.

I-PICK



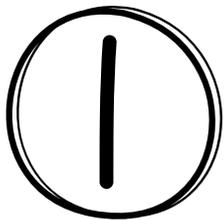
I CAN FIND A GOOD BOOK

- Look at the cover
- Read the back
- Flip through the pages



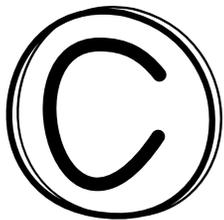
WHAT IS MY PURPOSE FOR READING

- To inform
- To entertain



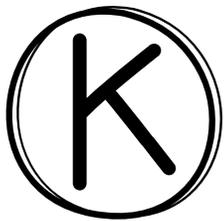
DOES THE BOOK INTEREST ME

- Read a sample of the text
- What genre is it?
- Is it recommended by others?
- Does it look interesting?
- Who is the author



DO I COMPREHEND WHAT I READ

- Read a sample page
- Does it make sense?
- Do you know who the story is about and what is happening.



DO I KNOW HOW TO READ MOST OF THE WORDS WITH GOOD FLUENCY

- My reading sounds like normal talking

RECOUNT ORGANIZER

Who

Where

When

How

What

Why

Memorable
Event

FEELINGS

THOUGHTS

FIRST

SECOND

THIRD

TEACHER DIRECTED LESSON PLANS

day three

Notes: Today's lesson is also shorter than a typical lesson to give you more time to complete other start of year activities. Continue additional activities from the previous day.

Teacher Directed Reading Lesson: 40 minutes

Reading Behaviours: Independent Reading

Today you are going to talk to students about independent reading. This is the first task to tackle with your students. Divide a chart paper into four sections. Write one of the following questions into each section. Review with students the following concepts:

- 1) **Why do we independently read?** - Have students brainstorm a list of reasons why we read. Students can focus on ideas like: For entertainment, and for information.
- 2) **What do we read?** - Have students brainstorm the different things we read again. These can include traditional books including genres. They can also expand to blogs, digital books, research on webpages, newspapers, etc.
- 3) **What does reading look like?** - This is where you will define what is expected of student behaviour during independent reading time. Ask your students what they think the principal would see if they walked in and you were independently reading. Students can tell you or act it out. Make a list of "look for" behaviours for independently reading. These can include: stay in one place, avoid distractions, eyes on the text, keep focused.
- 4) **What does reading behaviour not look like?** - This too is important of a concept to define what you are not expecting. Things to include: talking, wandering, not sticking with it, pretend reading, empty brain reading.

Have students practice their independent reading skills. Time them doing this with a goal of demonstrating perfect reading behaviours. Set a goal with students for how long they will successfully read today. If they are unable to meet expectations then you will stop the reading, regroup, and get started again. Choose how often you want to practice.

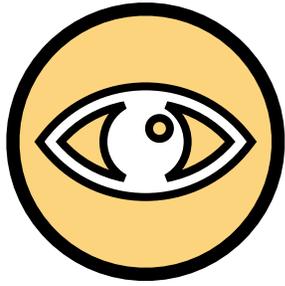
Teacher Directed Writing Lesson: 40 minutes

Goal: Build stamina and independence.

Meet with the whole group and discuss what good writing behaviour looks like in the classroom. Make an anchor chart with their answers. Ideas could include: Writing the whole time, staying focused on my work, not talking, working where successful, and avoiding distractions.

Establish rules on how to ask for help. (Ask 3 before me, clip chart helper, help yourself first.)

Independent Writing Diagnostic - Students will use their organizer to write their first draft of their recount. You will use this to identify their initial writing skills. Students should be encouraged to re-read, revise and edit their work prior to handing it in.



LOOKS LIKE

- Eyes on your work
- Focused working
- Avoiding distractions



SOUNDS LIKE

- Silent - no talking
- Whisper talking when working with a partner

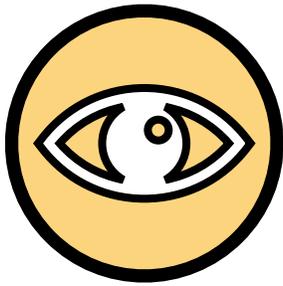
STUDENTS ARE:

- (1) Choosing a topic and writing form
- (2) Students will brainstorm and research different ideas and record these on paper.
- (3) Organize your ideas in a logical order
- (4) Write your first draft
- (5) Edit and Revise with a partner
- (6) SELECTING & PUBLISHING ONLY THEIR BEST DRAFTS OF WRITING

TEACHER IS:

- * Working with small groups of students
- * Conferencing with students about their writing
- * Helping students with meeting their writing goals





LOOKS LIKE

- Eyes on your work
- Focused working
- Avoiding distractions



SOUNDS LIKE

- Silent - no talking
- Whisper talking when working with a partner

STUDENTS ARE:

- (1) Actively reading the text
- (2) Listening to their thinking so they can:
 - (1) Make Connections
 - (2) Ask questions
 - (3) Make Predictions
 - (4) Infer about the text
- (3) Sharing their thinking and supporting their ideas with evidence from the text and their own ideas.

TEACHER IS:

- * Working with small groups of students
- * Conducting Reading Assessments
- * Helping students with meeting their reading goals

TEACHER DIRECTED LESSON PLANS

day four

Notes: Today's lesson is also shorter than a typical lesson to give you more time to complete other start of the year activities.

Teacher Directed Reading Lesson: 20 minutes (IR) + 20 minutes (RA)

Begin with having students practice their independent reading. Review the anchor chart you created during day three. Set a timer and see how long they can collectively sustain independent reading. Once completed, move on to the read aloud. You may wish to practice this multiple times today to build more stamina.

Book Two: PREVIEW BOOK

Show students the front cover of the book, and tell them that you are going to ask questions to help guide their predictions. (Using these questions will help students focus on the most important elements of the story.)

R

Ask students what parts of the book help them to understand what the story is about: (WHO, WHAT, WHERE, WHEN, WHY)

Model how you ask questions to guide your prediction based on the front cover alone. You are trying to find the GIST of the story.

- What do I see in the pictures?
- What is the title and how does this help me to figure out what the story is about?
- Who might the main character be?
- What might be the theme or lesson in this story?
- What problems might the character experience?
- How might their problem be solved?

Teacher Directed Writing Lesson: 20 minutes

Goal: Learn what to write.

W

- 1) Brainstorm different types of writing forms that students are familiar with. Put these on sticky notes. Once this is completed organize these into both fiction and nonfiction categories (or both).
- 2) Have students rank these types of writing. Give each student a large sticky note or half page as an exit card. They will write to the six forms of writing they are most interested in exploring (3 fiction and 3 nonfiction) for you to examine. Use this to make writing groups based on interest.
- 3) Provide more time for students to write their recounts if necessary.

TEACHER DIRECTED LESSON PLANS

day five

Notes: Today's lesson is also shorter than a typical lesson to give you more time to complete other start of the year activities. In this lesson, you are beginning to release some control into a small group learning task. If you feel your students need it, you may want to spend some time reviewing what good group work looks like.

Teacher Directed Reading Lesson: 20 minutes

Independent Reading: Practice building reading stamina. Review the anchor chart you created in the previous lesson. Set a timer to time students to see how long they can collectively sustain independent reading. You may wish to practice this multiple times today to build more stamina.

BOOK #2: ASKING QUESTIONS

Goal: Asking questions will help me to make predictions about the GIST of what I read.

1. Today students will generate questions to help them understand the GIST of "Book Two". Look through the pictures inside the book and remind students how to ask questions to help them make predictions. You may want to make copies of the pictures without the text in the book or use paper strips to cover the text for this preview activity.
2. Review the question words with students. Ensure that they understand the question words of 5W&H. Under the list of questioning starters make a T-Chart. In the first column write, "MY QUESTIONS" and in the second column write, My Predictions. Students can recreate this T-chart in their notebooks.
3. Model a few examples in the chart for them. If students struggle with developing proper questions, then the Question Chart may help them with this. See the resources section at the end of this section for assistance.

Small Group Activity

4. Have students work in groups of 2-3 to create their questions and predictions.

Teacher Directed Writing Lesson: 20 minutes

Goal: How to write a success criteria.

- 1) Prior to the lesson, review student responses and pick the two or three of the most popular choices. (these could even be a general as a story or a report)
- 2) Students will then choose which category (fiction or nonfiction) they would like to begin writing in.
- 3) Within each group, have them brainstorm criteria that all stories or reports may have. (characters, setting, plot) (general topic, and sub-topics).

Small Group Discussion

- 4) Have students share their ideas with other groups and add any new ideas to this criteria as needed.

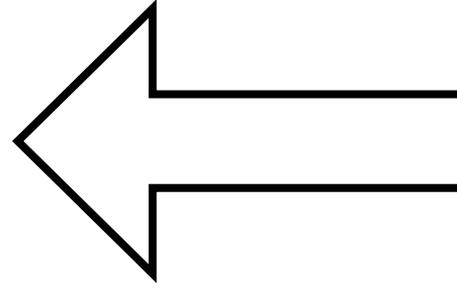
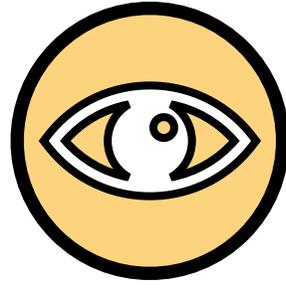
*Students will continue to revisit this frequently, this is just a simple overview.

MY PREDICTIONS ORGANIZER

I notice	I wonder	I predict

QUESTION CHART

	IS (PRESENT)	DID / DONE (PAST)	CAN (POSSIBILITY)	COULD (PROBABILITY)	WILL / WOULD (PREDICTABILITY)	MIGHT (IMAGINATION)
WHAT (EVENT)						
WHERE / WHEN (SITUATION)						
WHICH (CHOICE)						
WHO (PERSON)						
WHY (REASON)						
HOW (MEANS)						



LOOKS LIKE

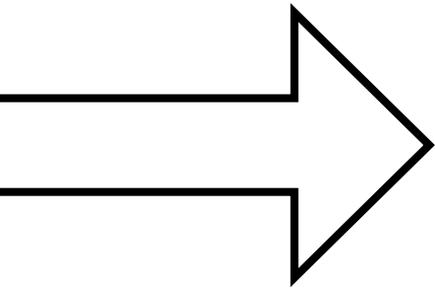
- Eyes on your work
- Focused working
- Avoiding distractions

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TEACHER IS:

- * Working with small groups of students
- * Conducting Reading Assessments
- * Helping students with meeting their reading goals