

DECEMBER

ignited literacy

Week #1

"Enemy Pie"
By Derek Munson

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WELCOME

Dear Teacher,

Thank you for your purchase of Ignited Literacy. It is my hope that you enjoy using this method of teaching language arts as much as I do in my own classroom.

This is one unit in a series of units that will have you spiralling your teaching all year long. Gone are the static units of study or the 6 week cycles of learning. The purpose of this series is to teach similar concepts throughout the year and to give students lots of time to practice at their own pace.

The basis of this program revolves around the weekly use of mentor texts that your students are working on. Leveraging student interest, and their readiness within our classrooms makes highly engaged students. Ignited Literacy allows you to integrate principals of inquiry based teaching practices, and full differentiation within your classroom.

For more information on how to implement this type of instruction, please see the videos here: fb.me/madlylearning.

Sincerely,

Patti Firth

Madly Learning Inc.

GETTING STARTED

Time:

These lessons are based on a 100 minute block of literacy instruction each day. Each learning period can be broken up as shown below.

Teacher Directed Lessons:

Each day there are two 20 minute sessions of teacher directed lessons. These lessons include shared, guided, modelled and group work activities that are built around the skills from each text.

Typically, one “TD” session is focused on reading and the other on writing.

The teacher also has time during student independent work-time to meet with students in guided reading groups as well as student-teacher conferences.

Student Activities:

There is a tremendous amount of choice during the independent portions of this series of lessons. Students will cycle through two learning activities each day and have 4 tasks to complete by the end of the week. These four activities include: “Work on Writing”, “Respond to Reading”, “Mentor Passages”, and “Spelling”.

Writing:

Students will choose what they want to independently write about. Options are given, but the focus is more on building authentic writing tasks that students are interested in. Developing a student’s writing skill is easier when they are invested and care about what they are writing.

Each week students will work on a writing assignment. When their writing is simple then a good goal would be to have them write one draft of writing each week. As their texts become more complex and detailed, they can work with you, the teacher, to negotiate deadlines to meet their individual needs. Three times a year students will take a selection of drafts and work on taking these through the publishing stages of the writing process.

Understanding that not all work is worth taking through the writing process. Publishing only a selected few will develop a stronger sense of their voice as a writer.

GETTING STARTED

Reading:

Students will work with you during guided reading sessions to practice and demonstrate their understanding of texts. Through this students can work on developing their comprehension skills in a more targeted way.

Students will also take time to respond to reading tasks. They will answer questions, develop their opinions, share their connections, and apply their knowledge to show that they have developed a deeper understanding of the books that they have read.

Students will respond both to oral texts as well as independently read texts. Differentiated texts are provided so that students can each read a version of the text that is most appropriate to their reading levels.

Word Work:

Spelling and grammar are best taught in context. With this in mind, teaching these contexts using mentor passages will help to build their knowledge of the building blocks of language but in the context of a larger theme and rich text examples.

Students are always in different places when it comes to spelling so it is imperative that spelling lists are differentiated. Each week words are provided to the teacher to provide to their students. Students should also be collecting misspelled words from their own writings and recording them on a large list into their notebooks or personal dictionaries. These two word lists should be combined for each student and they should work on learning to spell these words correctly each week.

Also, each week students will be given a passage taken from the text. This passage will have examples of a grammar rule that will be the weeks' focus. Following an inquiry based sequence students will read the sentence and take notice of some of the things about the sentence. Teachers will prompt them through questioning to focus in on key features of the passage that highlight the grammar focus rule. From there students will independently edit and revise a mentor passage from the text which allows them to apply their new knowledge of this grammar rule by correcting the sentence.

100 minute DAILY LANGUAGE ARTS SCHEDULE

In a 100 minute literacy period, your schedule could look like the one below. Students should begin each literacy period with independent reading. Then, there will be the teacher/student directed lesson for reading. The week begins with Modelled reading of a mentor text and as the week progresses, the teacher will gradually release responsibility to include more shared reading opportunities with a portion of the text or another text with a similar subject. Students will work on independent tasks related to the learning of the week.

Here is a sample weekly schedule from this program.

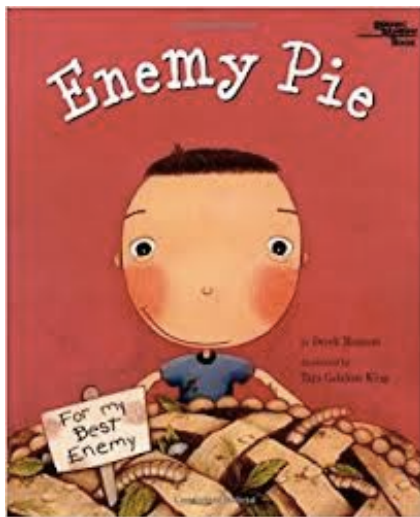
	Independent Reading	Teacher Reading	Student Working	Teacher Lesson Writing	Students Working	Consolidation (teacher choice)
	10 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	10 Minutes
Monday	Independent Reading	Read Aloud	Student Working	Writing Form	Student Working	Chapter Book Read Aloud
Tuesday	Independent Reading	Read Aloud	Student Working	Grammar	Student Working	Consolidation
Wednesday	Independent Reading	Oral Communication	Student Working	Writing Process	Student Working	Chapter Book Read Aloud
Thurs	Independent Reading	Shared Reading	Student Working	Writing Form	Student Working	Consolidation
Fri	Independent Reading	Shared Reading	Student Working	Grammar/Spelling	Student Working	Chapter Book Read Aloud

ABOUT THE BOOK

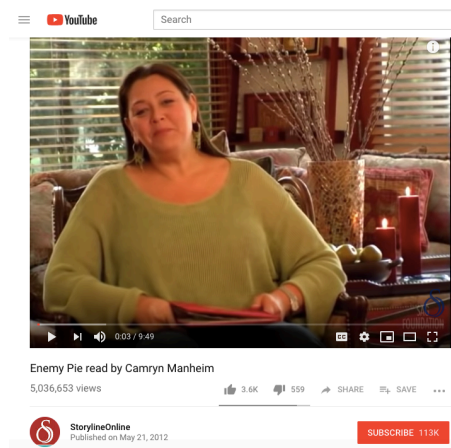
Sometimes books can be hard to source. I have tried to choose books that are popular in school libraries or book rooms. These books are also a part of many public library collections. When possible some of these books are available online either through EPIC, TUMBLE BOOKS, or there are readings on YOUTUBE.

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:



or



OTHER ALTERNATIVE TEXTS COULD INCLUDE:

Our Friendship Rules by Peggy Moss (EPIC)

Red by Jan De Kinder (Epic)

Stick and Stone by Tom Lichtenheld

TEACHER DIRECTED LESSON PLANS

curriculum expectations

The following is an outline of the expectations explored in this week's lesson. For more detailed assessment notes, please see the assessment pages at the end of this package.

ORAL	WRITING	READING
1.3 - Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of an oral text.	1.1 - Variety of Texts - Read a variety of texts.	1.2 - Developing ideas - Generate ideas about a potential topic and identify those most appropriate for the purpose.
1.4 - Demonstrate understanding of the information and ideas presented in oral texts and citing important ideas.	1.3 Comprehension Strategies - Identify a variety of comprehension strategies and use them appropriately before, during and after reading.	1.3 Research - Gather information to support ideas for writing using a variety of strategies, and a range of print and electronic resources.
1.7 - Analyze oral texts and explain how specific elements in them (characters and setting) contribute to meaning.	1.9 Point of View - Presented in a text citing supporting evidence from the text and suggest some possible alternative perspectives.	2.1 - FORM - Report
	2.2 Text Patterns - Identify a variety of organizational patterns in a range of texts and explain how they help readers understand texts.	3.5 Grammar - Abstract nouns, adjectives and comparative adjectives.
	2.4 Elements of Style - Identify various elements of style including word choice and comparative adjectives and explain how they contribute to meaning.	3.6 Proofreading - Proofread and correct their writing using guidelines developed with peers and the teacher.

TEACHER DIRECTED LESSON PLANS

week one

	TDT #1	TDT #2
M	<p>Read Aloud: Preview the Text: "Enemy Pie" Question: Write the question "What is an enemy?" on chart paper for the students to see. Ask students to read this question. Ask students to record their answer on a sticky note and come to your whole group teaching area to place their sticky note on the chart paper. Select a few students to read aloud and then show them the cover of "Enemy Pie". Ask them to predict what they think this story might be about. Begin to read the first half of "Enemy Pie" asking questions from the Read Aloud Guide. Stop reading at, "This could be a great summer after all" or at 3:06 on the video.</p>	<p>Grammar and Spelling Share with students the importance of looking through your work and editing your writing. Introduce the concept of ARMS - This is a revising technique that will help students make their writing better. Review the four different categories with students in the revising process.</p> <p>Read the mentor paragraph for the week. Use the ARMS strategy to make suggestions that can be given to the author of this paragraph that can be used to make the writing better. You can do this as a whole group or divide your class into four groups and have them provide feedback of each category separately using the tracking page.</p>
T	<p>Read Aloud: What do you think might go into an enemy pie? Ask students what they think might go into an enemy pie. Have them brainstorm the different potential ingredients. Pass out the Enemy Pie graphic Organizer. Have students draw what they think could be contained inside an enemy pie.</p>	<p>Media: Evaluating Media Texts prior to this lesson ask students to bring in the packaging of an item of food (careful to adhere to allergy rules) Cereal or snack food boxes are preferred. Using the model of a box of fruit loops work with students on how to evaluate the packaging of this object. (see guidelines) Develop a list of criteria for students to investigate when evaluating media texts.</p>
W	<p>Shared Reading: "What is Bullying"</p> <p><u>First Read:</u> Highlight words or phrases that students may not understand. What parts of the text are the most confusing? <u>Second Read:</u> What is the GIST of this article? What is the author trying to tell you? <u>Third Read:</u> What can you do to stop bullying in your life, class, school, or community?</p>	<p>Media: Evaluating Media Texts Using the same criteria have students evaluate their own food packaging along the criteria that you provided in the previous lesson.</p>

TEACHER DIRECTED LESSON PLANS

week one

	TDT #1	TDT #2
Th	<p>Read Aloud: Read the rest of "Enemy Pie".</p> <p>Continue using prompts from the Read Aloud Guide.</p> <p>Discuss the lesson the son learned about his enemy.</p> <p>What lesson was the dad trying to teach his son about having enemies?</p> <p>If you have time, have students complete the Enemy Pie & What is Bullying? worksheet.</p>	<p>Create a Package for Enemy Pie Using the details provided in the remaining parts of the story have students create their own packaging for a box of Enemy Pie.</p> <p>Students should evaluate</p> <ul style="list-style-type: none"> - Audience - Messaging - Images - Word Choice/Fonts - Colours used. <p>Once they have planned out their packaging and justified their choices they can begin to create their pie box. *integration with math and 3D shapes.</p>
F	<p>Reading Comprehension: Students will answer the comprehension questions provided about the two readings.</p> <p>Differentiated Options: Choose the option that you feel would be the best fit for the skill set of your students.</p> <ul style="list-style-type: none"> • Work through these questions with students. • Have students complete this with a partner. • Have students complete this independently. 	

READ ALOUD GUIDE

questions, think alouds, discussion prompts

"Enemy Pie"

By: Derek Munson

Prompt

Do you have an enemy list? What might someone do to get on your enemy list?

I wonder what exactly is in Enemy Pie?

How might a pie get rid of enemies? This doesn't seem to make sense. What do you think goes into an enemy pie?

Why do you think enemy pie smelled bad?

Why do you think enemy pie needs you to spend one whole day with your enemy?

I have a suspicion that Dad is trying to trick his son. The pie looks normal, it smells good and now the son needs to spend time with his enemy. I think that perhaps dad is trying to teach his son a lesson and is tricking him.

How is the son's impression of his enemy changing as he spends more time with his enemy?

What is the son starting to realize?

Do you think that Jeremy will be allowed in the treehouse?

Why does the son let Jeremy in the treehouse?

What made the son change his mind about taking Jeremy off his enemy list?

What does the son realize about the pie as he watches his dad eat the pie?

What trick did the Dad play on the son?

What did the son learn from the lesson his dad taught him about enemy pie?

I destroy my
enemies when I
make them my
friends

-Abraham Lincoln

ENEMY PIE PREDICTION

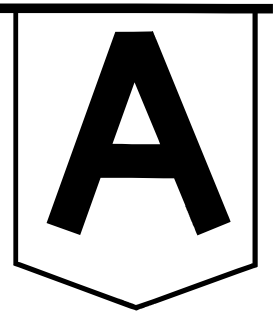
What might you put into
your own enemy pie?
Draw 5-10 things you
would include in
your own
enemy
pie.

Think about why you
would include each
of the following
objects into
your pie.

_____ 's Enemy Pie

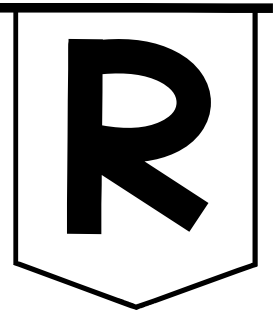
REVISING

your writing



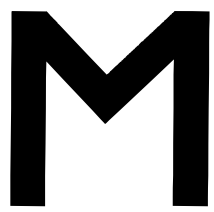
A

Add in more detail



R

Remove what doesn't make sense



M

Move or re-organize information to make it sound better

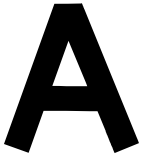


S

Substitute boring or repetitive words or sentences with more interesting ones.

REVISING

tracking page



A

Add in more detail



R

Remove what doesn't
make sense



M

Move or re-organize
information to make it
sound better



S

Substitute boring or
repetitive words or
sentences with more
interesting ones.

One day Betty the pink fluffy bunny and her bunny friend Pete were hopping on the flowery grass hills. After five minutes of hopping the school bell rang. "Pete said let's go to school". Betty and Pete rushed to Mrs. Flowers' class. When Betty got to class she gave Mrs. Flowers an apple for being a great teacher. Then an alarm went off at the school. So the bunnies went home. The End

EVALUATING MEDIA



PURPOSE

- What is the purpose of this?
- What action is the viewer to take?
-

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AUDIENCE

- Who is the intended audience?
- How does it appeal to them?
-

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SUBJECT

- What is the message?
- What is story it is trying to sell?
- What feelings does it evoke?

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TYPE

- How does this persuade?
 - colour
 - slogan
 - word choice
 - images

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WHAT IS BULLYING?

learning more about bullying

Bullying is an unwanted, aggressive, and mean behaviour. There are many types of bullying. It can be direct (face-to-face) or indirect (behind someone's back, over the internet). No matter how it happens, bullying is hurtful and abusive.

Though bullying is most common amongst school aged children, it is important to remember that it can happen to anyone.

Bullying happens when:

There is an **IMBALANCE OF POWER**. Bullies use their power to control, harm, or manipulate others. These powers could be from physical strength or popularity. Bullies may also use secret or embarrassing information to get power.

It is **REPEATED**. Bullying is a repeated behaviour that happens more than once.

TYPES OF BULLYING

Verbal	Social	Physical	Cyber
Saying, writing, or typing mean things.	Hurting someone's reputation or relationships.	Hurting a person's body or belongings.	Verbal or social bullying done online.
<ul style="list-style-type: none">• Teasing• Name-calling• Taunting or threatening to cause harm• Rude comments	<ul style="list-style-type: none">• Spreading rumours• Embarrassing someone in public• Leaving someone out on purpose• Telling others not to be friends with someone	<ul style="list-style-type: none">• Hitting, kicking, pinching, punching• Tripping, pushing, shoving• Spitting• Taking or breaking someone's things• Making rude hand gestures	<ul style="list-style-type: none">• Bullying via social media: Facebook, Instagram, Twitter• Bullying via email, cell phones, text messages, or Internet sites

HOW CAN WE PREVENT BULLYING?

When it comes to bullying, you may find yourself in different situations and playing different roles. It is important to diffuse the situation, take action, and stop the cycle from continuing.

If you are being bullied:

- Walk away and ask someone for help.
- Try to remain calm. Anger can make things worse.
- As soon as you get bullied, tell an adult you trust. It is your right to be safe.
- If you are afraid to tell an adult, ask a friend to go with you.
- Stay close to friends who will stick up for you.

A victim of bullying is not always in the best position to stop the bully. In fact, help from other people is a key part of ending the bullying cycle.

If you see someone being bullied:

- Speak out. Tell the bully to stop.
- If you are afraid to speak out alone, ask a friend or group of friends to help.
- Comfort and reassure the person who was bullied.
- Find an adult you trust to intervene.
- Befriend victims of bullying. Help them feel included.

Power In Numbers

There is power in numbers. Therefore, group action must be taken by students, schools, and whole communities to successfully stop bullying. Examples of school-wide actions include school policies and initiatives.

ENEMY PIE & WHAT IS BULLYING

reading comprehension questions

1) In Enemy Pie, what does Jeremy do that makes the son put him on the enemy list?

2) In the article, "What is Bullying?" How does the text define bullying?

3) What do you think is the difference between an enemy and a bully?

4) Is Jeremy a bully? Use details from the text and your own ideas to support your answer.

PLAN OUT YOUR MEDIA

Think about what food packaging your want to create. Use the organizer below to plan out your media.

PURPOSE

- Who is the intended audience?
- How does it appeal to them?

AUDIENCE

- Who is the intended audience?
- How does it appeal to them?

SUBJECT

- What is the message?
- What is story it is trying to sell?
- What feelings does it evoke?

TYPE

- How does this persuade?
colour
slogan
word choice
images

GUIDED READING

WHAT IS BULLYING? THE PINK PARTY INVITATION

For this week you have a choice of which reading to use for guided reading. You can double up and use the same shared reading article to focus on nonfiction text features or you may use the fiction text as an alternative.

GUIDED READING NOTES

For this guided reading excerpt you will read the article, "[What is Bullying?](#)". Students will read the article 3 times.

TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting
1.3	2.3	3.3	4.1
Identify a variety of reading comprehension strategies and use them appropriately before during and after reading — predicting	Recognize a variety of text features and explain how they help readers understand texts.	Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and audience.	Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these strategies to improve as readers.

GUIDED READING GUIDE

Read #1: Check For understanding	Review vocabulary as selected by students through the first read independently through the text. - Have students identify questions, vocabulary and areas of confusion in the text.
Read #2: What's the GIST?	Ask students to identify the GIST of the article. - There are many things that you can do to prevent bullying. Ask students to summarize the story by including information and details from the text that support the GIST.
Read #3: Dive deep	Look at the nonfiction text features of this article (TITLE, SUBTITLE, CHART, BOLD WORDS) How do these text features help you better understand the text? How does the chart convey information differently than a paragraph? Why do you think the author used a chart for this information instead of just writing a paragraph? How does this text relate to "Enemy Pie"? What connections can you make between the two texts. How might you use this information to help Jeremy understand his enemy? Are enemies and Bullies the same thing?

GUIDED READING NOTES

For this guided reading excerpt you will read the article, "[The Pink Party Invitation](#)". Students will read the article 3 times.

TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting
1.3	2.2	3.3	4.1
Identify a variety of reading comprehension strategies and use them appropriately before during and after reading — predicting	Recognize a variety of text features and explain how they help readers understand texts.	Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and audience.	Identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these strategies to improve as readers.

GUIDED READING GUIDE

Read #1: Check For understanding	Review vocabulary as selected by students through the first read independently through the text. - Have students identify questions, vocabulary and areas of confusion in the text.
Read #2: What's the GIST?	Ask students to identify the problem and solution in the story as well as the major events of the plot.
Read #3: Dive deep	Determining Importance: What is the lesson the author is trying to tell you in this story? Making Connections: What does this text remind you of? What connections can you make to the text? If you were one of the characters in the story would you have done anything differently if the same thing happened to you? Making Inferences: How do you think Emily felt when she got the invitation and her friend did not? Why do you think that Margaret didn't give Andrea an Invitation? Why do you think Emily said no to the party invitation? Point of View: Who's point of view is telling the story? How do you know?

THE PINK PARTY

invitation

It was raining so hard that when Andrea got to class, her feet were soaking wet. Her shoes squeaked as she walked down the hallway. Andrea noticed that everyone else had rain boots on. She felt silly for wearing the sneakers. Her mother had just bought them as an early birthday present. She wore them even though she knew it was going to rain.

Andrea had daydreamed about going to school that Monday with her bright white sneakers. She imagined everyone in her class complimenting her. But when she walked into class that morning, no one noticed. Even worse, her feet were freezing cold.

Andrea walked into class and slumped into her chair. She pulled out her book to start reading. Just then she noticed that a few students had pink envelopes on their desks. She didn't have one on hers. She checked under her desk to see if one had fallen but there was nothing there.

Just then, her best friend Emily arrived. Andrea watched as Emily sat at her desk a few rows away. Emily picked up the pink envelope on her desk, but before she could open it, their teacher Mrs Hamilton started class. The mystery of the pink envelope would have to wait. At recess, Andrea caught up with Emily in the hallway.

"Nice shoes!" Emily said.

"Thanks!" Andrea said excitedly. She knew her best friend would notice.

They walked down the hall together. Andrea told Emily all about her weekend.

Once at their backpacks Emily reached into her bag

"Here you go," Emily said as she gave Andrea clean, dry socks.

"Thank you so much!" Andrea responded. "Hey, what was in that pink envelope?" she asked.

"I dunno. I haven't opened it yet." Emily said.

Emily pulled the pink envelope out of her coat pocket. Her name was written on it in pretty cursive letters. Emily ripped the envelope open. Inside, was a pink card with colourful flowers. 'You're Invited!' it read.

"It's an invitation to Margaret's birthday party," she said as she read the details inside the card.

"When is it?" Andrea asked.

"Friday."

Andrea's cheeks burned with a mixture of embarrassment and anger. Her birthday was also on Friday, but there was no fancy party planned. There were no fancy invitations to give out either.

"Well, have fun at her party," Andrea said hotly.

Before Emily could say anything, Andrea stormed back to class. She left Emily and her pink party invitation trailing far behind.

Andrea couldn't concentrate in class. Her mind was racing. Margaret was one of the most popular girls and had never been interested in hanging out with her or Emily before. So why had Margaret invited only Emily? Had she done something wrong? Or was she just not cool enough? And what about her birthday, she just knew Margaret had done this on purpose. Just then, Margaret entered the room. She walked across the classroom confidently sporting perfect hair and a perfect outfit. To make matters worse, her seat was right beside Emily's. Margaret sat down and began talking to Emily immediately. Andrea tried to eavesdrop, but she couldn't hear what they were talking about. Was Emily going to her party? Would Emily ask Margaret to invite her? Or did Emily have a new best friend? Andrea felt a knot in her stomach.

Suddenly, Mrs Hamilton was calling her name. Andrea was so caught up in her own thoughts that she hadn't been paying attention to class.

"Andrea?" Mrs Hamilton repeated.

"I'm sorry, what was the question?" Andrea replied, red with embarrassment.

"I think we'll ask someone who was listening," Mrs Hamilton said.
"Margaret?"

Margaret was sitting nicely with her hand raised. She lowered her hand and responded.

"The Underground Railroad was a network of secret passageways and safe houses. They helped African Americans escape slavery," Margaret explained.

"But there weren't actually underground tunnels," Andrea added without raising her hand. "Sometimes, people think there were hidden passageways, but they're totally wrong. That's just a myth."

"I didn't say anything about tunnels" Margaret shot back. "You said secret passageways," Andrea snapped.

"Yeah, but I didn't mean tunnels. I meant pathways." Margaret said.

Mrs Hamilton intervened. Andrea crossed her arms and remained silent for the rest of class.

When class was over, Margaret and Emily walked out together. Emily didn't wait for Andrea. She didn't even look over her shoulder. At lunch, Andrea found Margaret, Emily, and a few other girls talking excitedly by the playground. Andrea assumed that each had received a pink party invitation and were all planning what to wear.

For the first time ever, Andrea spent lunch alone. She was sure it would be her worst birthday ever. Andrea couldn't wait for the day to be over but still had two more classes left.

Students started filing into the classroom after lunch. Andrea sat down at her desk. As Margaret went to her seat, something unexpected came over Andrea. She stuck her leg out into the aisle and tripped Margaret.

"Owww!" Margaret yelped as she collided with the floor.

"Oh my gosh, I'm so sorry!" Andrea exclaimed.

"You did that on purpose!" Emily said from behind.

Andrea turned around.

"No, I didn't!" Andrea defended herself.

"You're such a liar!" Emily shouted.

Mrs Hamilton interrupted. "Andrea, Emily, can I see you in the hallway? Now?" she said sternly.

They stepped into the empty hallway and

Mrs Hamilton closed the classroom door behind them.

"You are the last two people I'd expect to fight. What is going on?" Mrs Hamilton demanded.

"They're bullying me," Andrea blurted out.

"If anyone's being bullied, it's Margaret!" Emily responded.

"Andrea's been mean to her ever since she wasn't invited to her birthday party."

"Andrea, is that true?" Mrs Hamilton asked.

Andrea felt too embarrassed and hurt to speak.

Just then, Margaret entered the hallway.

"I'm sorry I didn't invite you to my party," Margaret said. "And I didn't realize it was your birthday until Emily told me she couldn't come."

"There's no way I would spend your birthday without you," Emily added.

Andrea felt even worse about her behaviour. But when it came to admitting that she was wrong, she felt frozen.

"Sometimes, people react to situations or act like bullies without meaning to," Mrs Hamilton said. "And sometimes, excluding someone is a form of bullying. The important thing is that the issue is resolved before bullying becomes a cycle."

"I'm sorry I tripped you," Andrea told Margaret. "And I'm sorry I doubted you," she told Emily. "And I'm sorry for interrupting class," she told Mrs. Hamilton.

They all forgave her.

"I have an idea," Margaret said. "What if we had a joint birthday party on Friday?"

"Really?" Andrea beamed.

Margaret placed a pink party invitation in her hands. Andrea's name had been handwritten on the pink party invitation in sparkly cursive.

"Really!" Margaret said.

With everything resolved, class resumed. Andrea returned to her seat smiling. Emily was still her best friend. And Margaret was proving to be a pretty good new friend. Maybe it wouldn't be her worst birthday after all.

GUIDED READING

text based assessment tool

GUIDED READING GROUP

1

2

3

4

5

6

WEEKLY GUIDED READING TEXT

TARGETED SKILLS

A - Reading for meaning

- ☐ Purpose
- ☐ Comprehension strategy
- ☐ Analyzing
- ☐ Responding to texts
- ☐ Point of View

B - Understanding form and style

- ☐ Text forms
- ☐ Text patterns
- ☐ Text features
- ☐ Style

C - Reading with fluency

- ☐ Reading familiar words
- ☐ Reading unfamiliar words
- ☐ Reading fluently

D - Reflecting

- ☐ Metacognition
- ☐ Interconnected skills
- ☐ Goal setting

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

Student: _____ **RL:** _____

Targets A: _____ B: _____ C: _____ D: _____

Observations: _____

Next Steps: _____

student pages FOR LITERACY CENTRES

Notebook	Duotang
<p>Print and photocopy:</p> <ul style="list-style-type: none">• Notebook student support page <p>Students will cut out the four tabs and glue them at the top of their notebook pages.</p> <p>Post for students to view as an anchor chart:</p> <ul style="list-style-type: none">- Spelling list- Spelling choice board- Writing choice board	<p>For this notebook style you will need to print out and photocopy four pages for each student.</p> <ul style="list-style-type: none">• Respond to reading• Writing feedback• Grammar• Spelling this week <p>Optional to post or provide individual copies:</p> <ul style="list-style-type: none">- Word list- Writing choice board- Spelling choice board

STUDENT ACTIVITIES

week one

Respond to Reading: Students will read “The Pink Party Invitation” or “What is Bullying?” and answer **one** of the following questions about what they have read on the [Respond to Reading](#) page.

Work on Writing: Choose **one** of the following three activities to complete with your students based on your own professional judgement and students readiness.

- a) Students will write a draft of their choosing. They may use the [Writing Choice Menu](#) for ideas.
- b) Students may work on their partner writing activity.
- c) Students may choose a draft of writing that they have completed in previous months and they will take this through the revision process.

When done, each student will conference with the teacher about their writing and complete the [Writing Feedback Form](#)

Spelling: Students will choose 10 words to focus on from their personal word list or personal dictionary. They will complete 3 activities from the [Spelling Choice Board](#) to practice their spelling words.

Grammar: Students will use one of their own pieces of writing, and they will use the [ARMS Strategy](#) to edit and revise the paragraph to make improvements, or they can look at the sample [Mentor Paragraph](#) if they do not have a wide variety of personal writing to use. They should aim to revise this by offering 5-8 suggestions.

If you would like to save paper, and your students use a notebook, you can alternately use the [Student Notebook Organizer](#) in place of the individual activities above.

If you use notebooks with your students provide each student with their centres task on this page and they can cut each strip out and glue them in their notebooks

RESPOND TO READING

Re-read the guided reading text from this week. Think about what you have read with the teacher this week, and your own experiences to help you answer ONE of the two questions below.

What do you think is the difference between an enemy and a bully? Is Jeremy a bully? Use details from the text and your own ideas to support your answer.

WORK ON WRITING

Title: _____

Writing Form: F NF

Goal: _____

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Revising |
| <input type="checkbox"/> Organizer | <input type="checkbox"/> Conference |
| <input type="checkbox"/> Drafting | <input type="checkbox"/> Publishing |
| <input type="checkbox"/> Editing | |

Feedback: _____

Progressing with Difficulty	Progressing with Some Success	Progressing Well	Progressing Very Well
--------------------------------	-------------------------------------	---------------------	--------------------------

GRAMMAR

Revising Rules

Read over your work or the work of a partner's work and begin to suggest revisions for their writing. Use the ARMS strategy to help you revise the writing.

A

Add in more detail

R

Remove what doesn't make sense

M

Move or re-organize information to make it sound better

S

Substitute boring or repetitive words or sentences with more interesting ones

SPELLING

Choose 10 words to create your weekly spelling list. You can choose from the class list or from your own personal spelling list.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

RESPOND TO READING

Re-read the guided reading text from this week. Think about what you have read with the teacher this week, and your own experiences to help you answer only ONE of the questions below.

What do you think is the difference between an enemy and a bully?

Is Jeremy a bully?

Use details from the text and your own ideas to support your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WRITING FEEDBACK

student / teacher conference notes

Name: _____ Date: _____

Title: _____

Writing Form: Fiction Nonfiction

Writing Goal: _____

WRITING PROCESS

- ☐ Brainstorming
- ☐ Organizer
- ☐ Drafting
- ☐ Editing
- ☐ Revising
- ☐ Conference
- ☐ Publishing

Writing Summary: _____

Student Self-Assessment:

What did I do well?	What do I need to work on?

Teacher Feedback: _____

Progressing with
Difficulty

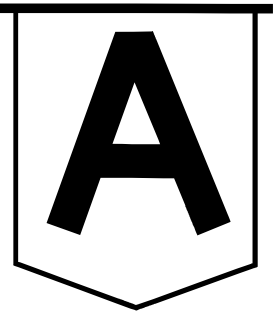
Progressing with
Some Success

Progressing Well

Progressing Very
Well

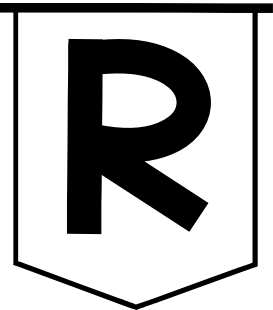
REVISING

your writing



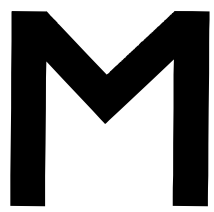
A

Add in more detail



R

Remove what doesn't make sense



M

Move or re-organize information to make it sound better



S

Substitute boring or repetitive words or sentences with more interesting ones.

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

Pyramid Spelling Write each word in a pyramid: d do dog	Alliteration Write out each word in a sentence using alliteration.	Cursive Write each word on your list in cursive.
Picture Dictionary In your notebook, create a table showing each word being used as a word, picture and definition.	Break it Up Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.	Swirl Curl Draw 10 swirly lines across your page from left to right. Then write out each word following the line.
Word Sort Sort your words by the short and long vowel sounds you hear in the word.	Secret Code Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.	Study Notes 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.)

WRITING CHOICE MENU

what would you like to write today?

Use this menu to help you pick your writing topic this week.

NARRATIVE	DIARY	BIOGRAPHY
Write a story about two enemies. How do they solve their problem?	Write a diary from the perspective of one of the characters in the story "Enemy Pie", how would they describe the events of their day?	Choose a leader in your country or community. What is something they have stood up for or helped to change?
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Write a newspaper article about bullying or what your school does to prevent bullying. What is bullying and what can be done to prevent this?	Choose a topic that interests you. Write a fiction or nonfiction article about that topic.	Research about a group that helps to stop bullying. How do they help stop bullying?
REVIEW	SPEECH	PROCEDURAL
Write a book review about a book that you have read where the characters were not nice to each other. Focus on the lesson learned by these characters.	Write a speech about how to stop bullying in your school.	Describe the steps that someone can take to stop bullying.

ASSESSMENT PAGES

track student progress

TEACHER DIRECTED LESSON PLANS

curriculum expectations

The following is an outline of the expectations explored in this week's lesson. For more detailed assessment notes please see the assessment pages at the end of this package.

ORAL	WRITING	READING
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.	1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	1.3 - identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details	2.1 Write more complex texts.	1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning	2.8 - Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.	1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.
	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.	1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.
		2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

STUDENT CHECKLIST

Name: _____

Month: _____

ORAL	Week 1	Week 2
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.		
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details		
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning		

WRITING	Week 1	Week 2
1.2 - Generate ideas about a potential topic using a variety of strategies and resources.		
2.1 Write more complex texts		
2.8 - Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.		
2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies		

STUDENT CHECKLIST

READING	Week 1	Week 2
1.3 - Identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting.		
1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.		
1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.		
1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.		
2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.		

Notes:

CLASS ORAL LANGUAGE CHECKLIST

1.3 - Identify a variety of listening comprehension strategies before, during and after listening.

1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning

1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details

NAME	1.3	1.4	1.7

CLASS WRITING CHECKLIST

1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	2.8 - Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.
2.1 Write more complex texts.	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.

NAME	1.2	2.1	2.7	2.8

CLASS READING CHECKLIST

1.3 - Identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting.

1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.

1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence

2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.

NAME	1.3	1.5	1.6	1.8	2.2