

OCTOBER

ignited literacy

Week #1

“Say Something”
by Peggy Moss

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OCTOBER'S TEXTS

Week #1

Say Something
By: Peggy Moss

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Week #2

Playing War
By: Kathy Beckwith

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Week #3

Alex and the Terrible, No
Good, Very Bad Day
By: Judith Viorst

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Week #4

The Name Jar
By: Yangsook Choi

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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

LITERACY CENTRES

one week rotation

During independent work time students will choose between four different activities. To begin, students should cycle through the centres in a very structured way. As students adjust to this, you may offer them the freedom and choice to decide which activity to complete during the two independent work times.

Your class size will determine the rotation schedule. If you have a large class (26+) then I recommend following the two-week rotation schedule which means that writing conference groups and some guided reading groups will only meet with you once every two weeks. (See the next page if you have a larger class.)

Assuming that you have 20-25 students in your class, each student will be in one of two different groups. A writing group numbered 1-4, and a reading group lettered A-D. In the first independent work time, students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with the reading groups.

For example on Monday if Paula is 2C, she will first work on writers workshop, then she will move to work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D

LITERACY CENTRES

two week rotation

If you have a large class, you will need more time to meet with all students. You can adjust the amount of rotations you have with your class to meet the ideal number of students per group. My experience is that 4-5 students per group is ideal.

Each student will be in two different groups. A writing group numbered 1-8 and a reading group lettered A-H. In the first independent work time students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with each of the reading groups.

For example on Monday if Paula is 2C she will first work on writers workshop, then she will work on work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

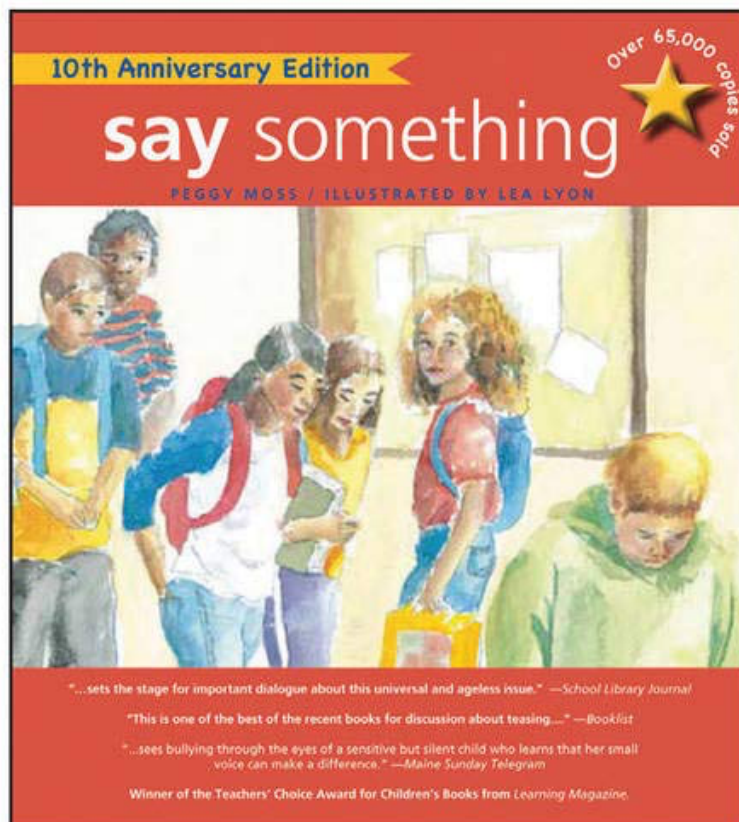
Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D
5	Writers Workshop	Reader's Notebook	E
6	Writers Workshop	Work with Words	F
7	Writers Workshop	Reader's Notebook	OPEN
8	Editing with a peer	Work with Words	G
OPEN	Writers Workshop	Reader's Notebook	H

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:



HOME CONNECTIONS

*"If you think you are too small to make a difference
try sleeping in a room with a mosquito"*

African Proverb

Dear Caregiver,

This week in language arts we are reading a book called, "Say Something" by Peggy Moss.

In this story the main character goes to school and watches as other students get bullied. She isn't the one who bullies and she doesn't say anything to stop it. She is okay with that until it happens to her. She wondered why no one said anything to stop other students from laughing at her. She learns to stop being a bystander.

To support our conversations in class, the following are a list of at-home suggestions for extension activities that will support this weeks learning:

- Talk about times that they have seen bullying. How could they help and not become a bystander?
- Read about anti-bullying programs or initiatives such as peer helper programs or the pink shirt campaign.
- Talk about bullying and how to recognize it and prevent it.

Thank you again for your support.

Sincerely,

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 - Demonstrate listening comprehension strategies. Shows an understanding of the class read alouds.	1.2 Generate ideas about a topic Student can independently choose a topic that interests them to write about. Can brainstorm questions to guide research.	1.3 Uses a variety of comprehension strategies. Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.
1.4 - Can summarize oral texts and provide evidence. Student can tell why and identify the gist of the story by using details from the text.	1.3 Research: gathers ideas Is able to gather a variety of relevant resources. Can search within a text to find information.	1.5 Makes connections to guided or independent texts. Student can apply the strategies practiced with oral texts to texts they read independently. Student makes a variety of connections and explains how it helps better understand the text.
1.6 - Makes connections to oral texts. Student can make a variety of connections to the weekly read aloud.	2.1 Form: Write complex texts Attempts to write a variety of text forms.	1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence. Student can answer questions by providing their opinion and supporting with evidence on a text independently read. Students can begin to record their opinion in scaffolded organizers. Student can respond to the quote of the week by relating it to other texts read in class that week.
1.7 - How elements of the story contribute to meaning. Identify how the mood or character traits in the story helps you better understand the text.	2.4 Sentence Complexity Shows an understanding of how to write in complete sentences. Uses a variety of sentence lengths when writing.	2.2 Text Form Organizational Patterns Student can identify the organizational patterns of a simple fiction text. Student can identify the organizational pattern of a simple nonfiction report.
	3.1/3.2 Spelling Spells familiar words correctly. Uses a variety of strategies to spell unfamiliar words correctly.	

TEACHER DIRECTED LESSON PLANS

week one

Oral:

Can students make connections to an oral text?

Writing:

Can students organize their ideas before writing?

Can students spell unfamiliar words correctly using their knowledge of syllables and vowel patterns?

Reading:

Can students make connections to what they have read?

	TDT #1	TDT #2
M	<p>As the topic being discussed can be difficult to discuss with your class, I suggest sending the "Home Connections" Letter to students caregivers to prepare them for this weeks lessons.</p> <p>Read Aloud: "Say Something" Post or write out the quote, "If you think you are too small to make a difference, try sleeping in a room with a mosquito" - African Proverb.</p> <p>Ask students what they think this means. Have students brainstorm by writing their ideas to this quote on a sticky note and have them share with the class. Discuss this together and then outline the reading response activity for the week.</p>	<p>Writing Process:</p> <p><u>Organizing Ideas:</u></p> <p>In this lesson students will learn how to use a Fiction Graphic Organizer. Teacher will model how to fill and complete an organizer to plan out the story before they write. Teacher will model how to do a fictional personal narrative.</p>
T	<p>Read Aloud: Read the first half of the book, "Say Something". Stop before the part that reads: "One day my friends were out..."</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none">- What might the problem be about?- Is the main character doing anything wrong?- Is the main character a good person?	<p>Grammar: What is a sentence? Show students the Mentor Paragraph. Have students identify which are proper sentences and which are not. Notice, note and record their ideas about what makes a proper sentence.</p>

TEACHER DIRECTED LESSON PLANS

week one

	TDT #1	TDT #2
W	<p>Read Aloud: Read the second half of the story "Say Something".</p> <p>Revisit the questions from yesterday and have students answer the same questions now that they have the full text.</p> <p>Due to the context of the text, a Read Aloud Guide has not been provided this week. Please read the story uninterrupted to allow students an opportunity to formulate their own opinions.</p>	<p>Writing Process</p> <p><u>Organizing Ideas:</u></p> <p>In this lesson the teacher will model how to complete a Nonfiction Paragraph Report Organizer.</p>
Th	<p>Writing Form: How to write a paragraph</p> <p>Identify the parts of a paragraph:</p> <ul style="list-style-type: none"> - Introduction - Body - Conclusion 	<p>Shared Reading: Read the paragraph "Pink Shirts Stand Up to Bullying".</p> <p>Identify the parts of a paragraph included in this article.</p>
F	<p>Cloze Reading: Compare the story Say Something to the quote from the first from lesson this week. Ask students:</p> <ul style="list-style-type: none"> - How does the story and the quote relate? - How can this relate to the real world? - What lesson can you take away from this story and apply to your own life? 	<p>Spelling:</p> <p>Students review their personalized spelling words for the week and test themselves on their list.</p>

If you think you are
too small to make a
difference, try
sleeping in a room
with a mosquito”

- African Proverb

There is a kid at my school who gets picked on all the time. I think he is sad. He keeps his head down when he walks down the hall. And hardly ever says hello. I don't pick on him. I feel sorry for him.

Say Something - by Peggy Moss

STORY ORGANIZER

Characters

*

*

*

Setting

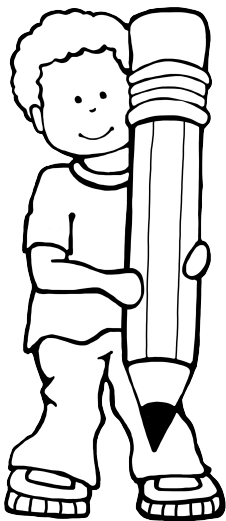
Problem
(Conflict)

How do the characters
solve the problem?

First, _____

Next, _____

Then, _____



Climax

Solution
(Falling Action)

writer's notebook

REPORT ORGANIZER



Big Idea

subtopic

subtopic

subtopic

facts

facts

facts

PINK SHIRTS

stand up to bullying

SHARED READING EXCERPT



In 2007, in a high school in Nova Scotia, a grade 9 boy was being bullied by his classmates for wearing a pink shirt. Two other students by the names of David Shepherd and Travis Price saw this happening. They knew that it wasn't right and wanted to help. So they bought 50 pink tank tops at a local store. The next day at school they distributed these shirts to their classmates. This act of kindness showed the boy who was bullied that he had support from others. It was also enough to stop the bullying from happening again at the school by wearing pink.

GUIDED READING

PINK SHIRTS

stand up to bullying



Did you know that 1 in 5 students are bullied? This is too many students! Being kind is good. But, sometimes kids are mean.

In 2007 there was a boy in Nova Scotia. He wore a pink shirt to school. He was bullied. Two other students wanted to help. Their names were Travis Price and David Shepherd. They bought 50 pink tank tops at a store. The next day at school, they gave out the shirts to other people. Being kind made a difference. It helped to stop the bullying. The boy felt supported.

Now people in Canada wear pink shirts. Pink shirts help to stop bullying. February 28 is the day that's chosen to wear pink shirts. People raise money to help too. The money is used to help others. It goes to charities. It also goes to kids' programs.

Travis and David learned a big lesson that day. Travis reported to a newspaper, "I learned that two people can come up with an idea, run with it, and it can do wonders. Finally, someone stood up for a weaker kid."

PINK SHIRTS

stand up to bullying



Did you know that 1 in 5 students are impacted by bullying? That is a lot of students! We know that being kind is a good thing. But, sometimes kids can be mean.

In 2007, a grade 9 boy in Nova Scotia was being bullied. His classmates were making fun of him for wearing a pink shirt. Two other students saw this happening. Their names were David Shepherd and Travis Price. They knew that it wasn't right and wanted to help. So, they bought 50 pink tank tops at a local store. The next day at school they distributed these shirts to their classmates. This act of kindness meant a lot to the boy who was being bullied. It showed that he had support from others. It was also enough to stop the bullying from happening again at the school.

This one act of wearing a pink shirt has inspired a movement in Canada. Each year on February 28, students across Canada wear pink shirts. They do this to stand up for bullying. Money is raised as well to help support different causes. Some money goes to children's charities. Other money goes to programs that support children's mental health.

Travis and David learned a powerful lesson that day. Travis was interviewed by a local newspaper agency about the kind act. He said, "I learned that two people can come up with an idea, run with it, and it can do wonders. Finally, someone stood up for a weaker kid."

GUIDED READING NOTES

For this guided reading excerpt, read the story: "PINK SHIRTS STAND UP TO BULLYING" 3 times. Two versions of this reading have been provided; one for at grade level, and one for below grade level students. Choose the article that best fits each group of students.

TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting

Each student will need:

["Pink Shirt: Stand Up to Bullying"](#) article

[Making Connections](#) Organizer

GUIDED READING GUIDE

Read #1: Check for understanding	Students will read through the text and highlight words that they were stuck on while reading, are not sure of the meaning, or parts of the text that didn't make sense. After this first reading talk about what students highlighted in their article. <i>Some areas to focus would be on words/phrases: mental health, charities, distributed, interviewed, Nova Scotia.</i>
Read #2:	What is the main message of this story? What is the author's purpose for writing and what are they saying? <i>The author's purpose is to tell you about two students who did something to make a difference and now their one action has turned into a national movement.</i>
Read #3: Dive deep	Make connections from what you have read to your real life. Model how to make a connection using the organizer, and allow students to share their connections with you. <i>Connections to the quote of the week, the read aloud Say Something or their own personal connections to bullying in their own lives.</i>

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
- ☐ Comp.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: _____

MAKING CONNECTIONS

graphic organizer for your ideas

In the text (quote, example, page number)	This is similar to (my life, another text, the world around me)	This connection helps me understand the text

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 respond to the [Quote of the Week](#). They will make connections between what they read and the quote. Have them explain their answers.

Work on Writing: Using a topic that interests students, they will now write a fiction or nonfiction text of their choice. When students are done, they can conference with the teacher about their writing.

Spelling: Using the [Writing Choice Menu](#), have students write a fiction or nonfiction text of their choice. When done, each student will conference with the teacher about their writing and complete the [Writing Feedback Form](#).

Grammar: Students will read the [Paragraph](#) and look for and fix the errors that relate to incomplete sentences. They will rewrite the paragraph properly in their notebooks or on the [Grammar Support Page](#).

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.

Guided	Conference
Read the " Pink Shirt - Stand up to Bullying " article with students. Discuss how to make a connection between the text and their real life. Walk through connections organizer with students.	Choose 2 students to conference with each day.
Low - Activate prior knowledge before reading, then walk through the Read 3 strategy to understand the text.	
Middle - Focus on making connections to self, others, and the world.	
Advanced - Focus on connections that run deeper and take on more of a global world view.	

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

RESPOND TO READING

Read the quote in the box below. In your notebook, explain what the quote means to you. Think about how it relates to what we have read in class and your own life.

“If you think you are too small to make a difference, try sleeping in a room with a mosquito”

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 Some Success	Progressing Well	Progressing Very Well
--------------------------------	--------------------------------	---------------------	--------------------------

GRAMMAR

Grammar Rule:

A sentence contains both a subject and a predicate.

Find the errors in the paragraph then rewrite it correctly in your notebook.

Some kids came over to me. And started telling jokes. I laughed. Until the jokes started to be about me. My face burned. I looked down. At the table. I sat on my hands. To keep them from moving so much.

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. _____

Read the quote in the box below. In your notebook, explain what the quote means to you. Think about how it relates to what we have read in class and your own life.

[illegible]

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 Some
Success

Progressing Well

Progressing Very
Well

Some kids came over to me. And started telling jokes. I laughed. Until the jokes started to be about me. My face burned. I looked down. At the table. I sat on my hands. To keep them from moving so much.

"Say Something" — by Peggy Moss

Grammar Rule:

A sentence contains both a subject and a predicate.

Find the errors in the paragraph above and rewrite them correctly on the lines below.

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 a bully and how they learn to treat people with more respect.	Write a series of diary entries from the perspective of a bully, victim or bystander. What are their feelings and thoughts about what is happening in their situation?	Choose someone /or an organization who has made a difference in children's mental health. Is there someone in your own community?
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Think about a children's event that is happening right now in the world or in your community. Write an article to inform others about the event.	Choose one of the forms that are listed here on this choice board but choose your own topic.	What is your school or community doing to prevent and educate about bullying? Research what is being done to prevent and support anti bullying issues.
REVIEW	SPEECH	PROCEDURAL
Read a book or watch a movie that focuses on the theme of bullying. Write a review of the story including your own opinion.	It's time for you to make a difference. Write a 3-5min speech that you could say to your class that would encourage them to prevent bullying.	How can kids get help to deal with bullying? Write about the detailed steps that someone would take to report 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 - Demonstrate listening comprehension strategies. Shows an understanding of the class read alouds.	1.2 Generate ideas about a topic Student can independently choose a topic that interests them to write about. Can brainstorm questions to guide research.	1.3 Uses a variety of comprehension strategies. Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.
1.4 - Can summarize oral texts and provide evidence. Student can tell why and identify the gist of the story by using details from the text.	1.3 Research: gathers ideas Is able to gather a variety of relevant resources. Can search within a text to find information.	1.5 Makes connections to guided or independent texts. Student can apply the strategies practiced with oral texts to texts they read independently. Student makes a variety of connections and explains how it helps better understand the text.
1.6 - Makes connections to oral texts. Student can make a variety of connections to the weekly read aloud.	2.1 Form: Write complex texts Attempts to write a variety of text forms.	1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence. Student can answer questions by providing their opinion and supporting with evidence on a text independently read. Students can begin to record their opinion in scaffolded organizers. Student can respond to the quote of the week by relating it to other texts read in class that week.
1.7 - How elements of the story contribute to meaning. Identify how the mood or character traits in the story helps you better understand the text.	2.4 Sentence Complexity Shows an understanding of how to write in complete sentences. Uses a variety of sentence lengths when writing.	2.2 Text Form Organizational Patterns Student can identify the organizational patterns of a simple fiction text. Student can identify the organizational pattern of a simple nonfiction report.
	3.1/3.2 Spelling Spells familiar words correctly. Uses a variety of strategies to spell unfamiliar words correctly.	

STUDENT CHECKLIST

Name: _____

Month: _____

ORAL	Week 1	Week 2	Week 3	Week 4
Demonstrate listening comprehension strategies. - Shows an understanding of the class read alouds				
Can summarize oral texts and provide evidence. - Student can identify the gist of the story and tells why using details from the text.				
Makes connections to oral texts. - Student can make a variety of connections to the weekly read aloud.				
How elements of the story contribute to meaning? - Identifies how the mood or character traits in the story helps them better understand the text.				

WRITING	Week 1	Week 2	Week 3	Week 4
Generate ideas about a topic - Student chooses a topic that interests them to write about. - Can brainstorm questions to guide research.				
Research: gathers ideas - Is able to gather a variety of relevant resources. - Can search within a text to find information.				
Form: Write complex texts - Attempts to write a variety of text forms.				
Sentence Complexity - Shows an understanding of how to write in complete sentences. - Uses a variety of sentence lengths when writing.				
Spelling - Spells familiar words correctly. - Uses a variety of strategies to spell unfamiliar words correctly.				

STUDENT CHECKLIST

READING	Week 1	Week 2	Week 3	Week 4
Uses a variety of comprehension strategies. <ul style="list-style-type: none">- Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.				
Makes connections to guided or independent texts. <ul style="list-style-type: none">- Student can independently apply the strategies practiced with oral texts to texts they read.- Student makes a variety of connections and explain how it helps them better understand the text.				
Evaluating Text: Express ideas and opinions about texts supported by evidence. <ul style="list-style-type: none">- Student can answer the questions by providing their opinions, and supporting with evidence on a text independently read.- Student can begin to record his/her opinion in a scaffolded organizer.- Students can respond to the quote of the week by relating it to other texts read in class for that week.				
Text Form Organizational Patterns. <ul style="list-style-type: none">-Student can identify the organizational pattern of a simple fiction text.- Students can identify the organizational patterns of a simple nonfiction report.				

Notes:

CLASS ORAL LANGUAGE CHECKLIST

1.3 Demonstrate listening comprehension strategies.

- Shows an understanding of the class read alouds.

1.4 Can summarize oral texts and provide evidence.

- Student can tell why and identify the gist of the story by using details from the text.

1.6 Makes connections to oral texts.

- Student can make a variety of connections to the weekly read aloud.

1.7 How elements of the story contribute to meaning.

- Identify how the mood or character traits in the story helps you better understand the text.

NAME	1.3	1.4	1.6	1.7

CLASS WRITING CHECKLIST

1.2 Generate ideas about a topic

- Student can independently choose a topic that interests them to write about.
- Can brainstorm questions to guide research.

2.1 Form: Write complex texts

- Attempts to write a variety of text forms.

1.3 Research: gathers ideas

- Is able to gather a variety of relevant resources.
- Can search within a text to find information.

3.1/3.2 Spelling

- Spells familiar words correctly.
- Uses a variety of strategies to spell unfamiliar words correctly.

2.4 Sentence Complexity

- Shows an understanding of how to write in complete sentences.
- Uses a variety of sentence lengths when writing.

NAME	1.2	2.1	1.3	3.1/3.2	2.4

CLASS READING CHECKLIST

1.5 Makes connections to guided or independent texts. - Student can apply the strategies practiced with oral texts to texts they read independently. - Student makes a variety of connections and explains how it helps better understand the text.	1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence. - Student can answer questions by providing their opinion and supporting with evidence on a text independently read. - Students can begin to record their opinion in scaffolded organizers. - Student can respond to the quote of the week by relating it to other texts read in class that week.
1.3 Uses a variety of comprehension strategies. - Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.	2.2 Text Form Organizational Patterns - Student can identify the organizational patterns of a simple fiction text. - Student can identify the organizational pattern of a simple nonfiction report.

NAME	1.3	1.5	1.7	2.2