

# OCTOBER

*ignited literacy*

## **Week 3**

### **Alexander and the Terrible, Horrible, No Good, Very Bad Day**

by Judith Viorst

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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](https://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.

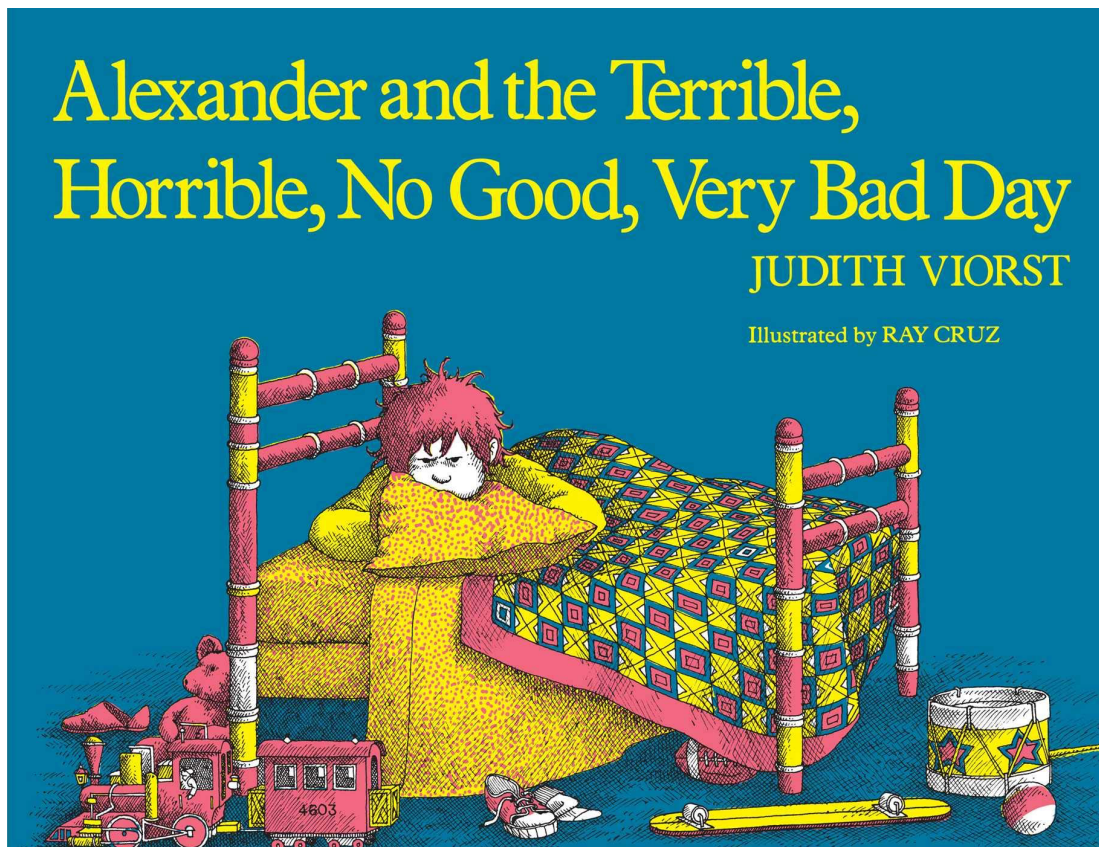
Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D
5	Writers Workshop	Reader's Notebook	E
6	Writers Workshop	Work with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

*"Smile and the whole world smiles with you."*

Unknown

Dear Parent / Caregiver,

This week in language arts we are reading a book called, "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst

*In this story, Everything about Alexander's day is horrible. It is so bad that he wants to move to Australia.*

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

- Learn more about Australia
- Talk about how to make a bad day better
- Talk about a bad day they have had in the past and how it could have been made better.

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 three

	TDT #1	TDT #2
<b>M</b>	<p><b>Read Aloud:</b> Activate prior knowledge by asking students if they have ever had a bad day? A day when everything didn't go well? Ask student to do a think, pair, share with a partner to have them discuss this day.</p> <p>Share a few ideas with the class. Read the first three pages.</p> <p>Follow the <a href="#">Read Aloud Guide</a> as you read "Alexander and the Terrible, Horrible, No Good, Very Bad Day". Use the prompts or find your own.</p>	<p><b>Writing Process:</b> How to organize your ideas for or writing a research report. Review and model the <a href="#">Nonfiction Report Graphic Organizer</a>. Model to students as to how you would sort and organize your ideas when writing a report. (See the <a href="#">Answer Page</a> for more guidance). Print out the <a href="#">Report Prompts</a> to help students starting points for writing.</p> <p>Have students come up with some questions that could be answered. The topic you choose should be something of interest to some of your weaker writers but something that is not known well by you.</p>
<b>T</b>	<p><b>Read Aloud:</b> Read the rest of the story to students.</p> <p>Follow the Read Aloud Guide as you read. Use the prompts or find your own.</p>	<p><b>Grammar:</b> This week students will look at the comma and how to use it when you are writing a list.</p> <p>Ask them to look at the <a href="#">Mentor Paragraph</a> and come up with the rule the author followed when using commas.</p>

# TEACHER DIRECTED LESSON PLANS

## week three

	TDT #1	TDT #2
W	<p><b>Oral Language:</b> Respond to the text read aloud. Distribute the <a href="#">Question Cards</a> to half the class. Students will play musical questions. The students with the cards will find a spot to stand in the classroom, and the ones without a card will move around. They will walk around the room and tag people (high five or elbow to elbow) while the music plays. Once the music stops students will stop with the next person and discuss the card. Once the music plays the two people will trade cards and the new person without the card will move.</p>	<p><b>Writing Process:</b> Students will brainstorm a future topic that they could write about. They can use their brainstorming maps (from other lessons in this series) or they can come up with unique topics for future drafts. Students will follow the steps as shown on Monday to fill out their own graphic organizer to write a research report. Students will develop a central topic or question they want answered, then they will develop subtopics that support their topic.</p>
TH	<p><b>Writing Form:</b> Students will look more at the parts of a research report. Specifically focused on the format of a report.</p> <p>Highlight that reports have headings, subheadings and paragraphs. Use the sample anchor chart poster to help highlight these features.</p>	<p><b>Shared Reading:</b> Read the article <a href="#">"Change Your Thinking"</a> with the students. Discuss how to make connections and explain them to others. Use sentence frames to support students with this learning.</p> <ul style="list-style-type: none"> <li>• In the text___This reminds me of___.</li> <li>• When I read___it made me think of___.</li> <li>• The part when it said___was similar to___.</li> </ul>
F	<p><b>Cloze Reading:</b> Looking at the excerpts from the text on page 1 and 4 from "Alexander and the Terrible Horrible No Good Very Bad Day". Focus on the sentence structure of the text. Why do you think the author uses such variety in the length of her sentences?</p> <p>Some are very long and others are very short. (See answer page for further guidance).</p>	<p><b>Spelling:</b> Students review their personalized spelling words for the week and test themselves on their list.</p> <p>Have students create their spelling list for next week. Use their personal spelling dictionary, vocabulary from the reading passages this week or their personal writing.</p>

# READ ALOUD GUIDE

questions, think alouds, discussion prompts

## Alexander and the Terrible Horrible No Good Very Bad Day

by Judith Viorst

Page	Prompt
Before	<p>Q: Have you ever had a bad day?</p> <p>Q: What does it mean to be lucky? Unlucky?</p> <p>Q: Why do you think the author chose this title?</p> <p>Q: Why did the author use so many adjectives?</p>
3	<p>TA(Q): I wonder why he has chosen to go to Australia?</p> <p>TA(I): I think that maybe he had already gotten his toy out of his cereal on another day. Or, he will get it out in the future.</p> <p>TA(C): I remember getting cereal when I was growing up that had toys inside. Sometimes you would dig through it and find the toy the minute you opened it.</p>
7	<p>TA(I): I am not surprised that Mrs. Dickens liked Paul's picture better. Alexander said his picture was invisible. That means that his page was probably blank. Alexander thinks that this adds to his bad day, but it seems he might be responsible for this problem.</p> <p>TA(C): Alexander's mood so far in the story seems grumpy. This reminds me of when Oscar the Grouch from Sesame Street is always grumpy and complaining about everything. He even complains when he doesn't have to complain.</p>
11	<p>TA(I): I can tell that Alexander is very sad on how his friends are treating him. However I am not sure wishing his friend sit on a tack was a great way to handle this.</p> <p>Q: Have you ever had a time where a friend made you sad or angry and your reaction was not helpful?</p>
17	<p>TA: It seems like everything that is happening to Alexander is happening to him, and that he has no personal responsibility on how his day is going.</p> <p>Q: What do you think? Is Alexander, in part, responsible for how his bad day is going?</p> <p>Q: Have you ever blamed others for things you shouldn't?</p>
21	<p>TA: It seems like Alexander frustrated his father by not listening. In the picture, the dad looks quite frustrated.</p> <p>Q: What do you think the Dad meant when he said, "Don't pick him up anymore?"</p>
27	<p>TA(Q): I wonder if Alexander will have a better day tomorrow?</p> <p>TA(Q): I wonder what living with Alexander today was like?</p> <p>Q: What did his mother mean when she said, "Some days are like that...even in Australia".</p>
After	<p>Q: Did Alexander learn a lesson throughout this story? Did you?</p> <p>Q: If you had the opportunity to give Alexander advice, what would it be?</p> <p>Q: Have you ever met someone who is very negative? What was it like to be around them?</p> <p>Q: What lesson is the author trying to share with the reader through this story?</p>

Smile and the  
whole world  
smiles with you.

My bath was too hot, I got  
soap in my eyes, my marble  
went down the drain, and I had  
to wear my railroad-train  
pajamas. I hate my railroad  
train pajamas. It has been a  
terrible, horrible, no good, very  
bad day.

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
by Judith Viorst

# NONFICTION REPORT

Big Idea

Guiding Questions

facts

- ☐
- ☐
- ☐
- ☐
- ☐
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- ☐
- ☐

subtopic

subtopic

subtopic

# MONITORING REPORT

Choose a topic that interests you and brainstorm a few questions that you want answered. If you are struggling to come up with questions find a book on your topic and look at the table of contents. This will give you ideas.

## Skateboarding

### Guiding Questions

Are there different types of skateboarding?  
What types of boards are used?  
Who is really good at it?  
Where do people skateboard?

Read a book on the topic. Look for answers specific to the questions asked. If it doesn't answer a question skip it.

If a question cannot be answered then it's time to ask a different question.

### facts

- Backyards, parks and empty swimming pools
- Skateparks
- Three part board - deck, truck, wheels
- Front is nose and back is tail
- Wheels made of urethane
- Trucks hold the wheels and help them turn
- Tricks on skateboards
- Oly, Trick Flip, Grind
- Vert Skate - vertical in the air
- Danny Whey - street skating
- Street Skating
- Half pipe / Quarter pipe ramps - vert skating
- The X games - competition
- Tony Hawk - 15 medals at X games
- Freestyle - skate on flat surface to music
- Big Air - uses a long board to jump a big gap

### JOT NOTES ONLY!

Do not copy the text you read. Each note you make should fit on one line. You do not need full sentences.

Look at the information you gathered and now sort and organize it into sub-categories. Number or colour code your facts to help you.

**Street**

subtopic

**Vert**

subtopic

**Freestyle**

subtopic

**Choose a  
topic that  
interests  
you.**

**Gather  
resources  
to find out  
more  
information.**

**Make a list  
of  
questions  
you want  
to learn  
more  
about.**

**Make  
JOT  
NOTES.**

Do not copy the text.  
Use short, brief facts in  
your own words. One  
fact per line.



**Only look  
for  
information  
that  
answers  
your  
questions.**

**No  
information?  
Change  
your  
question!**

**Sort your  
research  
into 2-4  
different  
sub-  
categories.**

**Give each  
category a  
title.**

**In your opinion  
was Alexander's  
day horrible?**

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**Why do you think  
he chose Australia  
as a place to get  
away from his  
problems?**

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**What might his  
parents' and  
siblings'  
perspective  
have been on  
this day?**

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**What might his  
friends' and  
teachers'  
perspective  
have been on  
this day?**

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**Does Alexander  
show  
responsibility?**

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**What advice  
would you give  
Alexander  
today?**

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**Would you want  
to be  
Alexander's  
friend? Why or  
Why not?**

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**Why does it seem  
like people are  
ignoring him  
today?**

© Madly Learning Inc. 2018

**Have you ever  
had a day like  
this? Compare it  
to Alexander's  
day.**

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**How can  
Alexander have  
a better day  
tomorrow?**

© Madly Learning Inc. 2018

**Alexander is in a  
bad mood.  
Does that mean  
he is a bad  
person?**

© Madly Learning Inc. 2018

**Give examples of  
when Alexander  
should have  
taken more  
responsibility.**

© Madly Learning Inc. 2018

**Do you think  
Alexander is  
always like this?**

© Madly Learning Inc. 2018

**Why do you think  
Alexander woke  
up is such a bad  
mood?**

© Madly Learning Inc. 2018

**What would you  
have done  
differently if you  
were Alexander?**

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**How is  
Alexander and  
his story similar  
to real life?**

© Madly Learning Inc. 2018

**What is the  
problem in this  
story?**

© Madly Learning Inc. 2018

**Why do you think  
the author wrote  
this story?**

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# change your THINKING

S H A R E D R E A D I N G



For Diego, math was hard. It was something that he struggled with. Diego also loved baseball. His friends thought of him as a baseball expert. It wasn't that he played the game very well; he just knew so many facts about it.

He could tell you a player's batting average and home run percentage. Then he could tell you what that meant. Diego's teacher told him he should be a baseball analyst when he grows up. He asked his teacher what that job was about. She explained that it involved looking at the numbers and doing a lot of math. As soon as Diego heard math, he checked out. He frowned at his teacher. He told her he sucked at math. So he would never do a job where it needed someone to be good at math.

His teacher looked at Diego with that look on her face. The look that reminded him that, 'we don't say sucked' in the classroom. Then, she glanced at the bulletin board on the far side of the room. Diego followed his teacher's gaze and saw that she was looking at the brain board.

A few weeks ago, Diego's teacher had taught them a lesson on growth mindset. She told them that learning was hard on our brains. Sometimes when something is hard, our mind goes into protection mode. It will try to shut down, stop working, and say, "I can't". Looking at the board reminded Diego that he was supposed to say more positive things.

Diego looked back at his teacher who was now looking at him, waiting. He sighed and said, "I know...I may not be good at math YET. But because I love baseball, I can learn". It was cheesy, everyone thought that, but by saying it out loud even Diego felt a little better. Anything was possible.

# GUIDED READING

# GUIDED READING NOTES

For this guided reading excerpt, read the story: "[The Power of positivity](#)" 3 times.

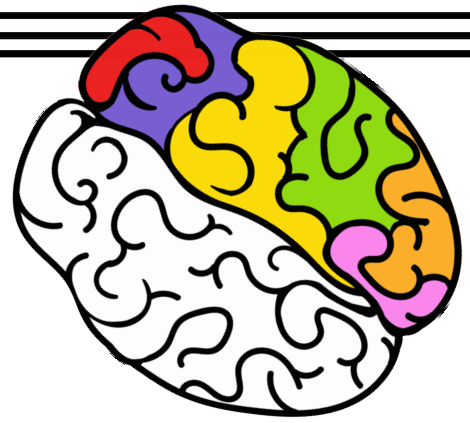
## TARGETED SKILLS

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

## GUIDED READING GUIDE

Read #1: Check for understanding	Throughout the first read student should identify: <ul style="list-style-type: none"><li>• Parts of the text that were confusing</li><li>• Struggles with decoding</li><li>• Questions they have</li></ul>
Read #2:	Students will read through the text and discuss what the Gist of the text is. What is the author's purpose and what are they trying to say? <i>The gist of this story is to try to change your brain to think more positively. The author's purpose is to inform and persuade the reader to change from a closed mindset to an open mindset.</i>
Read #3: Dive deep	Read through the story discuss the following questions with students: <ul style="list-style-type: none"><li>• Do you think that it is important to think positively?</li><li>• What are the benefits to thinking positively?</li><li>• How does this article compare to our classroom read aloud this week?</li><li>• How could you use this to help Alexander?</li></ul>

# the power of **POSITIVITY**



What does it mean to be positive? Being positive means that you change the way you think. You change what that little voice inside your head says to you. We want that voice to say nice, helpful things. We want that voice to encourage us, look for new ideas, and to help us keep going.

What often happens is that little voice isn't very helpful. We are not very nice. That little voice is us.

## **NEGATIVE THINKING**

Sometimes negative things happen. This causes stress, fear or anger in our body. When our body feels these emotions, it releases a chemical in our brain that tells us to protect ourselves. These negative thoughts cause limiting beliefs. These beliefs define the solutions we have to solve the problem. This is why when you are angry with someone you have a hard time thinking about anything else. When you are negative, it is hard to see the many solutions you have in solving a problem.

For many kids, this happens a lot in school. At school, our big job is to learn. But sometimes learning new things can be hard, frustrating, or stressful. When our brain is feeling these things sometimes, it starts limiting our options. We start to tell ourselves that we are not very smart, or we can't do this. Think about the last time you were struggling to learn something, maybe in math class. When it's hard, your brain is stressed and starts to limit your options. You start to tell yourself you don't get it, you can't do it, it's too hard. So, you give up and stop trying. Once you stop trying your brain relaxes; it avoided the stress. But, you still have not learned anything, and those thoughts you told yourself are not true.



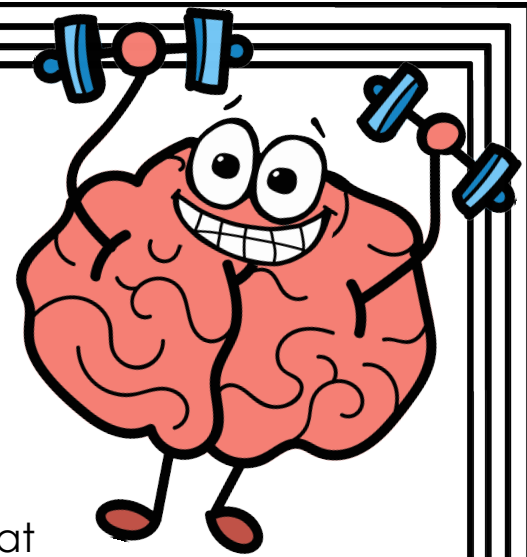


## THE POWER OF POSITIVITY

So what can we do? We need to train our brain, so it stops limiting our beliefs. We need to train it to think more positively.

### POSITIVE THINKING

But why? Well, brain scientists such as Barbara Fredrickson have shown through their research that positive thoughts help us in many ways.



First, focusing on positive emotions allows our brain to solve problems, and find many solutions. Instead of shutting our brain down, positivity opens it up. Secondly, thinking and feeling positive lets us learn new things more quickly. Because our brain is not running away from the problem, it is learning. We can then learn new things and can build our knowledge much faster.

This is called developing a growth mindset. Look at the chart below for some ways to help you increase your positive thinking.

STOP AND THINK	SHOW GRATITUDE	PLAY
<b>Power of "YET"</b> Instead of saying, "I can't," replace it with, "I can't yet."  The first is a never statement, but the YET statement opens it up to more possibilities.	<b>Focus on the Good</b> There is a lot of good in this world. So focus on it. Spend time with positive people. Think about all of the good things that are going well in your life. Everyday try to think of the good things in your life.	<b>Have Fun</b> Having fun makes us happy and being happy improves our positive thinking. So make sure you play, get some exercise and have fun. Go outside, run, laugh, or play with friends.
<b>"YEAH BUT..."</b> When something doesn't go well try adding a "Yeah, but". "I didn't do well on my test overall, (yeah) but, I did well on that first page."	<b>Gratitude Journal</b> Sometimes writing it down helps us to focus. Think about starting a journal where you write down 2-3 things each day that you are thankful for in your life.	<b>Explore/Discover</b> Our brain loves new opportunities. So give it a challenge. Try something new, make something, go somewhere different, solve a problem.

# student pages FOR LITERACY CENTRES

Notebook	Duotang
<p>Print and photocopy</p> <ul style="list-style-type: none"><li>• Notebook student support page</li></ul> <p>Students will cut out the four tabs and glue them at the top of their notebook pages.</p> <p><b>Post for students to view as an anchor chart</b></p> <ul style="list-style-type: none"><li>- Spelling List</li><li>- Spelling Choice Board</li><li>- Writing Choice Board</li></ul>	<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"><li>• Respond to Reading</li><li>• Writing Feedback</li><li>• Grammar</li><li>• Spelling this Week</li></ul> <p><b>Optional to post or provide individual copies:</b></p> <ul style="list-style-type: none"><li>- Word List</li><li>- Writing Choice Board</li><li>- Spelling choice Board</li></ul>

# STUDENT ACTIVITIES

## week three

**Respond to Reading:** Students will read the [Quote of the Week](#). In their notebook they will explain what the quote means to them. Prompt them to think about connections that are meaningful to them.

**Work on Writing:** 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](#).

**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 read the [Paragraph](#) and look for and fix the errors that relate to the grammar rule of the week. 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 <a href="#">"The Power of Positivity"</a> 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.	

# NOTEBOOK STUDENT SUPPORT

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

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

**Smile and the whole world smiles with you.**

### 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 RULE

**Use commas to separate words and word groups in a simple series of three or more items.**

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

Sometimes when something is hard our mind goes into protection mode it will try to shut down stop trying and say I can't looking at the board reminded Diego that he was supposed to say more positive things

### 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. \_\_\_\_\_

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

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.

**Smile and the whole world  
smiles with you.**

© Madly Learning Inc. 2018

## 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.

**Smile and the whole world  
smiles with you.**

© Madly Learning Inc. 2018

## 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.

**Smile and the whole world  
smiles with you.**

© Madly Learning Inc. 2018

## 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.

**ha**

© Madly Learning Inc. 2018

# 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 to your own life.

**Smile and the whole world smiles  
with you.**

[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:** \_\_\_\_\_

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## Student Self-Assessment:

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

Teacher Feedback: \_\_\_\_\_

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

Sometimes when something is hard  
our mind goes into protection mode  
it will try to shut down stop trying and  
say I can't looking at the board  
reminded Diego that he was  
supposed to say more positive things

**Grammar Rule:**

**Use commas to separate words and word  
groups in a simple series of three or more  
items.**

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

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# 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

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

# 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 character that has a bad attitude and describe in your story how they learn to think more positively.	Write a gratitude journal for a week. Each day write one paragraph about the many things you have to be thankful for.	Choose someone who has had a positive impact on your life. Write a biography about that person.
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Find someone or something in your community that is doing something good. Write an article informing others all about their good deeds.	Choose one of the forms that are listed here on this choice board, and choose your own topic.	Learn more about how the brain works. Ask questions and find the answers on how the different parts of the brain help us do things. Write a report about what you find.
REVIEW	SPEECH	PROCEDURAL
Read a story or an article about positivity or growth mindset. Write a review about what you read. Remember to include a summary and your own opinion.	Write a speech to your class on why they should adopt a growth mindset. Why should people think positively? Use the material we have read in class to help.	Playing makes us happy. Write a manual that gives the instructions on how to play one of your favorite games that makes you happy.

# 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
<b>Demonstrate listening comprehension strategies.</b> - Shows an understanding of the class read alouds				
<b>Can summarize oral texts and provide evidence.</b> - Student can identify the gist of the story and tells why using details from the text.				
<b>Makes connections to oral texts.</b> - Student can make a variety of connections to the weekly read aloud.				
<b>How elements of the story contribute to meaning?</b> - 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
<b>Generate ideas about a topic</b> - Student chooses a topic that interests them to write about. - Can brainstorm questions to guide research.				
<b>Research: gathers ideas</b> - Is able to gather a variety of relevant resources. - Can search within a text to find information.				
<b>Form: Write complex texts</b> - Attempts to write a variety of text forms.				
<b>Sentence Complexity</b> - Shows an understanding of how to write in complete sentences. - Uses a variety of sentence lengths when writing.				
<b>Spelling</b> - 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
<b>Uses a variety of comprehension strategies.</b> - Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.				
<b>Makes connections to guided or independent texts.</b> - 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.				
<b>Evaluating Text: Express ideas and opinions about texts supported by evidence.</b> - 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.				
<b>Text Form Organizational Patterns.</b> - Student can identify the organizational pattern of a simple fiction text. - Students can identify the organizational patterns of a simple nonfiction report.				

Notes:

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# 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

<b>1.5 Makes connections to guided or independent texts.</b> - 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.	<b>1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence.</b> - 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.
<b>1.3 Uses a variety of comprehension strategies.</b> - Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.	<b>2.2 Text Form Organizational Patterns</b> - 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