



IGNITED LITERACY

GETTING STARTED PLAN

DAYS 1-5



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ABOUT THE BOOKS

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

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

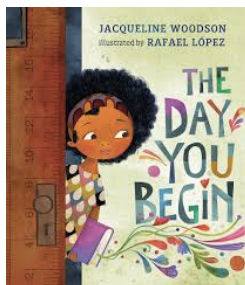
For this week you have a choice of texts:

Grade 3/4

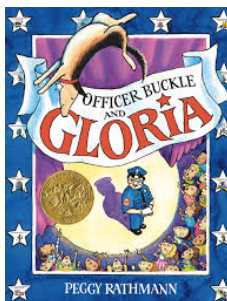
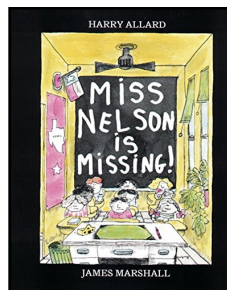
BOOK
1



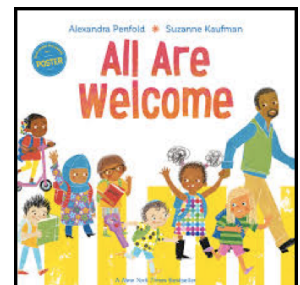
BOOK
2



Grade 4/5



Grade 5/6



calendar overview

FIRST 5 DAYS

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

NOTES

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

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

IGNITED TEACHERS: PLC - RESOURCES TO SUPPORT THIS WEEK

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

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

TEACHER DIRECTED LESSON PLANS

day one

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

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

Teacher Directed Reading Lesson: 20 minutes

Book #1:

Start the day by reading the story selected by the teacher. Before reading, review your expectations for [Listening Skills](#). Then, introduce the book by showing students the front cover and read the story to them.

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

Book #1 - You're Finally Here

Book #2 - Miss Nelson Is Missing

Book #3 - All Are Welcome

R

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

For the suggested texts, you can use the following Think Alouds provided in the [Read Aloud](#) guide, or you can use your own selected text with a simple story pattern.

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

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

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

Teacher Directed Writing Lesson: 15 minutes

Goal: To determine students' writing readiness.

W

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

LISTENING SKILLS

In this classroom we listen to others by:

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

conversation I.D.E.A.S

INQUIRE

Ask a question

DISAGREE

Have a different opinion

EXPAND

Build on to someone else's ideas

AGREE

To support someone else's idea

SUMMARIZE

Say it in your own words

conversation I.D.E.A.S

INQUIRE

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

DISAGREE

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

EXPAND

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

AGREE

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

SUMMARIZE

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

READ ALOUD GUIDE

day one

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

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

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

WRITING SURVEY

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

TEACHER DIRECTED LESSON PLANS

day two

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

Teacher Directed Reading Lesson: 30 minutes

Reading Behaviours: Pick a Just Right Book

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

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

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

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

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

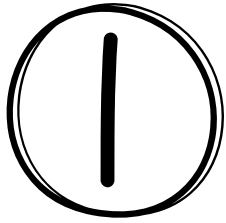
Teacher Directed Reading Lesson: 30 minutes

Goal: Determine students' writing readiness.

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

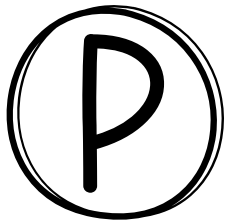
You have 40 additional minutes today. More time can be given to the recount writing portion of today's lesson if required. You may want to start your Diagnostic reading assessments as mandated by your school. However I would not do these at the same time as the above activities. Use this time for other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

I-PICK



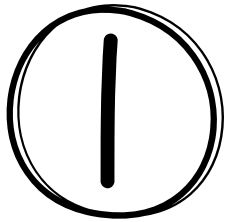
I CAN FIND A GOOD BOOK

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



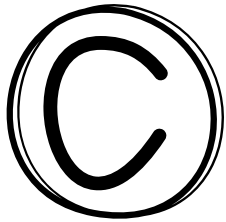
WHAT IS MY PURPOSE FOR READING

- To inform
- To entertain



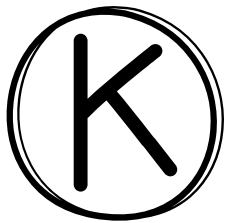
DOES THE BOOK INTEREST ME

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



DO I COMPREHEND WHAT I READ

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



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

- My reading sounds like normal talking

RECOUNT ORGANIZER

Who

Where

When

How

What

Why

Memorable
Event

FEELINGS

THOUGHTS

FIRST

SECOND

THIRD

TEACHER DIRECTED LESSON PLANS

day three

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

Teacher Directed Reading Lesson: 40 minutes

Reading Behaviours: Independent Reading

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

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

Also, you could review the [Writing Workshop](#) and [Reading Workshop](#) posters in place of the anchor chart activity described above. You can also use the [Alternate](#) posters.

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

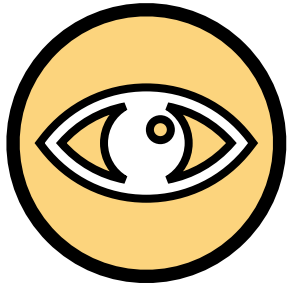
Teacher Directed Writing Lesson: 40 minutes

Goal: Build stamina and independence.

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

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

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



LOOKS LIKE

- Eyes on your work
- Focused working
- Avoiding distractions



SOUNDS LIKE

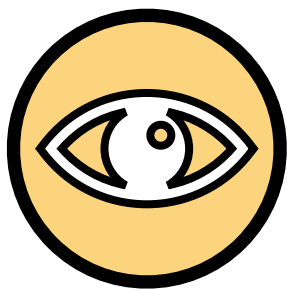
- Silent - no talking
- Whisper talking when working with a partner

STUDENTS ARE:

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

TEACHER IS:

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



LOOKS LIKE

- Eyes on your work
- Focused working
- Avoiding distractions



SOUNDS LIKE

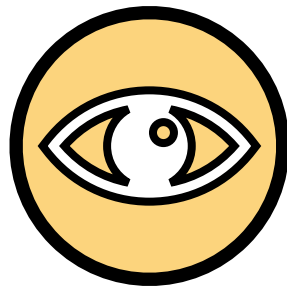
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STUDENTS ARE:

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

TEACHER IS:

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



LOOKS LIKE

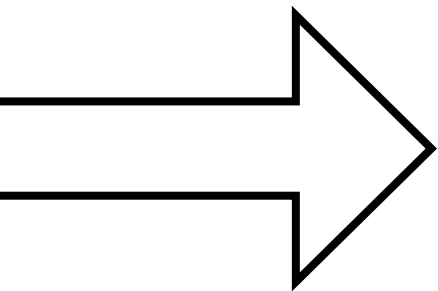
- Eyes on your work
- Focused working
- Avoiding distractions

STUDENTS ARE:

- (1) Choosing a topic and writing form
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- * Conferencing with students about their writing
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SOUNDS LIKE

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

STUDENTS ARE:

- (1) Actively reading the text
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- (3) Sharing their thinking and supporting their ideas with evidence from the text and their own ideas.

TEACHER IS:

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

TEACHER DIRECTED LESSON PLANS

day four

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

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

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

Book Two: PREVIEW BOOK

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

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

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

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

Teacher Directed Writing Lesson: 20 minutes

Goal: Learn what to write.

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

TEACHER DIRECTED LESSON PLANS

day five

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

Teacher Directed Reading Lesson: 20 minutes

Independent Reading: Practice building reading stamina.

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

BOOK #2: ASKING QUESTIONS

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

1. Today students will generate questions to help them understand the GIST of "Book Two". Look through the pictures inside the book and remind students how to ask questions to help them make predictions. You may want to make copies of the pictures without the text in the book or use paper strips to cover the text for this preview activity.
2. Review the question words with students. Ensure that they understand the question words of 5W&H. With the class, complete the [Questions & Predictions](#) T-Chart. Students can recreate this T-chart in their notebooks.
3. Model a few examples in the chart for them. If students struggle with developing proper questions, then the [Question Chart](#) may help them with this.

Small Group Activity

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

Teacher Directed Writing Lesson: 20 minutes

Goal: How to write a success criteria.

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

Small Group Discussion

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

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

QUESTIONS & PREDICTIONS

My Questions	My Predictions

QUESTION CHART

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



IGNITED LITERACY

GETTING STARTED PLAN

DAYS 6-10




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ABOUT THE BOOKS

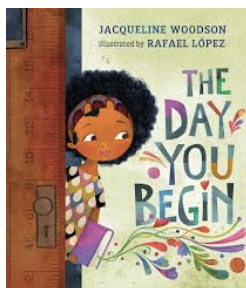
Sometimes books can be hard to source. I have tried to choose books that are popular in school libraries or book rooms. These books are also a part of many public library collections. When possible some of these books are available online either through EPIC, TUMBLE BOOKS, or there are readings on YOUTUBE.

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

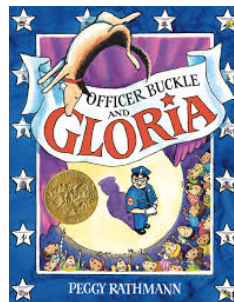
For this week you have a choice of texts:

BOOK
2

Grade 3/4



Grade 4/5



Grade 5/6



calendar overview

DAYS 6-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Demonstrate oral comprehension using predictions and questioning while listening to Book #2 being read aloud.</p> <p>Evaluate students ability to demonstrate meaningful and accurate predictions and questioning skills.</p>	<p>Students will communicate their ideas about BOOK #2 with the class. They will use appropriate speaking and listening skills to communicate their IDEAS with others using the anchor chart and sentence stems.</p>	<p>Students will review and reflect on how their conversation went and how it could improve.</p> <p>Next, students will complete an initial assessment by writing their response to 1/3 questions provided.</p>	<p>Students will review how to read a shared reading text. There are three stages to reading a text and in this lesson you will walk students through why we should read it more than once and the purpose of each reading.</p>	<p>Using the Shared Reading, students will predict what they think will happen based on what is read so far. The focus here should be to ensure that students base their predictions on logical evidence.</p>
<p>Students will focus on making a plan before writing. Review the steps of the writing process and the expectation of writers to think before they write so that their writing makes sense to the reader.</p> <p>Begin to develop their own ideas.</p>	<p>Students will continue to build writing stamina independently. Your goal should be about 10-15 minutes today.</p> <p>Continue to develop appropriate writing skills and behaviours. Introduce flexible seating if appropriate.</p>	<p>Students will continue to write and practice developing their stamina as writers.</p> <p>Students will reflect on their writing skills so far. Highlight the quality of writing you expect and the amount of time they use to write.</p>	<p>In this lesson you will review what to do when students are finished writing. This process will be specific to your classroom. Review these procedures. Once the student has done what is expected they will learn to move on to their next draft.</p>	<p>Work on developing writing goals with students to give them a focus on which skills they need to work on.</p>

NOTES

A lot of the basis for Ignited Literacy is established this week. This will require you as the teacher to shift some of your own thinking about how literacy is taught. Your role as the teacher is changing, and you are moving into the role of coach. It also means that you will need to allow your students the room and the opportunity to explore their own voice. If this is new to them and to you, then this will feel like a bit of a struggle. If your students are struggling with rushing through work, unable to make a decision without your input, or seem to go the opposite way and take this new freedom and run with it, know that this is part of the process. The bulk of your guidance and ability to lead your students in their writing will be through student-teacher conferences. Remember, your students don't need all the answers and they don't have to do it perfectly right now. Your goal is small incremental improvements between now and June. It is okay if they don't get it right now; this is part of the process - they will get there.

IGNITED TEACHERS: PLC - RESOURCES TO SUPPORT THIS WEEK

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

1. Student Writing Folders - build these with students to help keep work organized as they move through the writing process.
2. Be A STAR - This goal board is perfect to display goals in your room for student reference all year. You can also track student goal areas by using sticky notes with their names on them.

TEACHER DIRECTED LESSON PLANS

day six

Notes: Today's lesson should fill your language block. Begin with 10 minutes of independent reading, followed by the lessons as described below. Ensure that you are continuing to reinforce appropriate independent work skills.

Reading Lesson: 40 minutes

Teacher Directed Lesson

BOOK #2: ORAL COMPREHENSION

Goal: Students will practice making predictions while listening to an oral text to keep their brain active and thinking.

1. Let students know that now you will read the text they previewed yesterday. Have them open their notebooks to their before reading questions and predictions. Give them time to review what they had predicted.
2. Before you begin reading the text let them know that this isn't about getting it right or predicting correctly. This activity is about helping them to practice to keep their brain thinking and active while reading.
3. Have students make a new T-Chart with questions and predictions as headings. This is the same as the Before Reading T-chart. This can be done in a student notebook.
4. Before you begin reading, tell students that you will stop reading the story occasionally to let them jot down questions or predictions. Students should keep their brain active while listening to reading by asking questions and making predictions.
5. Read the story - Stop every 4-5 pages or after main events to give students time to record their questions and observations.

Assessment:

6. When completed, collect and assess students' answers. Evaluate each students' ability to ask meaningful questions to the story you read. Rate these answers from 1-5. These will help you to determine student grouping for guided reading and extra practice.

Writing Lesson: 50 minutes

Teacher Directed Lesson

Goal: Generating ideas and making a plan

- 1) Review the writing process with students by asking them, "[What Are the Steps in Writing?](#)" (Brainstorm, Plan, Draft, Revise, Edit, Publish.) Ask them to briefly explain the types of things that happen at each stage.
- 2) Use the groups you made from the exit cards from day 4. Students will meet with others from within their group. Together they will brainstorm a piece of writing to write with 1-2 other people.

Student Small Group Discussion

- 3) Students talk through what they are going to write with their partner.

Student Independent Work

- 4) Then, they will make a plan to write. They will develop their own ideas on how to make this plan; just ensure that they do not begin drafting sentences yet. It might help to just give students time to talk about it first.

BRAINSTORMING AND ORGANIZING

I can keep my writing focused and on topic.

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

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

DRAFTING

I can follow my plan when writing my first draft.

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

I can write with a strong voice.

I can write for a specific purpose and audience.

REVISING

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

R - I can remove what does not make sense.

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

S - I can substitute interesting words for boring words.

EDITING

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

U - I have used the correct word.

P - I have used the correct punctuation.

S - I have used correct spelling and grammar.

PUBLISHING

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

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

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

I can publish and share my work with others.

WRITING BEHAVIOURS

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

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

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

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

TEACHER DIRECTED LESSON PLANS

day seven

Notes: Today's lesson should fill your language block. Begin with 10 minutes of independent reading, followed by the lessons as described below. Ensure that you are continuing to reinforce appropriate independent work skills.

Reading Lesson: 40 minutes

Teacher Directed Lesson

Reading Behaviours: Knowledge Building

Conduct a book talk. Position everyone in a circle (this can be done whole group or in a few smaller groups of 10). Students will use the book talk format to use both speaking and listening skills to communicate with others their understanding of stories they read or listen too.

Tell them that during this activity we are going to talk about the books we read as a class.

(BOOK #2) Students will discuss the rules of book talks.

- 1) One person speaks at a time (use a talking stick or beach ball).
- 2) No side conversations.
- 3) Always be respectful (review what this means — no name calling, disagree respectfully, be nice).
- 4) Use good [Listening Skills](#) (see anchor chart example).

To help students structure their conversation, review the ways to respond using the [IDEAS](#) anchor chart as a class. This will help to guide students on how they could respond to others. Provide each student with the IDEAS sentence stems (or you can create strips of paper to be used as prompts to pull from a cup). These sentence stems will help students to structure their responses.

Small Group Activity

Practice this with students. Using their own questions from previous activities; let one student start with a beach ball (or other object that signals who is talking). They will begin by asking a question. They will pass the beach ball to someone else. This person will answer the question and pass the ball along. The third person can either build on and answer the first question or ask a new one. End the conversation when everyone has had a turn to speak.

Writing Lesson: 50 minutes

Teaching Directed Lesson

Goal: Building stamina and independence

- 1) Review the contract that you created with your class about what good writing behaviour looks like. Ask them to find their own spot in the classroom where they feel comfortable writing. Choose one student at a time to go and choose their spot. (You could also assign places within the classroom as well.)

Student Independent Work

- 2) Based on their brainstorm session and previously completed planning with a partner, they will begin to write independently. You will time your class and sit out of the way to ensure that they are developing more independence. You will not control their writing behaviour. Simply watch for students not following the writing contract. Stop writing time when they are unfocused and review the contract and start again if necessary.

LISTENING SKILLS

In this classroom we listen to others by:

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

conversation I.D.E.A.S

INQUIRE

Ask a question

DISAGREE

Have a different opinion

EXPAND

Build on to someone else's ideas

AGREE

To support someone else's idea

SUMMARIZE

Say it in your own words

conversation I.D.E.A.S

INQUIRE

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

DISAGREE

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

EXPAND

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

AGREE

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

SUMMARIZE

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

TEACHER DIRECTED LESSON PLANS

day eight

Notes: Today's lesson should fill your language block. Begin with 10 minutes of independent reading, followed by the lessons as described below. Ensure that you are continuing to reinforce appropriate independent work skills.

Reading Lesson: 50 minutes

Independent Reading

Begin with having students practice their independent reading. Review the anchor chart you created in the previous lesson. Set a timer to see how long students can collectively sustain independent reading. You may wish to practice this multiple times today to help build stamina.

Teacher Directed Lesson/Whole Group Discussion

1. Begin by having students join you for another knowledge building talk. Reflect with students how your initial talk went in the previous lesson. Ask students to share what they felt worked well and what didn't work well.

Student Activity

Students will use their discussion that they had with peers in a previous lesson along with their notes on predictions and questions to answer one of the following questions about book #2. This will form a quick diagnostic about how students know how to [Respond to Reading](#) and structure a paragraph. Collect the response from students and evaluate:

- 1) Do students know how to structure a paragraph with a beginning, reasons/explanations and closing?
- 2) Do students use sufficient evidence from the text and/or their own ideas to answer the question?
- 3) Do student show a solid understanding of the text through their answer?

Writing Lesson: 50 minutes

Teacher Directed Lesson

Goal: Building stamina and independence.

- 1) Review with students what the expectations are for independent writing. Ask them to turn to a partner and share with the partner what they are writing about.
- 2) Take note if there is part of the contract that you have noticed they are struggling with. Review and practice how this looks with students. Have students model this for others and point out students that are making a strong effort to be focused.

Student Independent Work Time

- 3) Students will begin to write on a topic they are interested in trying out (one they had previously planned to write). They may choose both the topic and the form of writing.
- 4) Time your students' writing as they follow the writing contract.

Whole Group Discussion

- 5) At the end of each writing session, review with students what worked for them and what did not work for them.
- 6) It is also important to remind students that this is the first piece of writing, that it is a draft, and that you are not expecting perfection. This will not be marked but they are being assessed for what their writing strengths and goals might be as they continue to develop as writers.

[illegible]

How did previewing the text before reading help you make predictions as the text was read?

What questions did you ask yourself while reading the text and how did they help you better understand the text.

Think about a prediction you made that turned out to be wrong. What made you make this prediction in the first place and how did it help you understand the text better?

[illegible]

TEACHER DIRECTED LESSON PLANS

day nine

Notes: Today's lesson should fill your language block. For the shared reading task students will all have a copy of the text and read it with a highlighter (or something else to annotate the text). The focus for this lesson will be on the first

Reading Lesson: 20 minutes

Teacher Directed Lesson: Shared Reading

Students will learn how to read a shared reading text. This will also set them up for practice when you are using guided reading with students.

Use the shared reading text "[The Science Experiment](#)" provided or use an alternate shared reading text of your choosing. Share this with students by either projecting this or providing each student with a copy. First, explain to students that we are going to read this three different times. However, our purpose for reading will be different each time. Acknowledge that the attached shared reading is the introduction only of a story. Since we are working on questions and predictions this was intentional. Find the following list in [How to Read a Text](#).

First Read: UNDERSTANDING

READ - To understand the text.

HIGHLIGHT - The most important parts or parts that don't make sense.

ANSWER - What is the GIST of the text?

Second Read: THINKING

READ - More closely listen to your thoughts.

HIGHLIGHT - your thoughts and reactions as you read (questions, connections, inferences)

ANSWER - What am I thinking about when I read this?

Third Read: APPLICATION - COMMUNICATION

READ - Look for evidence or answers to the question you are being asked.

HIGHLIGHT - The details from the text that support the question.

ANSWER - What sections or proof can I find in the text to include in my answer?

Writing Lesson: 20 minutes

Teacher Directed Lesson

Goal: What to do when I finish my draft?

- 1) Review notes on [JUST WRITE - Teacher Guide](#).
- 2) Use the [JUST WRITE](#) anchor chart to review what some expectations are for students general writing quality.
- 3) Students need to know what to do when their first draft is done. The specific process will be individualized for your own classroom but will generally include - editing their work for spelling and grammar, filling out a feedback form (will be reviewed how to do this soon), handing in their work, beginning another draft.
- 4) When students rush this is an important conversation to have within your conference time to highlight specifically what is expected for that student based on ability. Each students ability to write will be different so blanket statements as to length should be avoided. Instead replace it with 'a good quality draft for your ability' (their ability is one step further than where they are now)

Student Independent Writing

- 5) Students will continue to write independently.

THE SCIENCE EXPERIMENT

It was a day like any other. My alarm went off on my iPod, and I buried my head back under my pillow just as I heard my mom yell, "Jackie get up, we're going to be late again!" This was the same routine over and over. My mom was always saying we were going to be late. I eventually got out of bed and dragged my feet into the bathroom. Finally, when everything was done and I looked presentable I grabbed my PB&J sandwich and ran to my bus stop.

When I got to school I found my friends Max and Ivy. These were the best friends that anyone could ask for. Max was good at sports, especially Hockey. He was also a math wiz; he always got A's in math and had all of his times tables to 15 memorized by second grade. Ivy was an artist and was so creative. She could make just about anything, and always made it look beautiful.



I was the animal loving science nerd. I loved figuring out how things worked and ever since I went to science camp last summer, I knew I wanted to be a chemist when I grow up. The three of us had been inseparable since we met in junior kindergarten.

I started complaining to them about never having enough time in the morning to get ready. Max sighed and rolled his eyes. I laughed at his typical response when Ivy and I talked about girl stuff.

"Max!" I yelled "you just don't understand how hard it is to get ready in the morning you just roll out of bed and throw on whatever clothing is at the top of your laundry pile. You don't even need to comb your hair."

Max agreed but quickly distracted himself with the zipper on his backpack as Ivy and I continued to complain.

"Maybe someone should invent a potion that allows us to move at super speed so that we can get ready with as much time as we need," Ivy whined.

"Well, we do have science today with Mr. Fox" Max chimed in.

"Right Max," Ivy said sarcastically, "like Mr. Fox would let us into the lab closet with all the chemicals to make a super speed potion."

HOW TO READ A TEXT

three special steps

First Read: **UNDERSTANDING**

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

Second Read: **THINKING**

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

Third Read: **APPLICATION - COMMUNICATION**

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

JUST WRITE

Notes to Teacher:

For a general rule of thumb, the amount of time it takes students to write will vary and may be different student to student. Use the guide below to help you see an average time (in days) it should take for a student to write a first draft

Grade	Brainstorm	Draft	Edit
3/4	1	2-3	1
4/5	1-2	4-7	2
5/6	1-2	8-12	2-3

If you find that your students are avoiding or rushing through, there is some undoing and retraining as this is often an avoidance strategy for students who have not had positive experiences with writing. Every student has something to say, but we have generally conditioned them in education to say what we as teachers want. Undoing this belief and showing them that their voice matters will be an important skill for these students over the next few months.

★ It should take me ____ - ____ days to write my draft.

JUST WRITE

- ★ I follow the steps of the writing process each time to plan out my writing.
- ★ My writing should include lots of details and descriptions.
- ★ My writing **MUST** always be in my own words.
- ★ My writing should make sense to the reader
- ★ It should take me ____ - ____ days to write my draft.

TEACHER DIRECTED LESSON PLANS

day ten

Reading Lesson: 50 minutes

Student Independent Reading

- Begin with having students practice their independent reading. Review the anchor chart you created in the previous lesson. Set a timer to time students to see how long they can collectively sustain independent reading. Once completed, move on to the read aloud. You may wish to practice this multiple times today to build more stamina.
- At this point, students should have developed a stamina of at least 10 minutes, but hopefully can sustain silent reading for approximately 20 minutes. It is now time for them to practice how to work independently. This will help in the establishment of centres at the end of the 15 days and help to begin the first few lessons to kick off Ignited Literacy.

Teacher Directed Lesson

Goal: Respond to Reading

- Students will learn how to respond to reading. The focus will be on the third parts of the shared reading steps (step 3). Students will use the [Respond to Reading](#) page.
- Students will answer the question: **"Based on what you have read so far, what do you predict will happen in the rest of the story? Explain why you think that."**

Student Independent Work

- Students will re-read the "[Science Experiment](#)" and highlight the parts of the text that answer the question.
- Students do not need prior instruction on how to structure their response. This is an opportunity to see their skills and is a form of diagnostic assessment on their ability and skill to respond to reading.

Assessment

- Collect student work samples and assess group strengths and needs as it relates to their ability to respond to a text effectively.

Writing Lesson: 50 minutes

Teacher Directed

Goal: Craft a writing goal for each student.

- 1) Review the [Writing Goal Tracker](#) with the class. (Alternatively Use Be A STAR goal board)
- 2) Have students think about what goal they should work on. The goals students will start out with will be simple. Many students are simply at the brainstorming, planning and simple drafting stage, this is okay and expected.

Student Independent Writing Task

- 3) Students will work on their writing.

Student/Teacher Small Group Instruction

- 4) As students begin to finish their writing; begin conferencing with them. Ask them what they think they did well as a writer and something they need to improve on.
- 5) Students will record their goal area on their [Writing Feedback](#) form in their **Writing Workshop Notebook**.

You may also wish to post these goals in your classroom and post these for students to reference. You can find the **BE A STAR** display version of these goals in [Ignited Literacy PLC - September](#)

WRITING GOAL TRACKER

keep track of what you are working on

DATE STARTED	TITLE	CONFERENCE DATE	COMPLETED & HANDED IN

WRITING FEEDBACK

student/teacher conference notes

Name: _____ Date: _____

Title: _____

Writing Form: Fiction Nonfiction

Writing Goal: _____

WRITING PROCESS

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

Writing Summary: _____

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
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Teacher: _____ Parent: _____



IGNITED LITERACY

GETTING STARTED PLAN

DAYS 11-15




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ABOUT THE BOOKS

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

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

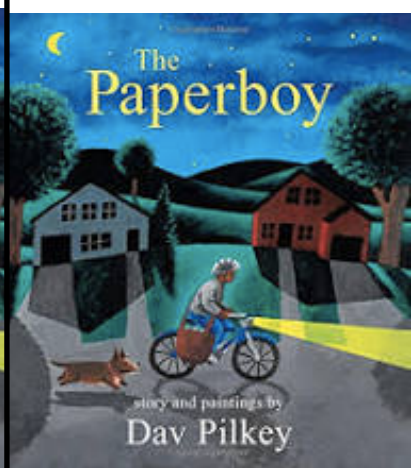
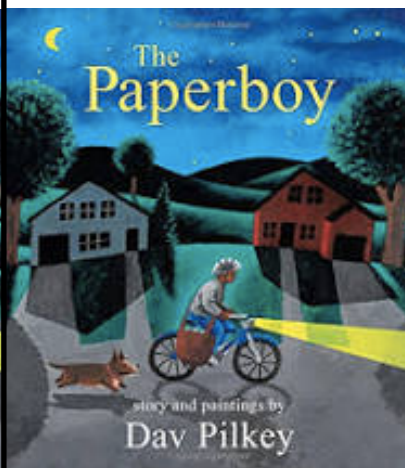
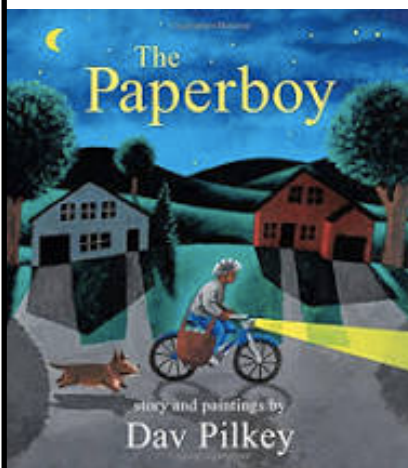
For this week you have a choice of texts:

Grade 3/4

Grade 4/5

Grade 5/6

BOOK
3



calendar overview

DAY 11-15

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

NOTES

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

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

IGNITED TEACHERS: PLC - RESOURCES TO SUPPORT THIS WEEK

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

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

TEACHER DIRECTED LESSON PLANS

day eleven

Reading Lesson: 50 minutes

Independent Reading: Students will read independently for 10 minutes.

Read Aloud: Book #3

Teacher Directed Lesson: (20 minutes)

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

Student Independent Work: (20 minutes)

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

Writing Lesson: 50 minutes

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

Whole Group/Small Group

Goal: Meet your writing team.

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

Student Small Group

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

LISTENING TO MY THOUGHTS

My Predictions

My Questions

My Connections

My Inferences

When I put my thoughts together I think...

HOW TO READ A TEXT

three special steps

First Read: **UNDERSTANDING**

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

Second Read: **THINKING**

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

Third Read: **APPLICATION - COMMUNICATION**

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

ON OUR WAY HOME

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

It was a long drive to the campground from our house. We eventually got there. Dad wasn't kidding. This camping experience was going to be much different. We parked the car, went to the campground office and rented a canoe for the week. Dad was so excited he was almost jumping. Mom, on the other hand was nervously reminding us to stay close by, put on our life preservers, and other overprotective mom things. Finally we were ready to go. We wobbled as we got into our canoe. We loaded the packs and were off to our camping adventure.



TEACHER DIRECTED LESSON PLANS

day twelve

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

Reading Lesson: 50 minutes

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

BOOK #3

Teacher Instruction:

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

Independent Work:

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

Writing Lesson: 50 minutes

Goal: Editing and revising using a Mentor Text.

Teacher Directed Lesson

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

Student Independent Work

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

OREO response

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

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

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

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

OREO response

R

E

R

E

OREO response

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

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

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

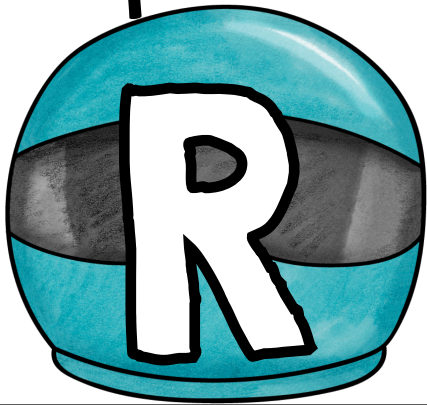
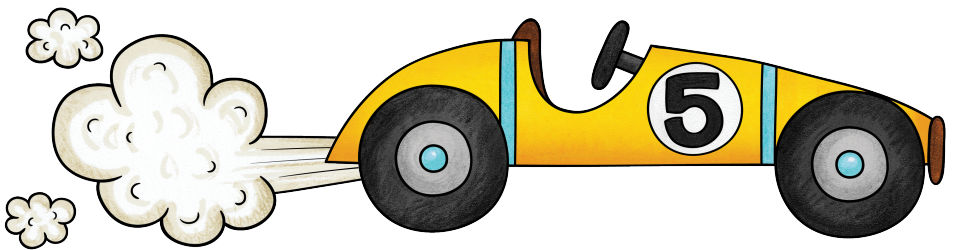
R I think this is something that he does often. It is his job.

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

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

R.A.C.E

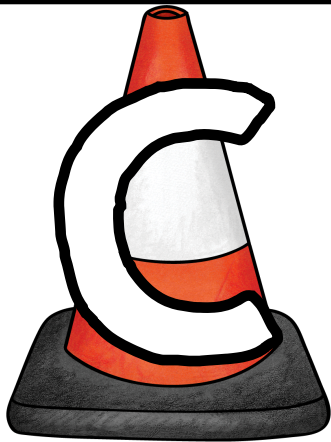
response



Restate the question.



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



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



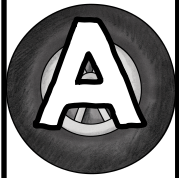
**Explain Your Thinking:
How did your evidence
(C) support your
answer (A)**



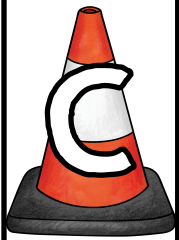
R.A.C.E RESPONSES



Restate the question.



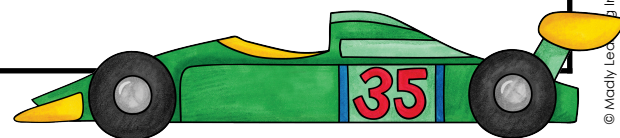
Answer the question in your own words.



Cite Evidence:
Use examples from the text.

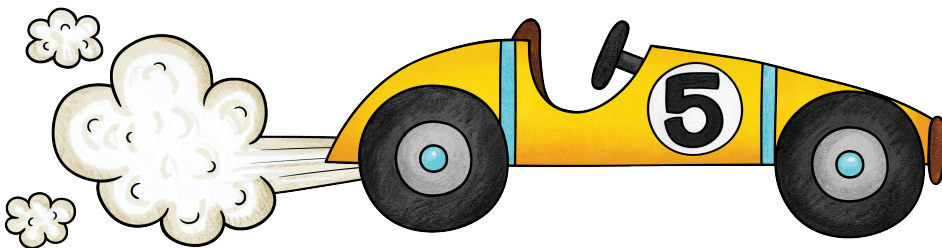




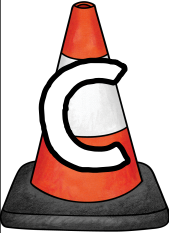

Explain Your Thinking:
How did your evidence (C) support your answer (A)

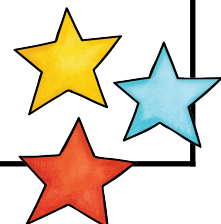


R.A.C.E

response



	<p>Restate the question.</p>	<p>I think the paperboy is going to be very responsible and do his paper route.</p>
	<p>Answer the question in your own words.</p>	<p>I think it shows a lot of responsibility to get up early and do your chores</p>
	<p>Cite Evidence: Use examples from the text.</p>	<p>In the text he gets up early before everyone else.</p> <p>He gets his breakfast, prepares his papers and does his route all by himself.</p>
	<p>Explain Your Thinking: How did your evidence (C) support your answer (A)</p>	<p>When kids are able to do things by themselves without help this shows that they are very responsible.</p>



MY PREDICTIONS ORGANIZER

I notice	I wonder	I predict

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

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

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

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

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

GRAMMAR RULES

GRAMMAR RULE	EXAMPLES

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

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

TEACHER DIRECTED LESSON PLANS

day thirteen

Reading Lesson: 20 minutes

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

Reading Whole Group Book #3 (20 minutes)

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

Read Aloud:

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

Independent Work: (20 minutes)

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

Teacher Directed Reading Lesson: 20 minutes

Goal: Write with independence.

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

Teacher Directed Lesson

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

Student Independent Work Centres

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

WHAT'S THE STORY?

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





WRITING FEEDBACK

student/teacher conference notes

Name: _____ Date: _____

Title: _____

Writing Form: Fiction Nonfiction

Writing Goal: _____

WRITING PROCESS

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

Writing Summary: _____

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
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Teacher: _____ Parent: _____

TEACHER DIRECTED LESSON PLANS

day fourteen

Reading Lesson: 50 minutes

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

Read Aloud: Book #3 20 minutes

Reading Mini Lesson:

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

Independent Work:

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

Writing Lesson: 50 minutes

Goal: Practice spelling skills.

Teacher Directed Lesson 20 minutes

Introduce the spelling choice board to students.

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

Student Work Centres 20 minutes

Students will engage in weekly spelling activities.

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

SENTENCE STRIPS

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

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

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

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

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

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

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

First, their mom is going to yell at them.

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

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

That seems like a good punishment for being bad.

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

Saying you are sorry is a good thing to do.

SENTENCE STRIPS

Once there were two girls who got into trouble.

They were at school and they were bullying another student.

Their teacher called their mom and she got very angry.

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

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

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

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

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

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

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

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

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

They will probably feel better afterwards too.



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



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

[illegible]

How did previewing the text before reading help you make predictions as the text was read?

What questions did you ask yourself while reading the text and how did they help you better understand the text.

Think about a prediction you made that turned out to be wrong. What made you make this prediction in the first place and how did it help you understand the text better?

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.

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.)

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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.)

TEACHER DIRECTED LESSON PLANS

day fifteen

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

Teacher Directed Reading Lesson: 20 minutes

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

Whole Group Lesson: 20 minutes

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

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

Independent Task: 20 minutes

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

Teacher Directed Reading Lesson: 20 minutes

Teacher Directed

Goal: Introduce Centre Rotations.

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

Walk students through the learning tasks for each writing centre.

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

Student Independent Work

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

<p>I think the paper boy is nice because he hands out papers to people. I once knew someone that delivered papers and the truck would drop the papers off at their house and they would use a red wagon to deliver them. His name was Ron.</p>	<p>I think the paperboy is responsible. He wakes up early in the morning to deliver papers. I delivered papers before and it is hard work. That is why the paperboy is responsible.</p>
<p>I think the paperboy is responsible. He wakes up early in the morning to deliver papers. He eats breakfast by himself too. He is just a kid and he has a job. That's really responsible I think.</p>	<p>I think the paperboy is responsible. In the text he wakes up early, gets his own breakfast, puts the papers together and delivers the papers before anyone wakes up. Being responsible means that you do things without being asked on your own. So I think he is very responsible.</p>

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

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

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

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

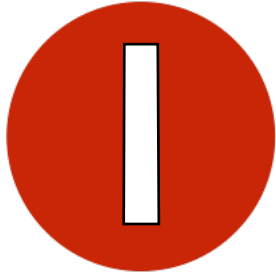
READING RESPONSE

success criteria

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

HOW DID I DO?

achievement criteria



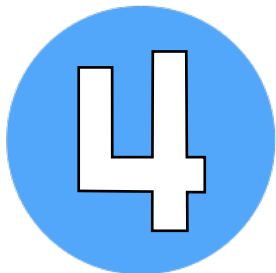
- * I did not meet most of the criteria
 - * My work does not match what was asked.
 - * My work does not make sense.
 - * My work is a poor example of my ability
-



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



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



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

BRAINSTORMING AND ORGANIZING

I can keep my writing focused and on topic.

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

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

DRAFTING

I can follow my plan when writing my first draft.

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

I can write with a strong voice.

I can write for a specific purpose and audience.

REVISING

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

R - I can remove what does not make sense.

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

S - I can substitute interesting words for boring words.

EDITING

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

U - I have used the correct word.

P - I have used the correct punctuation.

S - I have used correct spelling and grammar.

PUBLISHING

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

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

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

I can publish and share my work with others.

WRITING BEHAVIOURS

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

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

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

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

TEACHER DIRECTED LESSON PLANS

assessment

Assessment of Reading Program Readiness Skills

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

R

Reading Readiness Skills

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

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

W

Writing Readiness Skills

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

SEPTEMBER

ignited literacy

Week #4

Thank you, Mr. Falker
by Patricia Polacco

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SEPTEMBER'S TEXTS

Week #1

Miss Nelson is Missing

By: Harry Allard and James Marshall

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Week #2

Officer Buckle and Gloria

By: Peggy Rathmann

© Madly Learning Inc. 2019

Week #3

The Paperboy

By: Dav Pilkey

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Week #4

Thank you, Mr. Falker

By: Patricia Polacco

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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.

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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

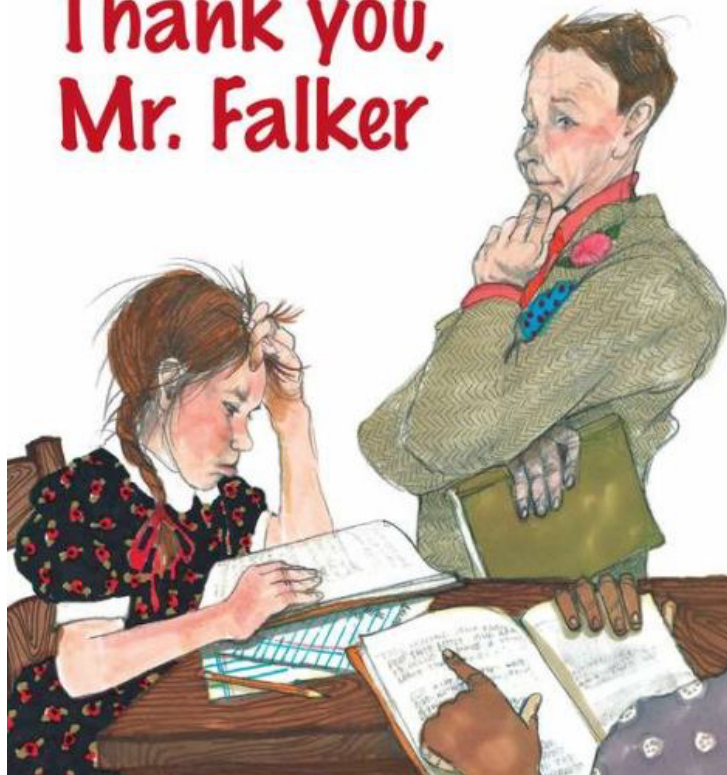
Sometimes books can be hard to source. I have tried to choose books that are popular in school libraries or book rooms. These books are also a part of many public library collections. When possible some of these books are available online either through EPIC, TUMBLE BOOKS, or there are readings on YOUTUBE.

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:

PATRICIA POLACCO

**Thank you,
Mr. Falker**



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
Demonstrate an understanding of appropriate listening behaviours.	Generate ideas about a potential topic.	Read a variety of texts.
Identify listening comprehension strategies and use them to understand and clarify the meaning of oral texts.	Gather information to support ideas for writing.	Use a variety of reading comprehension strategies when reading.
Demonstrating an understanding of texts by summarizing them and providing evidence.	Write more complex texts.	Demonstrate understanding of texts read independently by summarizing important ideas and citing supporting evidence.
Extend the understanding of texts by making a variety of connections.	Use sentence of different lengths and structures.	Extend the understanding of (independent reading) texts by making connections.
Analyze oral texts and explain how specific elements in them contribute to meaning.	Spell familiar words correctly.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.
		Recognize a variety of organizational text patterns and explain how these help the reader.

TEACHER DIRECTED LESSON PLANS

week four

	TDT #1	TDT #2
M	<p>Read Aloud: <i>"Thank you, Mr. Falker"</i> by Patricia Polacco</p> <p>To begin: Preview the cover and a few key pages with the text covered. (pages 16, 26, 28).</p> <p>Ask students to make a prediction about what they will see in the text.</p>	<p>Writing Process: Students will generate ideas about what they could write about. Students will make a Heart Map of different ideas. They can write words, draw pictures, etc. The three different heart shapes represent the hierarchy of importance for students. The smallest heart captures the things that are most important/can't live without things such as family, identity, personality. The second heart are things that are important. And the third largest heart is for ideas, thoughts, wonders, and just more general things.</p>
T	<p>Read Aloud: Begin to read aloud the story <i>"Thank you, Mr. Falker"</i>.</p> <p>Read up to page 17 stopping along the way at the think alouds. You will find these in the Read Aloud Guide. Add your own think alouds as you feel they become necessary.</p>	<p>Grammar: Students will look at the Mentor Text Paragraph for the week. What do they notice and what do they wonder? The focus will be on identifying the nouns and verbs.</p> <p>Students should make a list of 10 nouns and verbs in their student word list book. Prompt students to look at the mentor sentence, their own independent reading book, or around the room for inspiration.</p>
W	<p>Read Aloud: Read the remaining part of the story with students. Follow the Read Aloud Guide for possible think alouds.</p>	<p>Writing Form: Focus on Fiction this week as you explore character traits. Ask students what they think a character trait is.</p> <p>Explain that characters in stories have personalities. Authors try to make them seem real people by showing the reader character traits through the character's actions. This is an important part of a story because it helps you to feel connected to the character in the story. Ask if they have ever read a story where they liked/loved/hated/cried because of the actions of a character in a story.</p> <p>Brainstorm a list of popular characters from stories (Harry Potter, Junie B. Jones, Amelia Bedelia, or characters from previously read stories in class). Make an anchor chart with all of these characters. Ask students to think of these characters personality and use a word to describe these characters.</p>

TEACHER DIRECTED LESSON PLANS

week four

	TDT #1	TDT #2
TH	<p>Shared Reading: Learn more about Patricia Polacco. Read "Patricia Polacco - More About the Author" with students. Read the article three ways.</p> <p>First: Read through the text for understanding. Students will look for areas that they struggled to decode, or for vocabulary words that stump them. Talk about these with students.</p> <p>Second: Read for the main idea. Can students identify the GIST of the article? Have them read the article. Then ask them in 10 words or less to tell you what the article was about.</p> <p>Third: Dig deeper and ask questions that push their understanding of the text. <i>What kind of author is Patricia Polacco? What connections can you make between Patricia Polacco's real life and the story we read? How is the article structured? Why is it structured this way?</i></p>	<p>Writing Form: Review the brainstorming list you created with students. Ask students to describe these characters. Push students to give you more descriptive words other than "Nice" and "Kind". Also avoid having them describing the character with feeling words. If a students vocabulary is limited in describing character traits show them the list of Character Trait Words for them to reference.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • How do a characters actions show you they are a good or bad person? • What does that action tell you about his/her personality? • What word can you use to describe that character trait? <p>Use the Character Trait Task Card Templates to create examples of various character traits.</p>
F	<p>Shared Reading: Today's activity is story GIST bingo. You will need to print out the various GIST Bingo Clues for the What's the Gist stories. Then have students cut these out and assemble their bingo card. Place the story task cards around the room. Copy enough so that there is one card for each student (duplicates are okay). Students will read the story and identify the GIST of the story. They will match each story card to a GIST on their BINGO card.</p> <p>When students find a match they will mark off that section of the card. Each story has a number so students will write the correct number in the Bingo box above the GIST statement. The goal is for them to get two lines to score a BINGO. You can alternate goals as needed.</p>	<p>Spelling: Review their personalized Spelling Words for the week and have them test themselves on their list.</p> <p>Students can do this with partners. One partner will read the list while the other writes down the words. They will switch and reverse roles. Students will then mark each others paper. Alternatively students can use a device and record themselves reading thier list — pausing 10 - 15 seconds between each word. They can test themselves by listening back to the recording and writing the correct word down.</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

"Thank you, Mr. Falker" by Patricia Polacco

Page #	Prompt
Before	Look at the front cover what do you see? What do you notice? What predictions can you make from this text? Think Aloud - When I look at the girl on the cover she looks frustrated. I see her lower lip out and her hand on her head. She is looking at her work and she looks frustrated. Maybe her work is too hard and it is frustrating her. Maybe she just needs help from the teacher.
2	TA - This seems so strange to me. Wouldn't pouring honey on a book ruin it? Why would the grandfather do this? What is he trying to teach her?
4	What are Trisha's strengths? How is the author showing us these strengths through her story telling?
6	How does grade one compare to kindergarten for Trisha?
9	What does it mean they let go of the grass?
16	TA - The image from the author of Trisha really makes me feel for her. She looks so sad. I can tell she feels defeated. I wish I could help her. How do you make others feel when they are not good at something you think they should be good at?
21	What is Mr. Falker doing? How is he making Trisha feel? Do you think this is important?
28	TA - Trisha is in grade 5; why can't she read? Maybe she has a learning disability. I know that means that she is smart but that sometimes people with learning disabilities can struggle with learning things in the same way as many other people.
30	Why do you think that the other teacher's Trisha had didn't recognize that she couldn't read?
30	I think that Mr. Falker is going to help Tricia read. Maybe he knows what to do differently to help her read.
34	How do you think Tricia feels now that she can read? Why is reading so important?
After	Read the final page which reveals that Tricia is really the author of the story. Does this change anything for you? TA - I find it interesting that someone who struggled with reading now writes books for a living.

Honey is sweet, “and so is
Knowledge, but knowledge
is like the bee that made
that sweet honey, you
have to chase it through
the pages of a book.”

“Thank you, Mr. Falker.” By Patricia Polacco

But when Trisha looked at a
page, all she saw were
wiggling shapes, and when
she tried to sound out
words the other kids
laughed at her.

“Thank you, Mr. Falker.” By Patricia Polacco

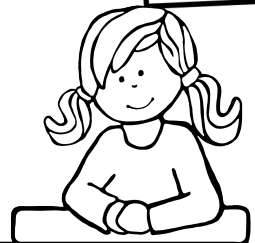
But when **Trisha** looked at a
page, all she **saw** were
wiggling **shapes**, and when
she tried to **sound out**
words the other **kids**
laughed at her.

“Thank you, Mr. Falker.” By Patricia Polacco

sound out is a phrasal verb

writer's notebook

REPORT ORGANIZER



Big Idea

subtopic

subtopic

subtopic

facts

facts

facts

HEART MAP

THE PAST FEARS HOBBIES PEOPLE I LIKE WISHES FAMILY FRIENDS TRADITIONS

INTERESTS CULTURE PLACES I WONDER I AM HAPPY WHEN QUESTIONS I DISLIKE THE FUTURE THE WORLD DREAMS

Fill your heart map with things that are important to you. The things that are the most important should go closer to the centre.

Use pictures and words. Do not leave any white space inside the heart.

CHARACTER TRAITS

bump it up & use better words

Kind	Nice	Bad	Sad
friendly	polite	mean	gloomy
gracious	helpful	cruel	hopeless
tolerant	welcoming	rude	lonely
considerate	likeable	insensitive	miserable
thoughtful	pleasant	disrespectful	moody

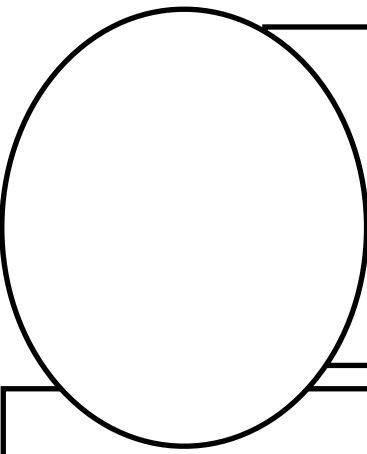
positive & negative characteristics

-	+
boring	interesting
lazy	hard working
tired	energetic
ignorant	intelligent
foolish	practical

-	+
incompetent	responsible
repulsive	charming
irritating	lonely
annoying	pleasant
arrogant	humble

eight common character archetypes

Heros	Villains	Rebel	Explorer
strong	mean	stubborn	adventurous
brave	vengeful	determined	bold
courageous	evil	persistent	risk-taker
Innocent	Ruler	Sage	Trickster
naive	assertive	smart	funny
gullible	dominant	insightful	deceiver
unsuspecting	decisive	wise	imposter

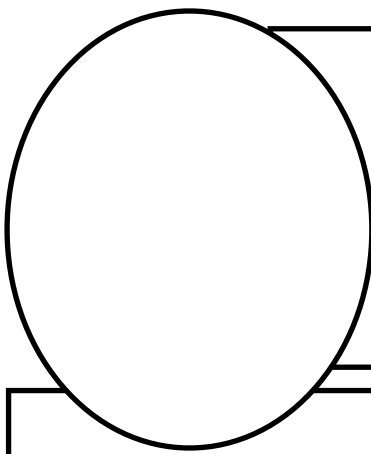


CHARACTER'S NAME

EXAMPLE

CHARACTER TRAITS

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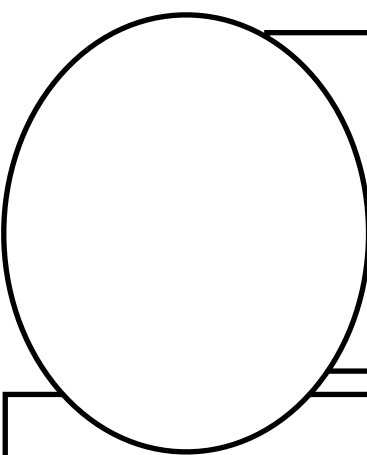


CHARACTER'S NAME

EXAMPLE

CHARACTER TRAITS

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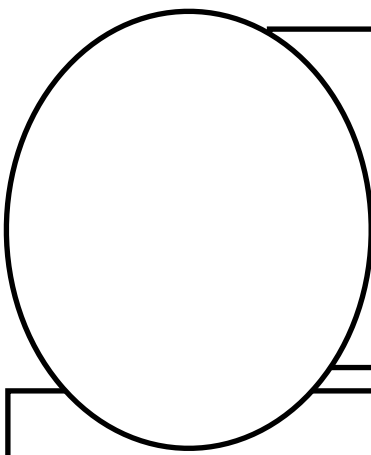


CHARACTER'S NAME

EXAMPLE

CHARACTER TRAITS

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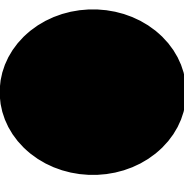
CHARACTER'S NAME

EXAMPLE

CHARACTER TRAITS

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WHAT'S THE *gist*?



READABILITY SCORES

GIVE THE CAT A BELL	3.6	TWO GOATS	4.9
FOX AND THE GRAPES	3.5	THE FOX AND THE STORK	4.0
THE WOLF AND THE CRANE	3.5	THE TORTOISE AND THE HARE	4.2
THE FLY AND THE BULL	3.2	THE DOG AND HIS REFLECTION	4.6
THE CROW AND THE PITCHER	4.1		

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WHAT'S THE *gist*?



GIVE THE CAT A BELL

The Mice of the house called a meeting. They needed to decide on a plan to free themselves from their enemy, the Cat. At least they needed to find some way of knowing when she was coming. Then they might have time to run away. They knew something had to be done. They lived in constant fear of her claws. They hardly dared to leave their homes night or day.

They discussed many plans together. But they decided that none of them were good enough. At last a very young Mouse got up and said:

"I have an idea. It is very simple. I know it will be successful. All we have to do is to hang a bell about the Cat's neck. When the bell rings, we will know the Cat is coming."

All the Mice were surprised. Why had they not thought of this plan before? They cheered together at the new plan. That was until the old Mouse stood and said: "I will say that the plan of the young Mouse is excellent. But let me ask one question: Who will put the bell on the Cat?"

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WHAT'S THE *gist*?

2

THE FOX AND THE GRAPES

A Fox one day saw a beautiful bunch of ripe grapes. They were hanging from a vine wrapped around the branches of a tree. The grapes seemed ready to burst with juice. The Fox's mouth watered as he gazed at them.

The bunch he really wanted was hanging from a high branch. The Fox would have to jump to reach them. The first time he jumped he missed it by a long way. So he walked off a short distance and took a running leap at it. He missed them again. Again and again, he tried, but he had no luck. Now he sat down and looked at the grapes in disgust.

"I am so silly," he said. "I am wearing myself out to get a bunch grapes. They are probably sour or rotten. They are not worth all this effort. I don't want them anyway."

And off he walked very, very scornfully.

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WHAT'S THE *gist*?

3

THE WOLF AND THE CRANE

A Wolf had had a good day of hunting. He was greedily eating all that he had caught. That was until a bone got stuck in his throat. The bone was stuck crosswise in his throat. He coughed and cleared his throat anxiously, but the bone was really stuck. The wolf could not eat the rest of his meal. What was the greedy wolf to do? He wanted the rest of his meal.

So off he went running to Crane's house. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

"Please help me, and I will give you a big reward," said the Wolf, "Can you pull that bone out for me."

Crane, was suspicious about putting her head in Wolf's throat. But she was wanted the wolf's reward. So she did what the Wolf asked her to do.

When the Wolf felt that the bone was gone, he started to walk away.

"But what about my reward!" called the Crane.

"What!" snarled the Wolf, turning around. "Haven't you got it? Isn't it enough that I let you take your head out of my mouth without snapping it off?"

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THE FLY AND THE BULL

A fly flew all over the meadow. This was a lot of flying for such a small creature. He was tired. He had been flying all day. He finally found a place to rest. It happened to be on the tip of a giant bull's horn. He wondered the whole time if he was bothering the beast. After he took his short rest he got ready to fly away. But before he left he pleaded with the Bull for forgiveness. "I am so sorry to have bothered you Mr Bull" he shouted "I just couldn't fly any longer and needed a rest. Again I am so sorry I used your horn as a resting place. You must be happy to have me go now,"

"Whatever, fly. It didn't bother me at all" replied the Bull. "I did not even know you were there."

This surprised the fly as he flew away. Why had he been so worried?

THE CROW AND PITCHER

It was a hot dry summer. The Birds could not find much water to drink. One day a thirsty Crow was flying around trying to find something to drink. He spied a pitcher by a house with a little water in it. The pitcher was tall and had a narrow neck. The crow tried to drink the water. He put his beak into the top of the pitcher. No matter how he tried, the Crow could not reach the water. His beak was just too short. The crow thought he would die of thirst.

Then an idea came to him. He noticed around pitcher there were some stones and pebbles. He picked up some small pebbles. He dropped them into the pitcher one by one. With each pebble the water rose a little higher. Eventually it was close enough to the top. He was finally able to drink the water.

THE TWO GOATS

A mountain goat was frolicking on the rocky steeps of a deep canyon. At the bottom of the canyon ran a mighty river. This was home, and it was beautiful. The goat noticed other goats on the opposite side of the canyon. He ignored them and continued to play along the mountain slope. As he continued on the canyon walls narrowed. As he went along, he noticed a tree had fallen down. Its trunk had created a small narrow bridge connecting both sides of the canyon. It was so narrow that not even squirrels could have passed each other. The narrow path would have made even the bravest goat tremble. He decided that he wanted to cross to the other side. But Goat was brave. As he stepped up to the tree trunk bridge, he heard a voice call out. "Hey you, watch out, I'm going to cross here first!" The goat looked up to see another goat on the opposite side. He looked ready to cross the narrow bridge too. But Goats are stubborn. Neither goat wanted to wait, or let the other go first. They both stepped on the log at the same time. They walked forward hoping the other would turn around. Neither one of them did. They met in the middle. Still not wanting to give up the goats began to quarrel over who would go first. Soon they began to ram their horns together. This was a bad idea. Finally, the force of one strike sent them hurtling off the tree trunk bridge. They were both caught and swept away forever by the mighty mountain river.

THE FOX AND THE STORK

The Fox one day thought of a plan to have some fun. He decided to have some fun with Stork.

"Please come have dinner with me Mr. Stork," Fox said to the Stork. He smiled at himself about the trick he was going to play. The Stork gladly accepted the invitation. He arrived at Foxes house hungry and on-time.

For dinner the Fox served soup. He put the soup in a shallow dish. But the Stork had a long beak and could only get the tip of his beak wet. He could not get a drop of soup to eat. However the fox lapped up the soup hungrily.

The Stork was mad. He knew that Fox had played a trick on him. But Stork stayed calm. He knew that he could get even. He turned to Fox, thanked him for dinner. He invited Fox over fo his house for dinner the next night.

Fox arrived to Storks house the next night hungry and ready to eat. Stork served a yummy Fish stew in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill. All Fox could do was to lick the outside of the jar, and sniff at the delicious fishy odour. When the Fox lost his temper, the Stork said calmly, "Perhaps now you will learn it is not nice to play mean tricks on others."

TORTOISE AND HARE

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll even race you and prove it."

The Hare laughed at the idea of running a race against the Tortoise. But for fun, he agreed. They asked their friend Fox to be the judge. Fox marked the distance and started the runners off.

Hare took off and soon he was out of sight. The Hare was so confident that he would win. He decided to have a nap. He laid down beside the race course until the Tortoise caught up.

The Tortoise meanwhile kept going slowly and steadily. After some time, he passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

THE DOG AND HIS REFLECTION

A Dog was wondering around town. As he passed his favourite butcher shop, the butcher threw him a bone. The Dog took his bone and started heading home. He was running as fast as he could go. As he crossed a narrow footbridge, Dog looked down. He saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than his own.

He was very jealous and wanted this other dogs bone. If he had stopped to think he would have known better. He would have known that the other dog was really his reflection.

But instead of thinking, he dropped his bone. He jumped at the Dog in the river. Except he quickly found out that there was no other dog in the river. He found himself swimming for dear life to reach the shore. At last, he managed to scramble out of the river. The dog was upset. He had lost his bone. He stood there sadly thinking about the excellent bone he had lost. He realized what a silly Dog he had been.

gist BINGO

Cut out, mix up, and glue down your GIST bingo cards.

When you read the story that matches the GIST on the bingo card write the number of the story in the box.

*g*ist BINGO

TEACHER GUIDANCE PAGE

<p>1</p> <p>It's one thing to say something should be done. But it is another thing to do it.</p>	<p>2</p> <p>When you can't do something — don't pretend to get angry at it.</p>	<p>3</p> <p>Don't trust a liar. When people show you who they are — believe them.</p>
<p>4</p> <p>Sometimes what we think is a big deal to us is not a big deal to others.</p>	<p>5</p> <p>When things are tough think hard to solve your own problems.</p>	<p>6</p> <p>Don't be stubborn. Some risks are not worth taking.</p>
<p>7</p> <p>Don't play tricks on others.</p>	<p>8</p> <p>Slow and steady wins the race.</p>	<p>9</p> <p>Don't be greedy. Appreciate what you have.</p>

Cut out these GIST bingo cards. Mix them up and glue them in an empty bingo card box.

gist BINGO

It's one thing to say something should be done. But it is another thing to do it.	When you can't do something — don't pretend to get angry at it.	Don't trust a liar. When people show you who they are — believe them.
Sometimes what we think is a big deal to us is not a big deal to others.	When things are tough think hard to solve your own problems.	Don't be stubborn. Some risks are not worth taking.
Don't play tricks on others.	Slow and steady wins the race.	Don't be greedy. Appreciate what you have.

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PATRICIA POLACCO

more about the author

Patricia Polacco is an author and illustrator of over 115 children's books. Her stories are influenced by personal experiences, family stories, and traditions. Many stories are inspired by her grandparents. She also writes stories about multiculturalism which reflect her experiences growing up in Oakland, California.

Patricia Polacco was born in Michigan. After her parents divorced she moved with her mother and brother. They went to live on her grandparent's farm. When she was 7 her grandparents died. Then she moved with her mother to Oakland, California.

Patricia Polacco was not a good student. She struggled with reading and writing. She did not learn to read until she was almost 14. One of her teachers discovered that she had a reading disability called dyslexia. She was able to get help with her reading. After she got help she was a good reader.

After high school Patricia went on to study fine art. She even got her PhD in art history. That means she is a doctor of art history. Before being an author Patricia Polacco had a job restoring art. She started writing and illustrating books after her son needed a book to help him manage his diabetes. Then she started writing down old family stories and illustrating them. Eventually publishers bought her stories and made them into books.

Patricia Polacco has earned many awards for her many books. In total she has earned over 60 awards for her work. Her book "Pink and Say" has won the most awards; including the American Book of the year award in 1995. It was also recognized by the President of the United States as one of the best books in the past 100 years in 2013. Her other books "*Thank you, Mr. Falker*," "*Chicken Sunday*," "*The Blessing Cup*," and "*Mrs. Katz and Tush*" have also won awards too.

Although she spent most of her life in Oakland, California, Patricia has moved back to Michigan. She lives on her families farm and opens her home to local children as an art and story telling centre.

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TEACHER GUIDANCE PAGE

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GUIDED READING

WHAT I WISH YOU KNEW

about my reading disability

1 Why is reading so hard? Everyone around me seems to get it. Everyone that is, except me. I am 10 years old and I often hide what I read from others. Or I just grab the same book as everyone else and I pretend to know what I am doing. I just know that I am dumb.

2 My teacher told my parents that there seems to be a problem. She sent me to see the resource support teacher. She did a bunch of reading tests. I felt so foolish that I couldn't do them. The resource teacher told me I did well but I just don't believe her. I really hate that there is so much reading at school.

3 My parents took me to see a special doctor. The doctor also did more reading tests and she did some other weird tests too. Like looking at pictures and building stuff.

4 Later she came to the school to talk to my teachers, parents and myself. She showed us all a graph. She said that I have a reading disability. It means that I can't read like I am supposed to. I am not sure why she needed all of those tests to tell me what I already knew.

5 Then she showed us another graph. She explained my IQ. That is how smart I am. She said that according to those other weird tests she did that it showed that I am actually very smart. That's what having a reading disability means. Just like people who need glasses to see I need different ways to help me to learn to read.

6 The tests said that I am very good at some things but not at others. Like I am very good at solving hands-on problems. But it's those other things that make reading hard. But because so much at school has reading in it, school is hard too. My brain just does things differently. She said that if I work with my teachers to use my strengths to help me read then I can get better at it.

7 I wish my friends in class knew that I'm smart too. I wish they understood that being able to read is not the only way people can be smart. I wish they would help me instead of making fun of me and thinking I was not smart.

8 It's okay to have a reading disability!

WHAT I WISH YOU KNEW

about my reading disability

1 Why is reading so hard? Everyone else seems to get it. Everyone that is except me. I am 10 years old and I hide what I read from others. Or I grab the same book like everyone else. Then I pretend to read it. I feel like I am dumb.

2 My teacher told my parents that there is a problem. She sent me to see the resource support teacher. She did some reading tests. I felt so foolish. I couldn't do them. The resource teacher told me I did well. But I don't believe her. I hate reading at school.

3 My parents took me to see a special doctor. The doctor did more reading tests. She did some other weirds tests too. Like looking at pictures and building stuff.

4 She came to the school to talk to my teachers, parents and myself. She showed us all a graph. She said that I have a reading disability. It means that I can't read like I am supposed to. I am not sure she needed all of those tests. I knew that.

5 Then she showed us another graph. She explained my IQ. That is how smart I am. She said that those other weird tests said that I am smart. That's what having a reading disability means. Some people need glasses to see. I need different ways to help me to learn to read.

6 The tests said that I am good at some things but not at others. Like I am good at solving hands-on problems. But it's those other things that make reading hard. But because a lot at school has reading in it, school is hard too. My brain does things differently. She said I need to work with my teachers. I need to use my strengths to help me read. Then I can get better at it.

7 I wish my friends in class knew that I'm smart too. I wish they knew that not being able to read isn't bad. It is also not the only way people can be smart. I wish they would help me. I wish they would stop making fun of me.

8 It's okay to have a reading disability!

GUIDED READING NOTES

For this guided reading except you will read the article. "WHAT I WISH YOU KNEW ABOUT MY READING DISABILITY"

Students will read the article 3 times. Choose the article version that best suits each students' reading level. There are two reading level options: 4.2 and 2.1

TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting
Comprehension Strategy:	Elements of style	Read Familiar Words:	Metacognition
Asking questions and making predictions. Students will ask and answer questions and make predictions to show comprehension.	Students will look at the words the author used to help the reader understand how they felt.	Students will read an appropriate level text with fluency. They will accurately read familiar words in context	Students will identify areas that they struggled with while reading and share a strategy that helped them solve this.

GUIDED READING GUIDE

Read #1: Check for understanding	<p>Students will read through the article and highlight the words and areas of the text that they struggled reading or do not understand.</p> <p>After this read ask them to share these areas. If they do not identify any areas, then ask them some of the following questions:</p> <ul style="list-style-type: none"> • What is a learning resource teacher? • What is a PhD? • What is IQ? • What is a disability?
Read #2: What's the gist?	<p>Read through the text a second time. Students will then discuss with the teacher what they think the GIST of this article is. They will share their ideas with other students in the group and give a reason why they think that. Finding the GIST of an article looks at the text features, and the main ideas of each paragraph to help them find what this text is mostly about. Challenge students to report what the GIST is in 10 words or less.</p>
Read #3: Dive deep	<p>For the third read of this article students will Dig Deep into the text and look for meaning. They will use various comprehension strategies to help them better understand the text. Ask students the following questions to help them dig deeper into the text:</p> <ul style="list-style-type: none"> • What is the author trying to tell you with this text? • How did the author show you how he/she was feeling? • What can you learn about other from reading this text? • Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not? • Based on the information in the text. What do you think this author experienced in school because of their reading disability? • What connections can you make that help you better understand how the author is feeling?

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 PREDICTIONS

graphic organizer for your ideas

S - WHAT I SEE	Q - MY QUESTIONS	P - MY PREDICTIONS

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 four

Respond to Reading: Students will read "[What I Wish I Knew](#)" this week and answer **one** of the following questions about what they read.

Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not?

Based on the information in the text, what do you think this author experienced in school because of their reading disability?

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 notebook 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.

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.

1. *Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not?*
2. *Based on the information in the text, what do you think this author experienced in school because of their reading disability?*

WORK ON WRITING

Feedback: _____

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 | |

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

GRAMMAR

Grammar Rule:

A NOUN and a VERB are both important to understand a sentence.

The nouns and verbs are missing in this sentence. Can you add in nouns and verbs to make this sentence make sense?

When it was her turn to _____, her
_____ had to _____ her with every
single _____.

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 ONE of the two questions below.

- 1. Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not?***
- 2. Based on the information in the text, what do you think this author experienced in school because of their reading disability?***

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 Non-Fiction

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

Teacher: _____ Parent: _____

GRAMMAR RULES

When it was her turn to _____,
her _____ had to _____ her
with every single _____.

"Thank you, Mr. Falker" by Patricia Polacco

Grammar Rule:

A NOUN and a VERB are both important to understand a sentence.

The nouns and verbs are missing in this sentence. Can you add in nouns and verbs to make this sentence make sense?

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 doing something challenging at school. Think of a problem that happens at school and how it can be solved.	Write a diary for yourself everyday this week. Share the most important events for the day.	Choose an author that you like and write a biography for him or her.
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Write a newspaper article recounting an event that has happened in the last month.	Choose one of the forms that are listed here on this choice board but choose your own topic.	Research more about a learning disability. Learn what it is and what are some of the things people who have this learning disability struggle with.
REVIEW	SPEECH	PROCEDURAL
Read a book that is set in a school. Write a review of the book. Don't forget to include your opinions and recommendations.	Write a speech to persuade others about an issue at school that is important to you. Think about a change you would like to see made and persuade others to agree with you.	Think about a task that you do regularly at home or at school. Write a step by step instruction guide for others.

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
Demonstrate an understanding of appropriate listening behaviours.	Generate ideas about a potential topic.	Read a variety of texts.
Identify listening comprehension strategies and use them to understand and clarify the meaning of oral texts.	Gather information to support ideas for writing.	Use a variety of reading comprehension strategies when reading.
Demonstrating an understanding of texts by summarizing them and providing evidence.	Write more complex texts.	Demonstrate understanding of texts read independently by summarizing important ideas and citing supporting evidence.
Extend the understanding of texts by making a variety of connections.	Use sentence of different lengths and structures.	Extend the understanding of (independent reading) texts by making connections.
Analyze oral texts and explain how specific elements in them contribute to meaning.	Spell familiar words correctly.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.
		Recognize a variety of organizational text patterns and explain how these help the reader.

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:

[illegible]

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