

Eastern Ontario Catholic Curriculum Cooperative

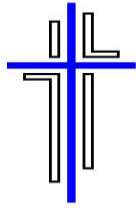
Working Together for Catholic Education

Lesson Plans for Literacy

Linking PM Benchmarks to Classroom Strategies



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Eastern Ontario Catholic Curriculum Cooperative

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Lesson Plans for Literacy

Linking PM Benchmarks to Classroom Strategies

Overview

“Lesson Plans for Literacy: Linking PM Benchmarks to Classroom Strategies” provides strategies for teachers that link the scores and next steps in promoting literacy in the classroom.

Each lesson plan follows the Gradual Release model and addresses one or more expectations from both the Ontario Reading Curriculum and the Catholic Graduate Expectations (CGE’s). For each lesson the most obvious CGE’s have been identified. Further expectations can be added based on the resources, materials and/or context in which the lesson is delivered.

Each lesson also provides suggestions for differentiated instruction. These expectations can be changed, modified or expanded based on the classroom circumstances.

Blackline masters, web and print resources have been identified or developed for many of the lessons. A complete appendix can be found at the end of the document.

Background and Rationale

In the introduction of the PM Benchmarks Guide it is stated that “information gained from these assessments can be used for program planning.”(p.5) The PM Benchmark Teachers’ Notes contain “Next Steps” on pages 27-29. The ideas suggested in the strategies found on these pages have been written into lesson plans that address each of the three miscues, as well as areas of comprehension. The plans included in the following resource direct instruction and programming based on the results of the PM Benchmark assessments. It is hoped that these lessons will provide concrete next steps, for teachers to use with their students.

In the PM Benchmarks Guide, teachers are instructed to identify:

What type of errors is the student making?

P.19 Meaning: Does it make sense?

Structure: Does it sound right?

Visual: Does it look right?

P.24 Understanding (Comprehension):

- Can the student retell the story?

Once teachers have identified students' strengths and weaknesses, they can look for an appropriate lesson plan to help the students beyond their current level. It should be noted that PM Benchmarks should be used in conjunction with other forms of assessment when determining appropriate strategies to use in the classroom.

Format of this resource:

- This resource has been broken down into four main sections; one for each cuing system error (Meaning, Structure, and Visual), and one for reading comprehension
- Lesson plans may overlap with other cuing system errors, (e.g. a lesson plan may address Meaning, and Structure, and well as Comprehension)
- An attempt has been made to determine whether the lesson plan is appropriate for “significantly at risk, below target, meeting minimum target, or exceeding target”, but lesson plans can be used for any or all groups
- Grade level curriculum expectations have been identified in each lesson plan, as have Catholic Graduate Expectations that are being addressed
- Lessons have been developed in accordance to the Gradual Release Model, and include activities for:
 - Teacher modeling
 - Shared practice
 - Guided practice
 - Independent practice
- Each lesson has included suggestions for differentiated instruction, which can be added to, modified, or expanded

Time

- The times in the lesson plans allotted to the components of the Gradual Release Model are not intended to be strictly adhered to. They are recommendations made by the writing team in consultation with the Ministry guidelines. Depending on the grade, composure of the class and the time in the school year, the teacher may choose to use alternate amounts of time or may want to repeat a lesson that their class is struggling with. The schedule for balanced literacy should be flexible.

Lessons

Meaning



Lesson Name	Be a Mind Reader	
Expectations	<p>Gr. 2 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues, graphophonic cues. 4.1 Identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.</p> <p>Gr. 3 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues, graphophonic cues. 4.1 Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 5a – A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	<ul style="list-style-type: none"> • Overhead, LCD Projector or chalkboard • Overhead marker or chalk • Paper 	
Prior Learning	Students will have needed time to have a built word wall in the room.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min.	<ul style="list-style-type: none"> • The teacher will demonstrate thinking about a word in order to allow the students to guess which word wall word that he or she is thinking about.....ex: <ul style="list-style-type: none"> ○ I am thinking of a word that is five letters long. (Give a few seconds to scan the word wall) ○ My word starts with a letter in the first half of the alphabet (Continue to give a few seconds after each clue). ○ It is an action word. ○ It has two blends in it. ○ You can almost hear the sound when you say the word. ○ CLASH (Hopefully a student will have guessed the word by now.) • After each clue allow students who really feel they have it share their guess. Try to only allow each student one guess, this way they will not just randomly guess, they will think until they feel they've got it.) <p>Continue this with three words.</p>

Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	20 min.	<p>Continue this practice but allow the students to create their Mind Reading clues. Have students work in pairs and write down five clues about their word. Give students about five to ten minutes to come up with their clues to have you view before sharing.</p> <p>Have pairs go through their clues and allow students to guess the words.</p>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min. A few weeks later	<ul style="list-style-type: none"> In their flexible groups, have students work independently to create five clues. Share within their group. Once guessed, share whether the group felt these were thumbs up, thumbs down, or thumbs sideways clues. i.e.: good, not so good, or so so clues. From there the members need to make suggestions of how the student can improve their writing of their clues. What information are they missing?
Independent Practice: Students begin to use the strategy using real text.	15 min.	<ul style="list-style-type: none"> Students will create their own clues for Mind Reading and write them down on paper. This time they want to try to be difficult. They will hand in these clues to the teacher to be shared at a later carpet time date.
Differentiation	<ul style="list-style-type: none"> Students could act out their word/draw it/mime it. Students could work independently rather than in a pair. 	
Assessment	<ul style="list-style-type: none"> Teacher observation of student participation Anecdotal records Teacher observation of independent clues. 	
Next Steps		
Reflections		

Lesson Name	Beginnings and Endings	
Expectations	<p>Gr. 2 1.1 Read some different literary texts. 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues, graphophonic cues. 4.1 Identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.</p> <p>Gr. 3 1.1 Read a variety of literary texts. 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues, graphophonic cues. 4.1 Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.</p>	
Catholic Graduate Expectations	<p>CGE 2a – An effective communicator who listens actively and critically to understand and learn in light of gospel values CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 5a – A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	<ul style="list-style-type: none"> • Overhead copies of text pages or LCD projector already prepared. • Sticky notes • Students copy of excerpts from the text. • Overhead marker 	
Prior Learning	This lesson will work best if students have had some prior usage of ‘es’ ‘ing’ in their writing skills.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min. Or Day 1	<ul style="list-style-type: none"> • The teacher will write a few words on the board such as, impossible, recycling etc. Three or four examples are great. The teacher will underline the ‘im’ and ‘re’ and ing’ leaving possible and cycl. Ask the students, when we take away the im what does the word say? What does it mean? When we add the ‘im’ how does the word change? How does the meaning change? Do the same with recycling. • The teacher will then read an excerpt from a story such as <i>The Tale of Three Trees</i> Retold by Angela Elwell Hunt. As the teacher reads, he/she will need to change the pages on the overhead or use an LCD projector. • As the teacher comes across additions to the root

		word, the teacher will place a sticky on the word or underline it with an overhead marker. When finished reading the page, go back to the words and Think Aloud as you make sense of these words. Such as beautiful, I notice a ful I think this was beauty before so now it means full of beauty. The teacher will model this through the first couple of pages.
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	20 min. Or Day 1	<ul style="list-style-type: none"> The students will now be asked to follow by choice on the overhead or with their handouts for the next few pages. As they come across words they feel have beginnings and endings attached to the main word, they will place a sticky note there or underline the word. As students come across these words, they are asked to raise their hands and share their thinking. Be conscious of how many students are sharing and who isn't at all.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min. Or Day 2	<ul style="list-style-type: none"> In their flexible groups, continue with the next few pages. The students who were sharing a lot during shared time, will be introduced to the words prefix and suffix. When they share for the next pages they will need to tell which type the word has and how it changes the sound and meaning of the word. For those students who might not understand the concept yet, they will need more teacher modeling in their guided practice. Move back to working just with beginnings and then just with endings.
Independent Practice: Students begin to use the strategy using real text.	15 min. or Day 2	<ul style="list-style-type: none"> Students will continue with the remainder of the story finding the number of words with beginnings and endings or prefixes and suffixes. Students will need to orally share with the teacher their understanding of the words they have highlighted in their texts.
Differentiation	<ul style="list-style-type: none"> During the independent activity students could be given more or fewer post-its. Students could work in pairs rather than on their own during the independent practice. This lesson could be repeated a number of times using different texts. During Guided and Independent practice the text could be changed to best fit the students reading level. 	
Assessment	<ul style="list-style-type: none"> Teacher observation of student participation Anecdotal records Conferencing with students 	
Next Steps		
Reflections		

Lesson Name	Concept or Definition Map	
Expectations	<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues.</p> <p>Gr. 3 R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues.</p>	
Catholic Graduate Expectations	<p>CGE 2a - An effective communicator who reads, understands and uses written materials effectively CGE 5a - A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	<ul style="list-style-type: none"> • Chalk • Graphic Organizer • Journal/Reader's response notebook 	
Prior Knowledge	A previous introduction on how to fill in a graphic organizer would be helpful but not necessary.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 min or Day 1	<p>Concept Map or Definition Map This strategy helps to make connections with new words and topics and builds personal meanings by connecting the new information with background knowledge.</p> <ul style="list-style-type: none"> • On the chalkboard write down as a list: • What is it? • What is it like? • What are some examples? • What is a comparison? • Select a word to be explored and write it on the chalkboard (<i>e.g.</i>, vegetable). • Select a broad category that the word fits into and write it after the "What is it? question (<i>e.g.</i>, something you eat). • Write descriptive words after the "What is it like? question (<i>e.g.</i>, green, yellow, not sweet, crunchy, fresh). • Write examples after the "What are some examples?" question (<i>e.g.</i>, celery, beans, lettuce). • Have students determine a comparison and write it in after the "What is a comparison?" question (<i>e.g.</i>, opposite to a

		fruit).
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	15 min or Day 2	<p>Concept Map or Definition Map This graphic organizer allows students to visualize and understand the meaning of the word.</p> <ul style="list-style-type: none"> • Select word to be explored and write it in middle box. • Select a broad category that the word fits into and write it in the “What is it?” box. • Write descriptive words in the “What is it like?” boxes. • Write examples in the example bubbles. • Have students determine a comparison and write it in the last bubble. <p>(Graphic organizer is on Page 54 of <i>Ensuring Success for All Students: A Support Document for Working with Small Groups and Individual Students</i>, OCCSB)</p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min or Day 3	<p>Guided Reading: Small Group</p> <ul style="list-style-type: none"> • Choose a word (from guided reading text, science unit, social studies unit, etc.) for your guided reading group. • Create a graphic organizer (like above) or your own graphic organizer for students to fill in. • Students may work as a group, in pairs or on their own to fill in the graphic organizer. Provide support as needed. • Discuss answers as a group to help clarify the meaning of the word.
<p><i>Independent Practice:</i> Students begin to use</p>	20 min or Day 4	<ul style="list-style-type: none"> • Choose a word (from guided reading text, science unit, social studies unit, etc.) for students to copy down. • Create a graphic organizer (like above) or your own graphic organizer for students to fill in.

the strategy using real text.		<ul style="list-style-type: none"> • Students may work on their own, to fill in the graphic organizer. • Discuss answers as a group to help clarify the meaning of the word.
Differentiation	Provide support as needed, either through hints, suggestions (by way of a think-aloud), pictures and scribing.	
Assessment	Assess graphic organizer and listen to how the students verbalize to clarify the meaning of the word. Assessment tool - Checklist	
Next Steps		
Reflections		

Lesson Name	Cross-Checking	
Expectations	Student will begin to cross-check for meaning while reading.	
Catholic Graduate Expectations	<p>CGE 2a - An effective communicator listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2b - An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c - A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 4f - A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>CGE 5e - A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Materials/Resources	<ul style="list-style-type: none"> Big book (shared reading) 	
Prior Learning	List any prior knowledge that may be required for this lesson. This section might be left blank.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> Select a big book appropriate to the instructional level of the class (aim high). Do a picture walk. Activate prior knowledge. Begin reading. Teacher asks students to raise their hands when they hear a mistake so teacher can ask "What did you notice?" Teacher makes mistake that students will recognize. Teacher prompts students in regards to mistake. "What did you notice?" <ul style="list-style-type: none"> Check it. Does it look right? Does it make sense? Does it sound right? "It could be ..., but look at ..."
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the		

reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		<ul style="list-style-type: none"> • Select a text appropriate to the instructional level of the group. • Do a picture walk to talk about what the story is about. • Begin reading. • As errors occur, use the following prompts: <ul style="list-style-type: none"> ○ Check it. Does it look right? ○ Does it make sense? ○ Does it sound right? ○ It could be ..., but look at ... • If text is not complete, students work in partners and practice using these strategies.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		<ul style="list-style-type: none"> • Students do self-talk as reading. • Students identify where they used more than one strategy to solve a problem.
Differentiation	Indicate how this lesson could be differentiated for students. This section could also include adaptive technologies if necessary.	
Assessment	Strategies and tools (e.g. observation checklists, work samples, etc)	
Next Steps		
Reflections		

Lesson Name		Features of Texts
Expectations		<p>Gr. 2</p> <p>1.1 Read some different literary texts.</p> <p>1.2 Identify several different purposes for reading and choose reading materials appropriate for those purposes.</p> <p>2.1 Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as (fairy tale, graphic texts such as a primary dictionary, and) informational texts such as a “How to” book.</p> <p>2.3 Identify some text features and explain how they help readers understand texts.</p> <p>Gr. 3</p> <p>1.1 Read a variety of literary texts.</p> <p>1.2 Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.</p> <p>2.1 Identify and describe the characteristics of a variety of text forms, with a focus on literary text s such as (a fable or adventure story, graphic texts such as a comic book and) informational texts such as a nature magazine.</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts.</p>
Catholic Graduate Expectations		<p>CGE 3c – A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 4f – A self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p>CGE 5b – A collaborative contributor who thinks critically about the meaning and purpose of work</p>
Materials/Resources		<ul style="list-style-type: none"> Anchor Charts introducing features of non-fiction texts. (Sample in Appendix labeled Anchor Chart for Text Features) Sticky notes Chart paper Life Cycle books by Bobbie Kalman
Prior Learning		Students should have a sound understanding of the difference between fiction and non-fiction texts.
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min or Day 1	<ul style="list-style-type: none"> Discuss one of the non-fiction texts with the students identifying the ‘things’ that are different from our ‘regular’ books. Begin to identify these areas of the texts and reading what is in those areas. Discuss for example: “This is a text box. Let’s read the text box and see what it is telling us more about.” Read the text box and think aloud as to what the text is discussing.
<i>Shared Practice:</i>	40 min or	<ul style="list-style-type: none"> Choose a separate Bobbie Kalman text. Prepare

Providing an opportunity for the students to follow along and join in the reading.	Day 2	<p>links of about 7 different pages with lots of text features for the students to use. If time has permitted you, paste pages together and make a text scroll, laminate these so that students can use dry erase markers on them or sticky notes on them.</p> <ul style="list-style-type: none"> • Break class into groups of 3. Student then use the anchor chart and the text to label the different parts of the text and explain how that part is helping them as a reader. • Share a couple ideas from each group.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min or Day 3	<p>Small Groups: Have students work on a third Bobbie Kalman text scroll. Have students work orally through the text discussing the areas as they go and reading the small portions.</p> <p>Guide students as needed and use stronger students to help guide students who have not yet grasped the idea of the text features.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min or Day 4	<p>Performance Task</p> <ul style="list-style-type: none"> • Distribute a final five page text scroll to groups. • Discuss how you would like each student to label at least five features of the text using a sticky note. • Include on the sticky note, their name, the text feature and how the feature is helping them as a reader, what additional information are they giving? • Be sure there are at least 10 text features to choose from. • Discuss as a class.
Differentiation	Students can either work with dry erase markers or sticky notes. Students who work quickly could form a new group and discuss another Bobbie Kalman text. They could simply read one of the texts for pleasure as well.	
Assessment	Observation and anecdotal notes on the performance task, review of student answers on sticky notes.	
Next Steps		
Reflections		

BLM

Anchor Chart for Text Features

Convention

Purpose

Labels

→ → →

Helps the reader identify
a picture and its parts.

Captions

→ → →

Helps the reader
understand a picture or
photograph.

Photographs

→ → →

Helps the reader
understand exactly what
something looks like.

Comparisons

→ → →

Helps the reader
understand the size of
one thing by comparing it
to the size of something
familiar.

Cut aways	→ → →	Helps the reader understand something by looking at it from the inside.
Maps	→ → →	Helps the reader understand where things are in the world.
Types of Print	→ → →	Helps the reader by Signalling "Look at me! I'm important!"
Close ups	→ → →	Helps see the details in something small.
Table of Contents	→ → →	Helps the reader identify key topics in the book in

the order they are
presented.

Index

→ → →

An alphabetical list of
almost everything
covered in the text with
page numbers.

Glossary

→ → →

Helps the reader define
words contained in the
text.

Text Box

→ → →

Helps the reader gain
more information about a
specific part of the text.

Title

→ → →

Helps the reader
understand what the text
will be about.

Subtitle

→ → →

Helps the reader
understand what a small
part of the whole text
will be about.

Charts/Graphs

→ → →

Explains using data what
the text is telling about.

Lesson Name	Finding the Main Idea	
Expectations	<p>Gr. 2 R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with inclusion of a few interesting details. R 1.7 Identify the main idea and some additional elements of texts.</p> <p>Gr. 3 R 1.4 – Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 5a - A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	Fiction books – multiple copies, chart	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	40 min.	<ul style="list-style-type: none"> The students look at the title and illustrations of the book. (Don't forget the back cover.) Ask them what they think the book will be about? They go to their seats and share their thinking in their sharing journals. They may discuss it with other students at their table. They return to the whole group and share their ideas. For those who didn't have an opportunity to share their ideas they can share with a partner. The teacher prepares the students for the read aloud by asking them to think of the most important ideas from the story. Have a chart prepared with the title "Most Important Ideas". It will be used for the recording of the ideas. The teacher stops at key points to ask for the most important ideas and records them on the chart.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	40 min.	<ul style="list-style-type: none"> Re-visit their suggestions for the purpose of adding and subtracting ideas. Look at the list and see if any overlap or are duplicates. Discuss why there are duplicates or overlapping ideas. Read the story again for the purpose of refining the list. Refine the list and emphasize why the remaining points are important. Assign to each small group a section of the story and its corresponding important points.

		<ul style="list-style-type: none"> • In small groups they each discuss what supports the main idea or ideas. • Share with the whole group.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	25 min.	<ul style="list-style-type: none"> • Using the same student groupings distribute books. Each group may have a different text. • The students read independently or with a buddy and stop to record important ideas. • They record on chart paper common important ideas.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	25 min.	<ul style="list-style-type: none"> • The students select a book that they feel comfortable reading. (Teacher input may be required.) • They record their thoughts (important ideas and reasons for their selection). • The teacher oversees the process.
Differentiation	Partner reading and writing, leveled books	
Assessment	Conferencing, Teacher assessment of sharing journals, Anecdotal notes	
Next Steps		
Reflections		

Lesson Name			Fix-Up Strategies to Monitor Understanding
Expectations			<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic, syntactic and graphophonic. R 4.1 Identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.</p> <p>Gr. 3 R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic, syntactic and graphophonic. R 4.1 Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.</p>
Catholic Graduate Expectations			<p>CGE 2b - An effective communicator who reads, understands and uses written materials effectively CGE 5g - A collaborative contributor who achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others</p>
Materials/Resources			<ul style="list-style-type: none"> • Chart paper, markers, see-through post-it notes • Journals/Reader's response notebook • Big book text, guided reading texts, browser bins
Prior Knowledge			Students may have had a previous introduction to fix-up strategies.
Gradual Release Model	Time	Activity	
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min or Day 1	<p>Fix-up Strategies</p> <ul style="list-style-type: none"> • Use think-alouds to model for students how to monitor their comprehension of a sentence. Read a sentence of text. Ask out loud..."Does it make sense? Can I say it in my own words?" If the answer is yes, then continue reading. If the answer is no, then use one of the following fix-up strategies: <ul style="list-style-type: none"> ○ Reread. Try to figure the meaning out using context clues. ○ Skip the word and read ahead. ○ Read aloud. ○ Go back and look at what came before. ○ Ask "What do I already know about this topic that might help me to understand?" ○ Use picture cues. ○ Attend to beginning and end sounds. 	

		<ul style="list-style-type: none">○ Try to visualize what you are reading.○ Ask for help.● The teacher will use different sentences to model the different fix-up strategies.● Create an anchor chart: Create this chart with student input. List strategies that they can use when they do not understand a word. The anchor chart should be flexible, allowing students and teacher to add to it when new strategies are introduced.				
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	20 min or Day 2	<ul style="list-style-type: none">● Choose a big book text. Highlight certain words (choose words that they may struggle with) with see-through post-it notes.● Read the text to the class. As the teacher reaches a highlighted word, use a think-aloud referring to the anchor chart of fix-up strategies to help understand the word.● The teacher may also ask students to help him/her choose a fix-up strategy and also explain why they chose that particular strategy.				
Guided Practice: Gradually giving the student more responsibility for using the strategy.	20 min or Day 3	<p>In guided reading groups, listen to students read. Encourage students to use the anchor chart as a reference to help them with their reading.</p> <ul style="list-style-type: none">● In their journal, have students write: <table><tr><th>Word I got stuck on...</th><th>Fix-up strategy I used to find its meaning...</th></tr><tr><td></td><td></td></tr></table> <ul style="list-style-type: none">● Encourage students to ask themselves as they are reading, “Does it make sense?”	Word I got stuck on...	Fix-up strategy I used to find its meaning...		
Word I got stuck on...	Fix-up strategy I used to find its meaning...					
Independent Practice: Students begin to use the strategy using real text.	15 min or Day 4	<ul style="list-style-type: none">● During independent reading time, hand out journals and ask students while they are reading to list 3 to 5 words that they had difficulty with and what strategy they used to discover its meaning in the text.● Discuss the difficult words with students during their reading conference time. Have students hand in their journals for assessment.				
Differentiation	Fix-up strategies can be listed on a bookmark for students to use during their independent reading time. Focus on one or two strategies at a time for younger grades.					
Assessment	Listen to students during the reading conference time. Assess journals. Assessment tools – anecdotal notes, checklist					
Next Steps						
Reflections						

Lesson Name	Fray Model	
Expectations	<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them before, (during, and after) reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including semantic, syntactic and graphophonic.</p> <p>Gr. 3 R 1.2 Identify a variety of reading comprehension strategies and use them appropriately before, (during, and after) reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic, syntactic and graphophonic.</p>	
Catholic Graduate Expectations	<p>CGE 4f – A self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p>CGE 5b – A collaborative contributor who thinks critically about the meaning and purpose of work</p>	
Materials/Resources	<ul style="list-style-type: none"> • Chalk • Graphic organizer (on chalkboard or poster with already created word cards to stick to it.) • Journal/Reader’s response notebook • Guided reading books • Self-Selected Reading Books 	
Prior Knowledge	Students need to know how to use a dictionary to find a word definition.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min or Day 1	<p>Vocabulary Frayer Model</p> <p>This strategy helps students make sense of unfamiliar words. On the chalkboard list the following:</p> <p>Word</p> <p>Definition – In pairs finding and writing down a definition in their own words.</p> <p>What it is – Here we are looking for examples of the word in context.</p> <p>What it isn’t – Here we are looking for examples of the word that</p>

		<p>don't make sense.</p> <ul style="list-style-type: none"> Read a story of your choice to the class. After reading the story, choose a word to take through the process as a class. (eg. Documentary) Select a student to find the word in the dictionary (to save time). Write a definition created by another student from the actual dictionary definition. From the definition have three students create sentences - What it is? (e.g. Sally was filming a documentary on grade 2 students and physical fitness.) Again from the definition have three students create sentences of what it isn't. (e.g. Sunday was a documentary for Sally.)
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	<p>20 min or Day 2</p>	<p>Using a Frayer Graphic Organizer</p> <ul style="list-style-type: none"> Select word to be explored and write it in middle box. In pairs find the definition. Write sample sentences of what it is. Write sample sentences of what it isn't. Discover synonyms for the word. Share word discovering as a whole group. <p>The Frayer Model is used in the <i>Think Literacy</i> documents as well as in the <i>TIPS Mathematics Strategies for Grades 7 – 9</i>.</p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	<p>20 min or Day 3</p>	<p>Guided reading: Small Group</p> <ul style="list-style-type: none"> Choose a word that students or a student is struggling with in a subject area of choice. Create a graphic organizer (like above) or your own graphic organizer for students to fill in. Students may work as a group, in pairs or on their own to fill in the graphic organizer based on the need of the group. Discuss answers as a group to help clarify the meaning of the

		<p>word.</p> <ul style="list-style-type: none"> • Reread the section where the word was discovered, cross check for meaning.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	<p>20 min or Day 4</p>	<ul style="list-style-type: none"> • Allow students the choice to sticky note three possible Frayer Model choices. • With teacher approval decide which of the three words would be most beneficial to the class (if Frayer Models are to be posted for future use). • Create a graphic organizer (like above) or your own graphic organizer for students to fill in. • Discuss answers as a group to help clarify the meaning of the word.
Differentiation	<p>Provide various levels of support as needed. Allow the use of a buddy. Some students may opt for a teacher approved word from the start of the independent practice.</p>	
Assessment	<p>Assess graphic organizer and listen to discussions of definition clarification. Observation and checklist</p>	
Next Steps		
Reflections		

Lesson Name	Guess the Covered Word	
Expectations	<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.2 Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.</p> <p>Gr. 3 R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.2 Explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 2c – An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others</p>	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper, markers, post-it notes • Big Book: Fictional text or Non-fictional text • Kohfeldt, J., King, A.W., & Collier, H.S., (2000) <i>Guess the Covered Word</i>. Greensboro, NC: Carson-Dellosa. 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min or Day 1	<p>Guess the Covered Word This strategy helps children practice the important strategy of cross-checking meaning with letter-sound information.</p> <ul style="list-style-type: none"> • The teacher writes four or five sentences on chart paper and covers one of the words in each sentence with post-it notes. One note would cover the rime *(all letters including and after the vowel) and the other would cover the onset (letters before the vowel). • The teacher or students read each sentence, saying “blank” when they come to the covered word and reading until the end of the sentence. • The students make up to five guesses for the covered word. • The teacher records the guesses on the chart checking with the students to be sure the guess is reasonable and makes sense in the sentence.

		<ul style="list-style-type: none"> The teacher then removes the post-it that is covering the onset, and the guesses are cross-checked. Guesses that do not begin with that onset are eliminated. New guesses that fit the meaning and start with the right letters are added, if necessary. When all the guesses which fit both meaning and beginning sounds have been written, the whole word is revealed. The teacher and students discuss how this activity might be a good strategy to use to figure out if a sentence makes sense.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min or Day 2	<ul style="list-style-type: none"> The teacher chooses a big book and covers words with post-it notes. The class reads the book together (choral reading) and the students offer words that make sense to replace the covered words. If the word is correct, the teacher removes the entire post-it note and they continue reading. If not correct, the teacher may take off the post-it note that is on the onset part of the word. Students continue to figure out the word and then proceed with the reading.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min or Day 3	Cloze Activities <ul style="list-style-type: none"> Provide a written text with certain words deleted and replaced by blanks to be completed as a shared reading or interactive writing activity. The teacher and students read through the selected passage and predict the missing words. Students must share and justify their answers by ensuring that the sentence is structurally sound. (Does it make sense and sound right?)
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10 min or Day 4	<ul style="list-style-type: none"> Provide a written/photocopied text with certain words deleted and replaced by blanks to be completed independently. The student reads through the selected passage and predicts the missing words.* The student must justify his/her answers by ensuring that the sentence is structurally sound. (Does it make sense and sound right?)
Differentiation	<ul style="list-style-type: none"> Choice of text can be simplified. *Provide a list of words at the bottom of the page of the photocopied text. Drawings can be made above the blank to provide a clue. 	
Assessment	Assess work sample. Assessment tool - checklist	
Next Steps		
Reflections		

Lesson Name	Homonyms and Vocabulary Study														
Expectations	<p><u>Gr. 2</u> R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues.</p> <p><u>Gr. 3</u> R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues.</p>														
Catholic Graduate Expectations	CGE 2b – An effective communicator who reads, understands and uses written materials effectively														
Materials/Resources	<ul style="list-style-type: none">• Pocket chart, sentence strips cut up,• Texts: www.readinga-z.com (<i>I'd Like to Be</i>, Level H, <i>Deep in the Ocean</i>, Level L, <i>A Prairie's Dog Life</i>, Level M, <i>The Shepherd and the Fairy</i>, Level N)• http://teachers.net/lessons/posts/2803.html has a rebus poem that students can do independently or in pairs														
Prior Learning															
Gradual Release Model	Time	Activity													
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 min or Day 1	<ul style="list-style-type: none">• Explicitly teaching what a homo is (<i>e.g.</i>, hare, hair; see, sea; eye, I; write, right; mail, male; through, threw; which, witch, etc.)• Write out the start of a homonym list on chart paper. (Students can add to this list throughout the year.)• Say a sentence for each homonym. Point to the correct homonym and explain why this word was chosen (<i>e.g.</i>, My hair is brown. I know that it is this word 'hair' because the other word means rabbit.)• Explain that some homonyms you have to figure out a simple strategy to remember what each word means.													
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	15 min or Day 2	<ul style="list-style-type: none">• Write out these words on paper for your pocket chart. <table border="1"><tr><td>there</td><td>they're</td><td>their</td><td>too</td><td>to</td><td>two</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">• Say a sentence using each one and indicate which word you are using in your sentence. Explain what each word means in each sentence and why the other homonyms won't work in the sentence. Do this with all 6 words (<i>e.g.</i>, "The word 'two' fits in this sentence because it is describing two apples. Two is an		there	they're	their	too	to	two						
there	they're	their	too	to	two										

		<p>adjective that is describing the apples which is a noun.”)</p> <ul style="list-style-type: none"> • Now say a new sentence and ask students to pair and share which word is the correct word in the sentence (e.g., “They’re ready for the soccer game.”) • Students vote as to which word is the correct. Ask one student why s/he chose that word (to justify the answer).
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min or Day 3	<p>Small Groups: Have students work on creating a homonym list as an anchor chart for the class.</p> <p>Or</p> <p>Guided Reading Groups: Read a text and look for homonyms. Explain why the homonym is correctly spelled in the sentence.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min or Day 4	<p>Performance Task</p> <ul style="list-style-type: none"> • Choose a common topic together for everyone to write about. (e.g., food, school, birthday party, etc.) • Have students pair up and create 2 sentences about the topic using 2 homonyms. • Students write their 2 sentences down on sentence strips and put them in the pocket chart(s). • The students take turns reading out their sentences and explaining/justifying why their homonyms fit the sentence.
Differentiation	Draw pictures to match up with homonyms.	
Assessment	Observation and anecdotal notes on the performance task	
Next Steps		
Reflections		

Lesson Name	Let's Have a Tea Party, Oprah Style <i>Ensuring Success for All Students, OCCSB Publication</i>	
Expectations	<p>Gr. 2 R 1.1 Read some different literary texts. R 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand text.s R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details and some supporting details. R 2.1 Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a "How to" book.</p> <p>Gr. 3 1.1 Read a variety of literary texts. 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. 1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details. 2.1 Identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 2c – An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others CGE 5a – A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	<ul style="list-style-type: none"> • Texts: fictional texts or non-fictional texts examples: Purple, Green and Yellow by Robert Munsch and <i>Bagels from Benny</i> By Aubrey Davis • A variety of Guided Reading texts • A variety of self selected reading texts • Sentence strips created prior to lesson which relate to the story elements (characters, setting, main events) • Tape and a chalkboard • Prepared sentence strips for a whole class story, and guided reading texts. 	
Prior Learning	Students would benefit from having some work with predicting prior to this lesson. They would also benefit from discussing story elements.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used	15 min or Day 1	<ul style="list-style-type: none"> • Discuss the title of the book and what the students feel the story might be about based on the title and

demonstrating when and why it is effective.		<p>the cover.</p> <ul style="list-style-type: none"> • Read the sentence strips you have prepared to the class. • Prepare the students to sequence these strips in the order they feel they will happen in the story. (Of course not the whole class will have the same idea, majority counts for whole group). • With discussion, students will decide the order of the story sentence strips. • Read the story to the class challenging the class to pay attention to where these sentence strips fall. • Upon completion of the story, go back to the sentence strip and see how the class did. Rearrange if necessary.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	25 min or Day 2	<ul style="list-style-type: none"> • Group students into four groups. Have the students prepare the sentence strips for selected stories. Groups will need to read the story, choose a sentence for each story element and then arrange them in the correct order. • 2. Hopefully after 15 minutes each group has finished this. Next the students will need to trade books and strips with another group. Do the activity with the group and check with the creators whether or not they are correct.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min or Day 3	<p>Guided Reading: Small Group</p> <ul style="list-style-type: none"> • Repeat task but in small groups. For this task, a selected guided reading book has been chosen by the teacher. • The teacher has created sentence strips and photocopied them for each student. • As a group, read the sentence strips. • Individually arrange sentence strips trying to not look at anyone else's. • Read the story as a group in your chosen style or technique. • Rearrange if necessary. • Discuss why some variation occurred. • Would the story make sense if it was arrange differently?
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min or Day 4	<ul style="list-style-type: none"> • Distribute a new set of sentences strips for a story which the entire class can work from. • Follow the guided reading task but have students work individually to be assessed. • If students finish early, they should choose a book at their level and create sentence strips. • If still additional time, students are to exchange their sentence strips and see how they do with their partner's story.

Differentiation	<p>Allow students to work in pairs during independent time.</p> <p>Limit number of sentence strips.</p> <p>Provide the elements for which students are to find sentences.</p>
Assessment	<p>Assess through observation, student's ability to make meaning prior to reading the text and in addition student's ability to rearrange based on new knowledge from the text.</p>
Next Steps	
Reflections	

Lesson Name	Making Connections	
Expectations	Gr. 2 & 3 R 1.6 – Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.	
Catholic Graduate Expectations	CGE 3e – A reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience	
Materials/Resources	A previously read text, a new text for read aloud, text bins, different coloured sticky notes	
Prior Learning	The students have been introduced to the 3 different types of connections and are now applying them to their reading	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	<ul style="list-style-type: none"> Using a text previously read the teacher refers to the different types of connections that can be made. (Idea – use the students to show text-to-self (student holds book), text- to-text (2 texts) and text-to-world (text and globe). Introduce the new text (<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, author – Judith Viorst). The teacher might ask if the students have ever had a really bad day. He/she might refer to another book that was read together where the main character had a bad day. Extend this to the world and situations where a number of people might have a bad day. Using the text he teacher starts making connections by first looking at the cover of the text.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ul style="list-style-type: none"> The teacher begins the read aloud, thinking aloud and makes different types of connections. As they listen the students are asked to make text-to-self connections. Anytime that they think of a text-to-self connection they tap their arm.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	<ul style="list-style-type: none"> The teacher reviews the different types of connections by asking for an example of each from the story. He/she asks the students to return to their seats to record a connection from the story and post it under one of 3 columns (text-to-self, text-to-text and text-to-world) on the front chart. The students might use different coloured stickies for the different types of

		<p>connections.</p> <ul style="list-style-type: none"> • Together they review the connections that have been made making any changes necessary.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min.	<ul style="list-style-type: none"> • The students go to their book bins and select a book. • Using 3 different coloured stickies, the students read their books and tag their book making different connections. • The teacher circulates and conferences with the students on the connections they have made.
Differentiation	The students' reading texts may vary and the number of different connections may vary as well. The students could be paired with reading buddies	
Assessment	Conferencing and checklist	
Next Steps		
Reflections		

Lesson Name		Making Inferences With Robert Munsch							
Expectations		<u>Gr. 2</u> R 1.1 Read a variety of literary texts. R 1.5 Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them. <u>Gr. 3</u> R 1.1 Read some different literary texts. R1.5 Make inferences about the texts using stated a implied ideas from the texts as evidence.							
Catholic Graduate Expectations		CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 5a - A collaborative contributor who works effectively as an interdependent team member							
Materials/Resources		Robert Munsch books or other humourous series, stickies,							
Prior Learning									
Gradual Release Model		Time	Activity						
Teacher Modeling: Showing the students how the strategy is used demonstrating when and why it is effective.			<ul style="list-style-type: none">• Select a number of Robert Munsch books or another author of humorous children’s books• Discuss with the students what makes them laugh.• Show the cover of the book to be read i.e. <i>I Have to Go, Andrew’s Loose Tooth</i> etc..<ul style="list-style-type: none">○ Invite inferences and predictions about the book○ What will be the challenge or problem?○ Who is/are the main character(s)?○ Why do they look that way?○ What might they be thinking?						
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.			<ul style="list-style-type: none">• Read the story aloud modeling questioning and making inferences.<ul style="list-style-type: none">- Using information from the cover what can we infer about the story?- How do you think the other characters will react?• Review the inferences made emphasizing that some of them came true while others were surprises.• Together construct a t-chart of what made us laugh during the story. <table><tr><td>What Makes a Book Funny?</td><td>Proof</td></tr><tr><td>Characters</td><td></td></tr><tr><td>Dialogue</td><td></td></tr></table>	What Makes a Book Funny?	Proof	Characters		Dialogue	
What Makes a Book Funny?	Proof								
Characters									
Dialogue									

		<table><tr><td>Action</td><td></td></tr><tr><td>Surprise</td><td></td></tr><tr><td>Special words</td><td></td></tr><tr><td>Problem</td><td></td></tr></table>	Action		Surprise		Special words		Problem	
Action										
Surprise										
Special words										
Problem										
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		<ul style="list-style-type: none">• The students select another book from the series.• With the whole group discuss, since it is a Robert Munsch book or another in the (author’s) collection, what do you think it will be like?• With a partner, side-by-side and using stickies they take turns making inferences and explaining to their partner their thinking.• The teacher circulates and discusses with the pairs of students an inference that was correct and one that was a surprise.• The pairs of students then join with another pair and explain what they thought was funny or humourous in their story. They can use the chart for guidance.								
<i>Independent Practice:</i> Students begin to use the strategy using real text.		<ul style="list-style-type: none">• Students independently read another book of the chosen series and prepare to do a book talk including why they thought the book was humourous. They also include one inference they made that was true and one that was a surprise.								
Differentiation	Partner reading, different leveled humorous books									
Assessment	Observation, Checklist									
Next Steps										
Reflections										

Lesson Name	Making Predications and Inferences: Cover to Cover	
Expectations	<p>Gr. 2 R 1.5 Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.</p> <p>Gr. 3 R 1.5 Make inferences about texts using stated and implied ideas from the texts as evidence.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 3c – A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems</p>	
Materials/Resources	Fictional text for whole group reading, fictional text for pair reading, reading journals	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min.	<ul style="list-style-type: none"> Using a fiction book tell the students the title without showing it to them. Ask them what the cover might look like. Take the suggestions then show the cover. Were any of the predications confirmed? (Communicate that answers are not wrong as long as there is a reason for the answer.)
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min.	<ul style="list-style-type: none"> Record the title of another book on chart paper. Have the students reflect silently on the title. Then they return to their desks and draw their impression of the book cover that would accompany the title. When they are finished they do a gallery walk (walking to their neighbour's desks with hands behind their back and looking at the pictures). The students return to the carpet and suggest who they would like to select to explain their cover. The selected students explain their picture. The other students then have the opportunity to share their cover with a partner.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min.	<ul style="list-style-type: none"> With the students, the teacher reads aloud the text stopping at key points for the students to make predications. They support their predictions with evidence from the story. <ul style="list-style-type: none"> What do you think is going to happen next? How do you think the story will end? <p>(Throughout the story allow the students the chance to</p>

		change or confirm their predications.)
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	<ul style="list-style-type: none"> Using another book, pairs of students take turns reading and make the following predictions: <ul style="list-style-type: none"> Look at the front and back covers and predict what the story will be about. After the first few pages – What do you think is going to happen next? How do you think the story will end? As the students read and make predictions the teacher will conference with the groups asking: <ul style="list-style-type: none"> Which predications really happened? Did your predictions change as you continued reading?
Differentiation	Pairing of students , designation of specific texts	
Assessment	Conferencing, anecdotal notes	
Next Steps		
Reflections		

Lesson Name	Non-Reader Tells Story Through Illustrations	
Expectations	<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, using: semantic cues, syntactic cues and graphophonic cues</p> <p>Gr. 3 R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, using: semantic cues, syntactic cues and graphophonic cues</p>	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator reads, understands and uses written materials effectively. CGE 3c - A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Materials/Resources	List materials/references	
Prior Learning	List any prior knowledge that may be required for this lesson. This section might be left blank.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	40-45 min.	<p>Student will begin reading simple text.</p> <ul style="list-style-type: none"> The strategies listed below target students who "read" a book by inventing the story by referring to the illustrations as demonstrated through the Reading Recording Diagnosis. The recommendations for teachers are to observe the student for the following: does the child use full sentences, does the child use correct grammar, does the child create a pattern, does the child label or give captions to pictures. Teachers are recommended to select classroom text at level 1 for instruction. Please Note: After completing #2 teacher has to observe the child's response and proceed to the other strategies as specified below #2. <ol style="list-style-type: none"> Record the "invented text" that the child recites while "reading" the book. Read the first two pages and ask the student to finish the book. Observe and record the student's attempts.

		<p>If the student held the pattern of the story when asked to finish reading then the student is probably aware that text is constant and predictable. Proceed to #3. If the student held the pattern briefly and then began to invent text proceed to #4 and #6.. If the student held the pattern for the entire book proceed to #5.</p> <p>3. Match words in the text with spoken words, high-frequency words, etc.</p> <p>4. Read the entire book to the student. Ask the student to read the book. Observe and record.</p> <p>5. Teacher will observe when the student will become ready to learn about matching words in text with spoken words and high-frequency words.</p> <p>6. Teacher will ask the student to draw a picture and to dictate a story to accompany the picture. After writing down the dictated story read it back to the child and ask the child to read his or her story. Observe to see if the child repeated the story correctly (demonstrating that the child has some understanding that text is constant). Observe the child to see if the child invented a new story or changed the original.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		
<i>Independent Practice:</i> Students begin to use the strategy using real text.		
Differentiation	Indicate how this lesson could be differentiated for students. This section could also include adaptive technologies if necessary.	

Assessment	Strategies and tools (e.g. observation checklists, work samples, etc)
Next Steps	
Reflections	

Lesson Name	Paraphrasing Then Decide Word Choice	
Expectations		<p>Gr. 2 R 1.2 Identify several different purposes for reading and choose reading materials appropriate for those purposes. R 1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic, syntactic and graphophonic.</p> <p>Gr. 3 R 1.2 Identify a variety of purposes for reading and choose reading materials appropriate for those purposes. R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic, syntactic and graphophonic.</p>
Catholic Graduate Expectations		<p>CGE 5a – A collaborative contributor who works effectively as an interdependent team member CGE 5b – A collaborative contributor who thinks critically about the meaning and purpose of work</p>
Materials/Resources		<ul style="list-style-type: none"> • Journal/Reader’s response notebook • Sticky notes
Prior Knowledge		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min or Day 1	<p>Paraphrase and Decide</p> <ul style="list-style-type: none"> • Teacher reads a story of choice to students. • Students listen and observe as teacher paraphrases a sentence which includes a word that they are unsure of. • Teacher chooses a word that makes sense within the paraphrase and which looks right based on the beginning and ending letter. • Continue this strategy through the book. • Remind the students that we have already worked with other strategies to help them make sense of a word within a text and this is just another strategy that they may use.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min or Day 2	<ul style="list-style-type: none"> • Students with a new story of choice (make it fun) possibly something along the lines of <i>Fancy Nancy</i> by Jane O’Connor or <i>Two by Two</i> by Barbara Reid. • Share the reading with the group through your choice of sharing techniques. Domino reading or paired reading will work the best. • Provide a lot of opportunity for the students to practice the paraphrasing strategy.

<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	<p>20 min or Day 3</p>	<p>1. Create a graphic organizer of your choice or similar to the one below or allow the use of sticky notes (large ones) for students to write down their possible word choices after a paraphrase is given.</p> <table><tr><td>Paraphrase</td><td><table><tr><td>Possible Word Choices</td></tr></table></td></tr><tr><td></td><td></td></tr></table>	Paraphrase	<table><tr><td>Possible Word Choices</td></tr></table>	Possible Word Choices		
Paraphrase	<table><tr><td>Possible Word Choices</td></tr></table>	Possible Word Choices					
Possible Word Choices							
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	<p>20 min or Day 4</p>	<ul style="list-style-type: none">Use the graphic organizer again or sticky notes depending on your choice follow the same strategy as above. The students apply the strategy independently, at the their own reading level, using their own self selected reading book.					
<p>Differentiation</p>	<p>Self Selected Reading Type of tool used for strategy – sticky note or graphic organizer.</p>						
<p>Assessment</p>	<p>Listen to students oral responses. Assess work samples from graphic organizers and record as part of the anecdotal notes.</p>						
<p>Next Steps</p>							
<p>Reflections</p>							

Lesson Name	Point of View: Through Another's Eyes	
Expectations	<p>Gr. 2 R 1.9 Identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two alternative perspectives.</p> <p>Gr. 3 R 1.9 Identify the point of view presented in a text and suggest some possible alternative perspectives.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively</p> <p>CGE 4b – A self-directed, responsible, life long learner who demonstrates flexibility and adaptability</p>	
Materials/Resources	<i>Our Tree Named Steve</i> , Author: Alan Zweibel, <i>It's a Fine, Fine School</i> , Authors: Sharon Creech & Harry Bliss, chart, markers, reading journals	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	<ul style="list-style-type: none"> • Pose the question "Would you rather 2 months summer holidays or holidays 2 weeks 4 times a year?" • This question could be followed or preceded with the reading of "<i>It's a Fine, Fine School</i>". • The students decide on their point of view (2 months or 2 weeks 4 times a year) and support with reasons. • The teacher shares his/her thinking.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	<ul style="list-style-type: none"> • Ask the students to pretend that they are the principal of a school and assume a point of view. The students record in their sharing journal their reasons. • They return to the whole group and share their opinions and support them with reasons. • Repeat pretending to be parents. Using a fiction book with a number of strong characters do a picture walk and list the book's characters on a chart. (Book: <i>Our Tree Named Steve</i> by Alan Zweibel) • Discuss the cover. • Establish the purpose for guided reading – Who is telling the story?
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	<ul style="list-style-type: none"> • The teacher reads the story stopping at key points to ask who is telling the story and the reason for their thinking. • Place a check mark(s) beside the name(s) given. • When the story is finished the students look at the number of checkmarks and discuss who they think told the story. Provide an opportunity for the students who selected the character to state why they chose

		that particular one.
Independent Practice: Students begin to use the strategy using real text.	20 min.	<ul style="list-style-type: none"> Using the same story select another character (the tree) and tell the story from their point of view in their journals. Share their story with someone.
Differentiation	Story ball to help with writing.	
Assessment	Teacher assessment of student writing, checklist	
Next Steps		
Reflections		

Lesson Name	Prediction and I Wonder Questions - KWL Chart	
Expectations	<u>Gr. 2</u> R 1.1 Read some different literary texts, graphic texts and informational texts. R 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. <u>Gr. 3</u> R 1.1 Read a variety of literary texts, graphic texts and informational texts. R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.	
	Catholic Graduate Expectations CGE 2b – The effective communicator who reads, understands and uses written material effectively CGE 5a – A collaborative contributor who works effectively as an interdependent team member	
Materials/Resources	<ul style="list-style-type: none">• Texts: fictional texts or non-fictional texts (informational texts work well with KWL charts)• Chart paper, markers, ruler• Journal/Reader’s response notebook, KWL chart to fit	
Prior Learning		
Gradual Release Model	Time	Activity
Teacher Modeling: Showing the students how the strategy is used demonstrating when and why it is effective.	15 min or Day 1	I Wonder statements <ul style="list-style-type: none">• Model wonderment to students. Think aloud about your wonderings about life experiences and things read in books and encourage students to do the same. Discuss their wonderings.• Provide a framework for the children to share their wonder statements. Students may write or draw about the things they wonder about in their journal/reader’s response notebook. Students may write their “I wonder” statements on cards and place them in a decorated box to share with others. Students can continually add to, change or answer their “I wonder” statements.• Choose a favourite text to read to students and model “I wonder” statements out loud. Discuss.• You may also want to encourage students to wonder throughout the reading of the text.
Shared Practice: Providing an opportunity	20 min or Day 2	KWL Chart: <ul style="list-style-type: none">• Before reading, have students brainstorm everything

for the students to follow along and join in the reading.		<p>they know or think they know about a specific topic.</p> <ul style="list-style-type: none"> • Write the ideas in the K column of the KWL chart. • Next, have the students write or tell about some things they wonder or want to know about the topic. • Record these in the W column of the KWL chart. • Read the text, jotting down new ideas, facts or things they learned in the L column of the chart as they read. • Finally, discuss the completed KWL chart. <table border="1"> <tr> <td>What I Know (pre-reading):</td><td>What I Wonder (pre-reading):</td><td>What I Learned (post-reading):</td></tr> <tr> <td></td><td></td><td></td></tr> </table>	What I Know (pre-reading):	What I Wonder (pre-reading):	What I Learned (post-reading):			
What I Know (pre-reading):	What I Wonder (pre-reading):	What I Learned (post-reading):						
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min or Day 3	<p>Guided Reading: Small Group</p> <ul style="list-style-type: none"> • Hand out a large KWL chart (on chart paper) and do a picture-walk of the chosen text. • The group will work together to fill in the K column and the W column. • Read the text (choral reading) and the teacher will jot down any new facts/ideas suggested by the students in the L column. • After the text is read, discuss the KWL chart. 						
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min or Day 4	<ul style="list-style-type: none"> • Hand out a KWL chart to go into every students journal/reader's response notebook. • Choose a text and have each student brainstorm what they know about the topic and what they wonder about. Record answers on the KWL chart. • Students read the text and fill in what they learned about the topic. • Hand in for assessment. 						
Differentiation	Use pictures, scribe, and/or simple text.							
Assessment	Assess work sample in journals/reader's response notebook. Assessment tool – anecdotal notes							
Next Steps								
Reflections								

Lesson Name	Probable Passages: Story Impressions	
Expectations	<p>Gr. 2 R 1.1 Read some different literary texts, graphic texts informational texts. R 1.3 Identify several reading comprehension strategies and use them appropriately before, during and after reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.</p> <p>Gr. 3 R 1.1 Read a variety of literary texts, graphic texts and informational texts. R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts. R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Fictional texts for shared reading and guided reading texts Journal/Reader’s response notebook Venn diagram 	
Prior Knowledge	How to fill in a Venn diagram would be helpful.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min or Day 1	<p>Probable Passages The teacher begins by explaining and modeling probable passages.</p> <ul style="list-style-type: none"> Choose up to 7 key vocabulary words/phrases from the text that represents various elements (setting, characters, problem, and solution) and write them on the chalkboard. Ask the students to use the vocabulary words to create probable passages (predictions) about the text. Discuss predictions with the group. Read the story to confirm or modify predictions. <p>(Example: <i>The Balloon Tree</i>, by Phoebe Gilman) Vocabulary: magical, search, plant Setting: castle Characters: Princess Leora, Archduke Problem: traitor Solution: balloon tree</p>
<i>Shared Practice:</i>	15 min or	Portable Passages

Providing an opportunity for the students to follow along and join in the reading.	Day 2	<ul style="list-style-type: none"> Choose up to 7 key vocabulary words/phrases from a new text that represents various elements (setting, characters, problem, and solution). Ask the students to use the vocabulary words to create and record in their journal probable passages (predictions) about the text. Discuss predictions with the group. Read the story to confirm or modify predictions.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min or Day 3	Story Impressions The teacher begins by explaining and modeling Story Impressions. <ul style="list-style-type: none"> Choose up to 7 key vocabulary words from the text that represents various elements (characters, setting, problem, solution). Tell the students that these words are clues to the text. List the words in sequential order as they appear in the text. Have the students use the words to create predictions either orally or in written form. Have the children share their predictions with the group. Read the text and have the students compare/contrast their predictions with the original by using a Venn diagram in their journal.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min or Day 4	Story Impressions <ul style="list-style-type: none"> Choose up to 7 key vocabulary words from the text that represents various elements (characters, setting, problem, solution). Tell the students that these words are clues to the text. List the words in sequential order as they appear in the text. Have the students use the words to create predictions in their journal/reader's response notebook. Have the children share their predictions with a partner. The students read the text and compare/contrast their predictions with the original by using a Venn diagram.
Differentiation	There are a variety of texts that you may choose from for independent practice. Students may orally tell their predictions and have them scribed.	
Assessment	Listen to students oral responses. Assess work samples in journal/reader's response notebook. Assessment tool – Anecdotal notes	
Next Steps		
Reflections		

Lesson Name	Reconstructing Text	
Expectations	Student will learn how words are sequenced to make a sentence.	
Catholic Graduate Expectations	<p>CGE 2a - An effective communicator listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2b - An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c - An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 4f - A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>CGE 5e - A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Materials/Resources	<ul style="list-style-type: none"> • Morning Message • Writing utensils • Sentence Strips • Pocket chart 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 Min	<ul style="list-style-type: none"> • Read the morning message together. • Cut the message into words. • Mix up the words. • Recall the message with the students. • Choose the words and put them in the pocket chart in the correct sequence. • Re-read the message.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	<ul style="list-style-type: none"> • Distribute a word to several students. • Ask “Who has the first word?” “What comes next?” etc. • Students come forward and put the word in the pocket at the correct spot. • Re-read the message to check that it is correct. • Repeat several times to include all students.
<i>Guided Practice:</i> Gradually giving the		

student more responsibility for using the strategy.		
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10 min	<ul style="list-style-type: none"> • Read the morning message. • Pass out copies of the morning message to all students. • Students will cut out the words in the
Differentiation	Indicate how this lesson could be differentiated for students. This section could also include adaptive technologies if necessary.	
Assessment	Teacher observation, anecdotal records, work samples	
Next Steps		
Reflections		

Lesson Name	Rivet	
Expectations	<p>Gr. 2 R 1.1 Read some different literary texts, graphic texts and informational texts. R 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.2 Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.</p> <p>Gr. 3 R 1.1 Read a variety of literary texts, graphic texts and informational texts. R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.2 Explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.</p>	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Text: narrative or informational texts (short texts) Text choice in this lesson plan: <i>The Balloon Tree</i>, by Phoebe Gilman, Chart paper, markers, chalk, post-it notes 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min Or Day 1	<p>Rivet Rivet is used to introduce important vocabulary words, activate students' prior knowledge about a topic and make predictions about a text.</p> <ol style="list-style-type: none"> The teacher chooses up to 6 vocabulary words that represent various elements of the text. The teacher draws spaces to represent the number of letters in the word. The letters of the first word are filled in one at a time. (It looks like "Hangman".) After each letter is recorded, students are given an opportunity to "guess" the word. Students can view the words when all the spaces have been filled in. Explain that the students can now use those words to make predictions about the text. Model through a think-aloud(s) how the students can use the vocabulary

		<p>words in their predictions.</p> <p>Example: t r _ _ (tree) (“I wonder if the story has a tree in it.”)</p>				
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	<p>10 min Or Day 1</p>	<ol style="list-style-type: none">1. The teacher may choose a text like, <i>The Balloon Tree</i>, by Phoebe Gilman. 6 vocabulary words chosen from this text could be: castle, princess, wizard, blossom, quiver, and traitor.2. On the chalkboard the teacher draws the appropriate lines to match the number of letters in each word.3. As each letter is written down, students guess the word.4. Some words will need to be defined for students to understand (e.g., quiver and traitor). Once all the words are written down, students try to predict what the story is about.5. Record predictions on the chalkboard.				
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	<p>20 min or Day 2</p>	<ol style="list-style-type: none">1. The teacher chooses a new text with up to 6 new vocabulary words to set up Rivet.2. Once Rivet has been played and the words discussed, predictions about the story can be made and recorded by the teacher on chart paper. <table border="1"><tr><td>Our Predictions About the Text</td><td>What is in the Text?</td></tr><tr><td></td><td></td></tr></table> <ol style="list-style-type: none">3. Students read the text in a guided reading group.4. Students are given 6 post-it notes to tag where the 6 vocabulary words can be found in the text.5. Discuss if their predictions about the story helped to reveal what was in the text.	Our Predictions About the Text	What is in the Text?		
Our Predictions About the Text	What is in the Text?					
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	<p>20 min or Day 3</p>	<ol style="list-style-type: none">1. The class plays Rivet with a new text. Students write their predictions into their journal/reader’s response.2. After independently reading the text, students respond in their journal about the accuracy of their predictions.				
<p>Differentiation</p>	<p>Students may draw pictures about their predictions rather than writing. Students may orally discuss their predictions and what is actually in the text. For Rivet, the teacher may choose as few as 3 words.</p>					
<p>Assessment</p>	<p>Assess journal entry: look at quality of sentences/pictures, do they make sense?</p> <p>Assessment tool – Anecdotal notes</p>					
<p>Next Steps</p>						
<p>Reflections</p>						

Lesson Name	Self-Monitoring	
Expectations	<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, using: semantic cues, syntactic cues and graphophonic cues Gr. 3 R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, using: semantic cues, syntactic cues and graphophonic cues</p>	
Catholic Graduate Expectations	<p>CGE 2a - The effective communicator listens actively and critically to understand and learn in light of gospel values. CGE 2b - The effective communicator reads, understands and uses written materials effectively. CGE 3c - A reflective thinks reflectively and creatively to evaluate situations and solve problems. CGE 4f - A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p>	
Materials/Resources	List materials/references	
Prior Learning	List any prior knowledge that may be required for this lesson. This section might be left blank.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	Time will vary.	<p>Student will independently self-prompt when reading.</p> <ul style="list-style-type: none"> The strategies listed below target students who are not able to self-prompt for all cueing systems (i.e. structure, visual, meaning) as demonstrated on their Reading Record Diagnosis. The recommendations for the teachers are to teach all self-prompting strategies explicitly and with repetition. In a shared reading activity, the teacher, using think aloud, models self-monitoring strategies such as: <ol style="list-style-type: none"> "I am pointing to each word to make sure that I am reading it properly." "I am checking the picture to make sure that what I am reading makes sense with this story." "I wonder what would make sense here." "Look at the first letter. Get your mouth ready." "Read to the end of the sentence." "Does it sound right? Does it make sense? Can we say it that way? Was I right?"

		<ul style="list-style-type: none"> g. "Go back and reread." h. "Check it. Were you right? How did you know?" (Did their explanation include MSV and C?)
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	Time will vary.	<ul style="list-style-type: none"> • As students become better readers, the following prompts can be used for reinforcement in small groups: <ul style="list-style-type: none"> a. I noticed you stopped. Now, can you tell me why? b. What did you notice? (If they are unsure, try "Look at this word. You said ... Is it ...? What else could it be? Could it be ...?") c. What do you expect to see? d. I like the way you tried to work that out. e. Try that again. You almost got it right. f. See if you can find the mistake?
<i>Independent Practice:</i> Students begin to use the strategy using real text.	Time will vary.	<ul style="list-style-type: none"> • Apply these strategies during independent work time. • Students are asked what they did when they got stuck. They explain strategies to teacher/class.
Differentiation	Indicate how this lesson could be differentiated for students. This section could also include adaptive technologies if necessary.	
Assessment	Teacher observation, anecdotal report, running records, benchmarks, Reading interview	
Next Steps		
Reflections		

Lesson Name	Self-Monitoring and Word Attack Strategies	
Expectations	<p>Gr. 2 R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.1 Identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.</p> <p>Gr. 3 R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.1 Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Create an anchor chart of the 3 cueing systems • Create an anchor chart of the word attack strategies • Picture Books: fictional texts or non-fictional texts • Guided reading texts and texts for independent reading • Journal/Reader's response notebooks 	
Prior Learning	Students should know their letter-sounds and blends.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min or First Day	<p>The 3 Cueing Systems</p> <ul style="list-style-type: none"> • Explicitly teach the students about the 3 types of cueing systems: <ul style="list-style-type: none"> -graphophonic (Does it look right?) -syntactic (Does it sound right?) -semantic (Does it make sense?) • Provide an anchor chart showing these 3 cueing systems. • Choose a favourite text and model self-monitoring using the 3 cueing systems through think-alouds. Be very clear how this is done; for example, make reading errors and then question yourself using the 3 cueing systems to try to correct your mistakes. • Encourage students to ask themselves the 3 questions when they are reading during their independent reading block.
<i>Shared Practice:</i>		<p>Word Attack Strategies (from www.readinga-z.com) These strategies can be used by students to help decode,</p>

Providing an opportunity for the students to follow along and join in the reading.		<p>pronounce and understand words.</p> <ol style="list-style-type: none"> 1. <u>Picture clues.</u> Is there anything in the picture that would help make sense of the unfamiliar word in the sentence? 2. <u>Sound out the word.</u> Start with the first letter and blend the letter sounds together. 3. <u>Look for chunks in the word.</u> Look for prefixes, suffixes, base/root words, and small words in big words. Blend the chunks together. 4. <u>Reread the sentence.</u> Read the sentence more than once to see if you can make sense of the unfamiliar word in the sentence. 5. <u>Skip a word.</u> Read past the unfamiliar word and look for clues. 6. <u>Use prior knowledge.</u> Think about what you know so far in the text, the subject of the text, and see if that can help you with the unfamiliar word. 7. <u>Connect to a word you know.</u> Think about a familiar word that may match the unfamiliar word. Compare to see if you can make sense with the unfamiliar word. <hr/> <ul style="list-style-type: none"> • Create an anchor chart of these 7 strategies. • Go through the anchor chart with your students. • Choose a text to read aloud to the class. Deliberately make some reading errors. Ask students to help you out by using the 3 cueing systems and the word attack strategies to figure out the correct word is and thus make sense of the sentence.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		<p>Guided Reading: Small Groups</p> <ul style="list-style-type: none"> • During guided reading groups have these 2 anchor charts nearby for students to refer to. • Explain to students that they use these anchor charts to help figure words out in their guided reading texts. • If a child does refer to the anchor charts when reading, acknowledge this and praise the child for using one of the strategies. • Explain to the students that pretty soon they will become so very good at reading that they will use these strategies automatically and will eventually not need the anchor charts anymore.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		<p>Individual Reading Conferences</p> <ul style="list-style-type: none"> • Create bookmarks with the 3 cueing systems and word attack strategies for students to refer to when they are independently reading. • During a reading conference discuss with individual students which strategies they like the best, which ones work for them and which ones confuse them. • Re-explain the confusing strategies and provide an example so that they can make sense of it.

		<ul style="list-style-type: none"> Have students use their journal to reflect how they use these strategies, what works, what doesn't work and how well they use them.
Differentiation	Provide pictorial clues to match up with each word attack strategy. Teach only a few strategies at a time (break it down over the course of a few weeks).	
Assessment	Assess reflection in the Journals/Reader's Response notebook. Assessment tool – anecdotal notes	
Next Steps		
Reflections		

Lesson Name	Story Mapping	
Expectations	<p>Gr. 2 R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details.</p> <p>Gr. 3 R 1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively CGE 5a - A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	<ul style="list-style-type: none"> Fairy tale story mapping template chart of word clues for beginning, middle and end common text for a small group or the whole class, 	
Prior Learning	The students will have completed work on sequence and the words in stories that are clues for the beginning, middle and end of a story.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	<ul style="list-style-type: none"> Introduce the purpose of a map. (show directions, landmarks etc.) One can also map a story. Oral re -tell of the story of <i>Goldilocks and the Three Bears</i> or another well-known fairy tale. Together map the story using the template found in the appendix. The students tell where and when the story occurred, the characters, and the events that happened in the beginning, middle and end then the conclusion.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ul style="list-style-type: none"> Use a fictional text and introduce the text by doing a picture walk. What do we think we know? (The students will start to determine setting and the character and may predict the problem.) Review the work on sequence words that indicate the beginning , middle and end. (chart) Read aloud the text taking pausing to see if any part of the story map has been answered.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	25 min.	<p>Whole Group or Small Group Reading:</p> <ul style="list-style-type: none"> Each small group or the whole group selects a new text and the teacher guides them through ERT (Everyone Read To... (Four Blocks). The teacher sets a purpose and the students read silently or whisper read to find out the answer. Example: "Everyone read to find out..." "Everyone read to figure out ..." The group then selects characters to act out different

		parts of the story as it is being choral read.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min.	<ul style="list-style-type: none"> • The students complete the story mapping template using the story that was just read and performed. • They share their work with a partner and make any changes or additions.
Differentiation	Students may add illustrations to support the wording. They may work with a partner during the independent stage. The use of another fairy tale may be helpful.	
Assessment	Teacher assessment of written work using anecdotal notes. Teacher assessment of role playing and choral reading using observation and a checklist.	
Next Steps		
Reflections		

BLM

My Story Map

Setting:

When

Where

Characters:

Who

Problem:

Beginning

Middle

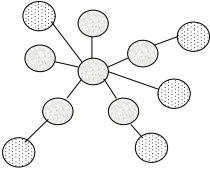
Conclusion:

Lesson Name	Tired Words	
Expectations	<p>Gr. 2 R 2.4 Identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts. R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues , syntactic cues, graphophonic cues.</p> <p>Gr. 3 R 2.4 Identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts. R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: : semantic cues , syntactic cues, graphophonic cues. W 2.3 Use words and phrases that will help convey their meaning as specifically as possible (<i>e.g., comparative adjectives such as smaller, smallest; adverbs</i>).</p>	
Catholic Graduate Expectations	<p>CGE 3c – A reflective and creative tinker who thinks reflectively and creatively to evaluate situations and solve problems CGE 5b – A collaborative contributor who thinks critically about the meaning and purpose of work</p>	
Materials/Resources	<ul style="list-style-type: none"> • Visuals – 8 x 14 sized beds to place the tired words on. • Visuals – 4 x 7 Balls or Running shoes to place the energetic words on. • Sentence strips with tired words in them. 	
Prior Learning	Students will have needed time to have a built up word wall in the room.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min.	<ul style="list-style-type: none"> • The teacher will share that she has a few sentences that he/she isn't satisfied with. Some of the words are tired. Explain that when you are tired, you have used too much energy and need a rest. Words are the same, sometimes words get tired and need a rest. We need to replace them with words that have more energy but have the same meaning. These words are called synonyms. • Show students the first sentence strip. The woman said, "<i>Stop and wait for the car to pass!</i>" Ask the students if they know what word is tired? (said) Said is used too much you are right! What could we change said to and have it mean the same thing? <i>Yelled, shouted, stated, exclaimed, screeched.....</i>

		As students give their energetic words, write them on sentence strip paper and place them on a ball or shoe. Take the word said and place it on the bed above the energetic words. Students will love this visual. Do three or four sentences with the students.
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ul style="list-style-type: none"> Working in a large group, brainstorm more tired words. What words do we see a lot when we read? (You can stick to types of words, what nouns, verbs etc.) Brainstorm as a group on the board all of the words they can think of. Teacher can do the Mind Reading technique again to extract some words from the students. Have students give you three of four new sentences to work with the tired words.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min.	<ul style="list-style-type: none"> In their flexible groups, have students work independently to create three sentences that each use a tired word. Below the tired word, have students print all the energetic words they can think of that would work. Share and extend with the whole group.
Independent Practice: Students begin to use the strategy using real text.	10 – 15 min.	<ul style="list-style-type: none"> Conferencing. Work with students to see their understanding and ability to apply synonyms to known words. If they have difficulty they will need to work with word meanings.
Differentiation		<ul style="list-style-type: none"> Students could work in pairs during Independent Practice while teacher circulates. Tired words could already be given to the students who are struggling to identify tired words on their own.
Assessment		<ul style="list-style-type: none"> Teacher observation of student participation Anecdotal records Conferencing.
Next Steps		
Reflections		

Lesson Name		Understanding Through Visualization
Expectations		<p>Gr. 2 R 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with inclusion of a few interesting details</p> <p>Gr. 3 R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts R 1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p>
Catholic Graduate Expectations		CGE 2b – An effective communicator who reads, understands and uses written materials effectively
Materials/Resources		<ul style="list-style-type: none"> • Fiction story • chart paper or overhead transparency and markers • drawing paper
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	<ul style="list-style-type: none"> • The teacher starts the lesson by asking the students to close their eyes and imagine a dog. • Ask the students to describe their dog. <ul style="list-style-type: none"> ○ What does the dog look like? ○ What is it doing? <p>Naturally the images of the dogs will vary.</p> <ul style="list-style-type: none"> • Emphasize that good writers create pictures in their minds. These pictures have detail. • The teacher reads an opening paragraph from a fiction story. The opening usually sets the stage for the story. • After reading the opening the teacher then draws what he/she saw (chart paper or overhead transparency). Emphasize that good draw skills are not necessary. • The teacher explains his/her thinking while drawing.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ul style="list-style-type: none"> • Using the overhead or chart paper the teacher posts a section from the same or another text. The class reads the section using a choral reading approach. • Then the students draw a rough sketch of what they visualize is happening in their reading journals. • They share and explain what is happening to a partner.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	<ul style="list-style-type: none"> • Using a given paragraph in pairs the students read the paragraph and make a joint picture of what they visualized. • Form groups of four and share the drawings. Additions can be made to the pictures.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	<ul style="list-style-type: none"> Using a short text (without pictures) the students create an accordion book which captures what they visualize is happening on each page or section. The students have an opportunity to share their accordion books and retell the story to a partner.
Differentiation	Choral reading and the pairing of students for shared practice assists students. Other reading levels can be accommodated through the selection of texts.	
Assessment	Observation, rating scale	
Next Steps		
Reflections		

Lesson Name		Vocabulary: Predicted, New, Linked
Expectations		<p>Gr. 2 R 3.2 Predict meaning of and quickly solve unfamiliar words using different types of cues, including semantic cues, syntactic cues and graphophonic cues.</p> <p>Gr. 3 R 3.2 Predict meaning of and rapidly solve unfamiliar words using different types of cues, including semantic cues, syntactic cues and graphophonic cues.</p>
Catholic Graduate Expectations		<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively</p> <p>CGE 5a - A collaborative contributor who works effectively as an interdependent team member</p>
Materials/Resources		<ul style="list-style-type: none"> • Non-fiction text for whole group and small group work • coloured markers • chart paper • other books on the same theme • graphic organizer - web
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min.	<ul style="list-style-type: none"> • Using a non-fiction book that relates to the student's science curriculum examine the cover, the title and table of contents • Brainstorm predictable vocabulary that they may find in the text. • Record it on a web in a specific coloured/texture.. • The teacher reads aloud the text or part of the text and the student listen for the predicted vocabulary and any new words. • During the reading the teacher jots down on his/her notepad words that the students identify as new.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	5 -10 min.	<ul style="list-style-type: none"> • Using the new words the students discuss where they will go on the web. Make links with any existing predicted vocabulary. (Record the new vocabulary in a new colour/texture.) 

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	<ul style="list-style-type: none"> Using the same book and section the students meet in small groups and read to find the predicted vocabulary while other groups find the new vocabulary. They then switch tasks. Then they use the new vocabulary and brainstorm other words that would help someone else understand the new words. The teacher circulates and assists individual groups and conferences with them. As a whole group they share suggestions that support the new vocabulary and add them to the web using a different colour/textured circle.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	<ul style="list-style-type: none"> The students take different chapters or books on the same theme. They are given a web sheet and 3 coloured markers (one for predicted vocabulary, another for the new vocabulary, and the other for words that support the new vocabulary) to construct their new web.
Differentiation	Buddy system, a variety of books for independent practice	
Assessment	Group conference, teacher assessment of web and anecdotal notes	
Next Steps		
Reflections		

Lesson Name	Words Within Words Strategy	
Expectations	<p>Gr. 2 R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.1 Identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.</p> <p>Gr. 3 R 3.2 Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic cues, syntactic cues and graphophonic cues. R 4.1 Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively</p> <p>CGE 3c – A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems</p>	
Materials/Resources	<ul style="list-style-type: none"> • Read aloud book • Visual plan to put on chalkboard or as a poster 	
Prior Learning	Ample time exploring small words.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min or First Day	<ul style="list-style-type: none"> • Choose a book of your own choice. • Read the book to the students, making stumbles on some words. • Think aloud, how you are going to solve these troublesome words....."I see the word and in this word....so it is st 'and' ing, oh I see St –and-ing....standing." • Reread the sentence for understanding and continue. • Do this sequence for about four or five words throughout the book. • Discuss what you did through questioning the students.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.		<p>Words Within Words</p> <ul style="list-style-type: none"> • Review with students what strategy you were using during the Read Aloud the previous day. • Have students work as pairs on the carpet area sharing the reading and practicing the strategy. Provide students with a Visual Instructional Plan on the chalkboard to follow such as the following: <ul style="list-style-type: none"> ○ Stop

		<ul style="list-style-type: none"> ○ Find a smaller word or chunk of the word ○ Try to put the parts together ○ Have the AHA! Moment. ○ Reread the sentence
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		Guided Reading: Small Groups <ul style="list-style-type: none"> ● Choose a guided reading book that the group will be able to practice the strategy with. ● Allow students to take turns using the strategy by sharing the reading. ● If a student is struggling to find a smaller word within the word, allow a peer to assist before the teacher. ● Discuss how this strategy helps them in their reading and understanding of the text.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		Individual Reading Conferences <ul style="list-style-type: none"> ● During the students one on one time with you, the teacher, allow the student to independently practice and show you their understanding of how and when to use the Words Within Words Strategy. ● Provide students with praise for successful attempts. ● Provide student time to reflect on their own use of the strategy and how it has helped with their reading and understanding of the text. ● Discuss how skipping the word completely might affect their understanding.
Differentiation	Allow students to write down ideas on paper as oppose to always orally telling them.	
Assessment	Observation using anecdotal chart or teacher generated checklist of “look fors” during guided and independent practice.	
Next Steps		
Reflections		

Lessons

Structure



Lesson Name	Awesome Adjectives	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers during class discussion. • A few short readings that contain adjectives, preferably that involve cars, trucks, or other motorized vehicles, but the topic is not truly critical today. • Each student should have a copy of the readings. These readings should also be copied out on chart paper. 	
Prior Learning	<p>This lesson needs to follow the lessons on verbs (Vrooming Verbs) and nouns (Nascar Nouns)</p> <p>Students need to understand what a wheel is and what it means to move (motion). They should also know how to mark a verb on a page (using a wheel symbol), and know the class' working definition of a verb. Students should also have a basic understanding of the definition of a noun and how to make the notations for it.</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	<ol style="list-style-type: none"> 1. The teacher should review the concept of nouns and verbs, and refer to the drawing or bulletin board. Now the teacher should ask students what kind of car they would like to drive/see/create. 2. List student answers on the board. Students should respond with colours and other descriptors. 3. When you have created a good list, ask the students what all of these words have in common. Keep working with them until they get that these words "describe," or "make a picture" of what the car looks like. 4. Now tell students that words that describe are called "adjectives," and write the definition on the board. Remember to leave space to change/add to your definition as you may need to change it as students become more savvy and confident when using them (adjectives modify nouns) 5. Tell students that adjectives are like the colour, shape, and other features of the body of the car. Label that portion of your drawing or bulletin board to reflect this.

<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	10 min	<ol style="list-style-type: none"> 1. Now work through a paragraph together on the chart paper. Have students raise their hands when they hear a noun, verb, or adjective. 2. Mark adjectives with a picture that looks like the body of a car without wheels (as simple as two rectangles with half-circles taken out of the bottom where the wheels would be). 3. You may also want to use a specific colour to indicate an adjective; use your best professional judgement based on your students. 4. Make sure to leave your completed paragraph on display for students to refer to as they work in their groups and independently.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	5 min	<ol style="list-style-type: none"> 1. Give students a short paragraph to work on in small groups. 2. Have them repeat the same process you used as a class to identify and mark nouns, verbs, and adjectives. 3. Take up the passage as a class and model the appropriate notations for students.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	5-10 min	<ol style="list-style-type: none"> 1. Now have students work independently on a short passage. 2. Students should make notations for nouns, verbs, and adjectives. At the bottom of the page, have students fill in the blanks for the two parts of speech that they now know. “A noun is a _____, _____, or _____.” “A verb is a word that _____.” “An adjective is a word that _____.” 3. Students should hand in their work to be assessed by the teacher.
Differentiation		<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students.
Assessment		<ul style="list-style-type: none"> • Teacher Observation • Checklists • Rubric
Next Steps		
Reflections		

Lesson Name	A Wonderful Animal	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Overhead or chart copy of a passage about an animal with verbs, nouns adjectives removed. Copies of the passage for pairs/small groups. 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5-10min	<ol style="list-style-type: none"> Teacher shares (on overhead or chart) a passage about an animal that has most significant verbs, adjective and nouns removed. [e.g. A wonderful animal is the _____. It is very special because it can _____ very well. It moves by _____. It likes to eat _____ . . .]
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	<ol style="list-style-type: none"> Students brainstorm ideas for what type of animal the passage might be about. The teacher can choose a few examples and orally work with the students to ‘fill in’ a few sentences (eg. “If the story was about a giraffe, what word would go in the sentence <i>It likes to eat</i> _____?”)
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15min	<ol style="list-style-type: none"> Students work with partners or in small groups to make the story fit their animal of choice. They need to select the proper parts of speech to fit the missing sections and choose words that fit their animal of choice. Groups share their stories with the class. As they read, the teacher can ask “how did you know the word <i>running</i> fit that spot in the story”, guiding students to identify that they know because it sounds right.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20 min Day 2, or in Literacy Centers	<ol style="list-style-type: none"> Students can write similar stories independently. Story frames might include topics like <i>My favourite activity</i> or <i>A Great Adventure</i> that have many possibilities for topic choice.
Differentiation	The teacher can prepare a selection of passages of varying lengths and complexity. Most of the words left in the passages will be simple joining words, students will be expected to select words from their own vocabulary/reading levels.	

Assessment	Teacher observation, anecdotal records, work samples.
Next Steps	
Reflections	

Lesson Name	Guess the Covered Verb	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues.	
Catholic Graduate Expectations	CGE 5a - A collaborative contributor who works effectively as an interdependent team member	
Materials/Resources	<ul style="list-style-type: none"> • A read aloud text • Transparencies • Guided reading pages 	
Prior Learning	Verbs and actions words are terms that the students will need to understand.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min. or Day 1	<ol style="list-style-type: none"> 1. The teacher pre-selects a text with a focus on action words. He/she has previously chosen verbs that will be omitted and will think aloud the possible words that would “sound right” in the sentence position as the story is being read to the class. 2. For example, it will not “sound right” if an attempt is made to put a noun or another part of speech in the place of a verb. Model this for the first $\frac{3}{4}$ of the text.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min. or Day 2	<ol style="list-style-type: none"> 1. Have photocopied the next 2 pages (depending on the length of the text) on overhead transparencies. 2. Cover verbs in the sentences and have students suggest a word that would “sound right” in this place. Record all of these possibilities. 3. In groups have the students read the sentences with the various suggestions being used.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min. or Day 3	<ol style="list-style-type: none"> 1. Small, mixed ability groups are given the last page or pages of the text with words omitted, and will work together to suggest words that would “sound right” to complete the story. 2. They will write or draw these verbs in the space provided.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min. or Day 4	<ol style="list-style-type: none"> 1. Individual students will be given the pages created in the other guided reading groups and will be allowed time to read them independently. 2. Meet as a large group to share their learning.

Differentiation	<ul style="list-style-type: none"> • Students can work in pairs for the independent practice if the text is to difficult for some • Students can draw pictures to complete the sentences • Personal dictionaries may be used • Students can be challenged to suggest several possible verbs that would “sound right” in the sentences. 	
Assessment	<ul style="list-style-type: none"> • Student work samples • Student participation • Teacher observation of students’ use of verbs 	
Next Steps		
Reflections		

Lesson Name	Jack and Jill	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Chart with the four lines of <i>Jack and Jill</i> (Jack and Jill went up the hill To fetch a pail of water. Jack fell down and broke his crown And Jill came tumbling after.) 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min.	<ol style="list-style-type: none"> 1. The teacher will read a familiar nursery rhyme such as <i>Jack and Jill</i>, but will substitute incorrect words in some places. (e.g. <i>Jack and Jill cried up the hill to fetch a bag of water. Jack fell down and spilled his crown and Jill comed tumbling up.</i>)
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ol style="list-style-type: none"> 2. Show the chart with the four lines of the nursery rhyme. 3. The teacher will read it again now that the students can see the text, but will substitute the words as above. 4. Ask the students if anyone noticed that the teacher said some words differently than what are actually in the rhyme. 5. Point out that “cried” sounds right until we read the rest of the line, and then it doesn’t sound right. 6. Repeat this with the other four words pointing out that the substitutions do not look like the words that are written, but that the teacher was saying the words he/she was thinking were going to be there. 7. He/she needs to look more carefully at the words to be sure he/she is reading what is written. This is true for everyone when they are reading. The word “comed” is the way some younger people talk, but it is not proper English. 8. After each of the errors have been discussed, have the students read the rhyme a few times in large and small groups.

Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min.	<ol style="list-style-type: none"> 1. In their guided reading groups have the students look carefully at what they are reading, and decide if there would be any places where they might be tempted to make a substitution of a word different from what is written in the text, but once they read on their word doesn't "sound right". Share their thinking within their group.
Independent Practice: Students begin to use the strategy using real text.	20 min.	<ol style="list-style-type: none"> 2. In their independent reading texts, have the students self monitor to see if they are making substitutions that are different from what is written in the text, and once they read on they realize their word doesn't "sound right". 3. Have them flag these pages (no more than 5) so that they can share them with the large group.
Differentiation	<ul style="list-style-type: none"> • Students can work in pairs at independent reading time • Practice with another nursery rhyme for those students for whom this is a need • Challenge students to create a similar lesson with a rhyme they know 	
Assessment	<ul style="list-style-type: none"> • Student participation • Teacher observation • Anecdotal records 	
Next Steps		
Reflections		

Lesson Name	Mad Libs	
Expectations	R 3.2 - Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Several “Mad Lib” style stories that have either been composed by the teacher, or are passages they have removed nouns, adjectives and verbs from (not all, but enough to leave many options for students. One should be on chart paper or overhead for the shared practice portion of the lesson. Chart stand and chart paper (the teacher may want to prepare a page already divided into sections for the parts of speech). 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<ol style="list-style-type: none"> Teacher reads a story that they have put together “Mad Lib” style (taken out some nouns, adjective and words and substituted with some funny alternates). Teacher explains how the put the story together (“It was missing words, so I put it words that sound right, though some of them were silly”), the teacher should point out that while some of the words are silly, there are certain types of words that sound right for each place (“Where is says <i>the girl</i> ___ <i>to the park</i>, I couldn’t say <i>dog</i> or <i>pink</i>, it had to be a verb, an action word).
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15min	<ol style="list-style-type: none"> Students brainstorm words for each of the categories (nouns, verbs, adjectives) and teacher records on chart paper. On chart or overhead, students and teacher work together to complete a story with the word list (emphasize that the story can be silly, but the kind of word they put in has to sound right).
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20min (day 2)	<ol style="list-style-type: none"> Teacher gives students stories with words missing (stories can be written at a variety of levels of difficulty and a variety of lengths). Students work with partners to make up their own versions of the story. Stories can be bound into a class book or shared with the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20-30min	<ol style="list-style-type: none"> Students write their own stories with words missing for other students to complete. They should label spaces with the type of word students need to put in

		<p>(you might want students to be more specific than “noun” and label “person” “place” or “thing”).</p> <p>2. Students can complete one another’s stories.</p>
Differentiation	<p>Students have the opportunity to use class generated word lists, or think of new words independently to complete the stories. Fewer words can be removed and easier reading passages can be provided for struggling readers, and more words can be removed from more difficult passages for stronger readers.</p>	
Assessment	<p>Teacher observation, anecdotal records, work samples.</p>	
Next Steps		
Reflections		

Lesson Name	Mixed-up Mascot	
Expectations	<p>R 3.2 - Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.</p> <p>W 2.6 – Identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers.</p>	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Pre-written letter from a fictional character (could be a class pet, or stuffed “pet”). The first letter (this activity can be repeated with different letters) could have the character state, “I am not very good at writing since I am a [guinea pig, teddy bear], I would like you to help me learn to be a better writer.” 	
Prior Learning	Before this letter arrives, the character should be established with the class. If there is no existing pet or mascot, introduce one to the class (a little stuffed animal is perfect).	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10min	<ol style="list-style-type: none"> Teacher presents an envelope addressed to the class. Opens and reads the beginning of the letter (the letter should have many words that don’t sound right in the story, they could be grammatical errors, or incorrect parts of speech. One mistake might be chosen and repeated several times in the letter, and future letters could feature different errors for the students to spot). Teacher notes first error, “Oops, I think that ____ might have made a mistake, that word doesn’t sound right. I think I will fix it to say ____.”
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5min	<ol style="list-style-type: none"> Teacher reads through the next error and says “something doesn’t sound right, can anybody hear what it is?”
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10min	<ol style="list-style-type: none"> Class reads through the rest of the letter, the teacher can stop and fix anything that the students hear is wrong.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20min	<ol style="list-style-type: none"> Students write a letter back to their mascot/pet with suggestions on how they can make sure their writing sounds right. (This lesson focuses on practicing the “does it sound right” strategy in a written piece of work, but students who can

		<p>use this strategy in writing can transfer this to their reading. At the end of the lesson, the teacher can also say “When we read a piece of writing we have done or a friend has done, if it doesn’t sound right, what do we do?” [student responses, should get something about fixing the writing] “When we read a book that has been published, if something doesn’t sound right, what should we do?” [work through discussion to establish that in published work it is most likely the reader who has made a mistake] “If you notice something doesn’t sound right when you read, what should you do” [go back, re-read – students provide strategy suggestions])</p>
Differentiation		
Assessment	Teacher observation, anecdotal records, work samples.	
Next Steps		
Reflections		

Lesson Name	Nascar Nouns – Day 1	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively. CGE 5e - A collaborative contributor respects the rights, responsibilities and contributions of self and others.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers during class discussion. • A few short readings that contain nouns, preferably that involve cars, trucks, or other motorized vehicles, but the topic is not truly critical today. Each student should have a copy of the readings. These readings should also be copied out on chart paper. 	
Prior Learning	This lesson needs to follow the lessons on verbs (Vrooming Verbs) Students need to understand what a wheel is and what it means to move (motion). They should also know how to mark a verb on a page (using a wheel symbol), and know the class' working definition of a verb. Students should also have a basic understanding of the words "person," "place," and "thing."	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10-15 min	<ol style="list-style-type: none"> 1. Teacher will begin the lesson by referring to the car diagram on the board and asking students about what a verb is. Now the teacher will ask the students if a car can go with just wheels (or wheels and an engine if you have used both metaphors). 2. Ask the students, "what else does a car need to go?" List student answers on the board and work with them until you get to "driver," or more specifically, a "person". 3. Ask students to list some people they know and write these on the board. 4. Now ask students what else a person needs to drive a car. List the answers on the board. Keep working until you get students to say "somewhere to sit", and "keys". 5. Now tell students that a noun is a special kind of word that represents either the driver, the front seat, or the key. The driver is a person, the front seat is a place, and the key is a thing. 6. Add the following sentence to your car. "Nouns are people, places, and things." Remember, this is a working definition, so leave space to change (in this case, also to add) to your sentence.

<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	10 min	<ol style="list-style-type: none"> 1. Now share a short paragraph with the class. 2. Read the paragraph together and have students raise their hand when they think they hear either a person, a place, or a thing. 3. When the class agrees that they have discovered a noun, they should mark the space above the word with one of three symbols. If it is a person, they should use a stick figure of a person, if it is a place, they should mark it with a chair (an L shape with two legs is fine), and if it is a thing, they should use a simple picture of a key (a skeleton key is easiest to draw). 4. It is important to have students identify the type of noun at this point to demonstrate that they understand the different components that meet the criteria for being a noun. 5. As students progress, you may find it preferable to have them mark nouns with one type of sign. 6. Students should also be raising their hands and indicating when they see a verb. Verbs should be marked with the wheel symbol they have been using for the past two days.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	5-10 min	<ol style="list-style-type: none"> 1. Have students work in small groups to identify the nouns and the verbs in one or two short selections. 2. The class should take up the paragraphs together and the teacher should mark the correct notations on chart paper. Students should correct their work and fill in the blanks at the bottom of their page, "A noun is a _____, _____, or _____."
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>		<ol style="list-style-type: none"> 1. Independent practice will occur tomorrow.
<p>Differentiation</p>	<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students. 	
<p>Assessment</p>	<ul style="list-style-type: none"> • Teacher Observation • Checklists 	
<p>Next Steps</p>		
<p>Reflections</p>		

Lesson Name	Nascar Nouns – Day 2	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers during class discussion. • A few short readings that contain nouns, preferably that involve cars, trucks, or other motorized vehicles, but the topic is not truly critical today. Each student should have a copy of the readings. These readings should also be copied out on chart paper. 	
Prior Learning	<p>This lesson needs to follow the lessons on verbs (Vrooming Verbs) and Day One of Nascar Nouns.</p> <p>Students need to understand what a wheel is and what it means to move (motion). They should also know how to mark a verb on a page (using a wheel symbol), and know the class' working definition of a verb. Students should also have a basic understanding of the definition of a noun that the class learned about yesterday.</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5-10 min	<ol style="list-style-type: none"> 2. The teacher should review the concept of a noun and its three parts that was discussed yesterday. 3. Now is the time to answer questions about nouns and about specific words that students might have questions about. 4. You may at this time get questions about pronouns, or about ideas/concepts (which are also nouns). If students ask about pronouns, tell them that you will be covering them on another day, but that yes, they are a special kind of noun. 5. If students start asking about ideas/concepts, use your professional judgement. 6. It may be appropriate for some classes to incorporate this information, while for others, it may be more appropriate to address this in a one-on-one situation for a more advanced learner.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	<ol style="list-style-type: none"> 1. Share a paragraph with the class and make the proper notations whenever you encounter a noun or verb. 2. You may need to do two or three of these in order to solidify the concept. 3. Make sure to leave the chart paper on display so that students can refer to it as they work on their own assignments.

Guided Practice: Gradually giving the student more responsibility for using the strategy.		
Independent Practice: Students begin to use the strategy using real text.	5-10 min	<ol style="list-style-type: none"> 1. Now have students work independently on a short passage. Students should make notations for both nouns and verbs. 2. At the bottom of the page, have students fill in the blanks for the two parts of speech that they now know. “A noun is a _____, _____, or _____.” “A verb is a word that _____.” 3. Students should hand in their work to be assessed by the teacher.
Differentiation	<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students. 	
Assessment	<ul style="list-style-type: none"> • Teacher Observation • Checklists • Rubric 	
Next Steps		
Reflections		

Lesson Name	Old MacDonald Had a Zoo	
Expectations	R 3.2 - Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Chart stand and chart paper • Typed or written copies of student sentences cut into sections and stored in envelopes or baggies 	
Prior Learning	If students have not worked with a t-chart, a brief introduction should be made during the guided practice phase of the lesson.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5min	<ol style="list-style-type: none"> 1. Teacher leads students in song <i>Old MacDonald had a Farms</i>. 2. Teacher suggests some words that don't fit (eg. <i>Old MacDonald had a pink</i> or <i>Old MacDonald had a running</i>), ask students "Does that sound right?"
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5min	<ol style="list-style-type: none"> 1. Students suggests animals and sounds that fit the pattern of the song. Teacher asks "Does that sound right?" If the suggestions fits, the class sings the verse. 2. Teacher asks students for suggestions of words that would not fit the patterns (verbs, adjectives).
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15min	<ol style="list-style-type: none"> 1. Teacher tells students "Imagine Old MacDonald sold his farm and bought a zoo. What kinds of things might you see at his zoo?" 2. Students brainstorm ideas of things that might be found at the zoo, and verbs to describe them. The teacher tracks suggestions on a t-chart with the labels "Nouns" and "Verbs" (even younger students who do not yet know the terminology of parts of speech will catch on to the types of words that go in the "Noun" and "Verb" columns). Teacher should record at least one suggestion per student and record who gave the suggestion.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20min on day 2	<ol style="list-style-type: none"> 1. Teacher prepares a sentence strip with each students' <i>Old MacDonald had a Zoo</i> suggestion and cuts it up into individual words (these may be stored in a baggie or envelope per student). 2. Students put their sentences in order (teacher has

		<p>students check the sequence by asking “Does that sound right?”) and glue them on the bottom of a plain sheet of paper. They may illustrate their sentence.</p> <p>3. Teacher may collect student work and bind together to make a classroom book.</p>
Differentiation	<p>During the guided practice phase of the process, teachers can begin with stronger students, so that struggling learners will have several examples modeled before they are asked to share.</p> <p>During the independent practice phase, teachers can cut sentences into fewer pieces (2 words instead of 1) for struggling learners, or into more pieces (syllables rather than just words) for more advanced readers.</p>	
Assessment	Teacher observation, anecdotal records, work samples.	
Next Steps		
Reflections		

Lesson Name	One-to-One Matching Piggy Back Lesson	
Expectations	R 2.2 Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts.	
Catholic Graduate Expectations	CGE 2a - An effective communicator who listens actively and critically to understand and learn in light of gospel values CGE 2b - An effective communicator who reads, understands and uses written materials effectively CGE 4f - A self-directed, responsible, lifelong learner who applies effective communication, decision-making, problem-solving, time and resource management skills	
Materials/Resources	Simple texts for teacher modeling and for shared practice.	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<ol style="list-style-type: none"> 1. Teacher reads text to student demonstrating tracking of print with his/her finger. 2. Next, child piggybacks his/her finger on teacher's finger. 3. Teacher reads text again while child piggybacks and echoes teacher. 4. Repeat lesson with demonstration of teacher error to allow students opportunity to correct teacher, finding errors using the following prompts: <ul style="list-style-type: none"> • Did we read it with our fingers? • Did that match? • Were there enough words? • Did we run out of words?
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	<ol style="list-style-type: none"> 1. Next, child piggybacks and reads in chorus with teacher. 2. With a partner the students work together to piggyback their fingers on one another and read a short text together. 3. Repeat with different partners and different texts.

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	ongoing	1. Students are given numerous opportunities to practice this strategy across curriculum activities and in their guided reading texts.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	ongoing	1. The child demonstrates this skill independently. (This works for return sweep to next line also.)
Differentiation	<ul style="list-style-type: none"> • The length and complexity of text may vary • Fewer or more practice opportunities may be provided based on student need 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • anecdotal records 	
Next Steps		
Reflections		

Lesson Name	Part of Speech Aerobics	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Short story, passage or poem to read aloud. 	
Prior Learning	Some knowledge of parts of speech.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10min	<ol style="list-style-type: none"> Teacher should review the parts of speech (verbs, nouns, adjectives). Teacher models actions for each part of speech; verbs (running on the spot), nouns (point to self), adjectives (touch eyes, ears, mouth, nose, present hands – representing the fact that adjectives describe what our five sense detect). Teacher calls out random adjectives nouns and verbs and does the action appropriate to each one.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5min	<ol style="list-style-type: none"> The teacher reads the first few pages of the story. When the teacher gets to a verb, noun or adjective, they stop, point it out, and do the action.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	5-10min	<ol style="list-style-type: none"> The teacher reads the rest of the story, without pointing out the verbs, nouns and adjectives. Teachers should read slowly enough that students can read, though quickly enough that the students are moving fairly constantly. Each time the teacher says a verb, the students do the verb action, each time the teacher says a noun, they do the noun action, each time they say an adjective, they do the adjective action.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20min (next day or literacy centers)	<ol style="list-style-type: none"> Students sort collections of words into verbs, nouns and adjectives. These collections can be chosen from guided reading texts, word walls or read alouds. Students choose a word from each part of speech and make sentence or stories based on the words.

Differentiation	<ol style="list-style-type: none"> 1. Students who struggle to identify parts of speech will be able to pick up on cues from other students in the class, as the class is completing the actions together. 2. The first time the activity is completed, the teacher should choose a passage with simple and more obvious nouns, verbs and adjectives. 3. As the students become more comfortable identifying the parts of speech, more complex stories can be chosen.
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal records • Work samples
Next Steps	
Reflections	

Lesson Name	Perfect Prepositions	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers during class discussion. • A few short readings that contain adjectives, preferably that involve cars, trucks, or other motorized vehicles, but the topic is not truly critical today. Each student should have a copy of the readings. These readings should also be copied out on chart paper. 	
Prior Learning	Students need to understand what a wheel is and what it means to move (motion). They should also know how to mark a verb on a page (using a wheel symbol), and know the class' working definition of a verb. Students should also have a basic understanding of the definition of a noun and how to make the notations for it. Students should also know the working definition of an adjective and the notation for it.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	<p>The teacher should review the concept of nouns, verbs and adjectives, and refer to the drawing or bulletin board. Now is the time for the teacher to check for understanding and answer any questions the students have regarding any of the previously taught parts of speech.</p> <p>Now ask students what else they might need for their car. Ask them what they might use if they got lost, if they wanted to find a way to get somewhere. Work with students until you get some variation of "map." Students might also mention GPS, Mapquest, a compass, or some other way of navigating.</p> <p>Now tell students that some words are like maps, they tell us "where" something is. To stimulate words for a list, ask students where, for example, they could place a pencil at their workspace. You may also have to demonstrate once or twice, but soon enough, they will be able to generate a list of words like "under," "on," and "beside." Tell students that these words are called prepositions because they indicate where something happens. Write this definition on your display or bulletin board. Make sure to leave space to change your definition as students gain confidence with the part of speech (prepositions also indicate when something happens).</p>
<i>Shared Practice:</i> Providing an opportunity	10 min	<p>Now work through a paragraph together on the chart paper. Have students raise their hands when they hear a noun, verb,</p>

for the students to follow along and join in the reading.		adjective, or preposition. Mark prepositions with a 4-point compass image (a cross labeled with N,S,E, and W). Make sure to leave your completed paragraph on display for students to refer to as they work in their groups and independently.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	5 min	Give students a short paragraph to work on in small groups. Have them repeat the same process you used as a class to identify and mark nouns, verbs, adjectives, and prepositions. Take up the passage as a class and model the appropriate notations for students.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	5-10 min	Now have students work independently on a short passage. Students should make notations for nouns, verbs, and adjectives. At the bottom of the page, have students fill in the blanks for the two parts of speech that they now know. "A noun is a _____, _____, or _____." "A verb is a word that _____." "An adjective is a word that _____." "A preposition is a word that _____." Students should hand in their work to be assessed by the teacher.
Differentiation		<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students.
Assessment		<ul style="list-style-type: none"> • Teacher Observation • Student work samples • Checklists • Rubric
Next Steps		
Reflections		

Lesson Name	Phonemic Awareness	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using syntactic cues.	
Catholic Graduate Expectations	CGE 2a - An effective communicator who listens actively and critically to understand and learn in light of gospel values CGE 2b - An effective communicator, who reads, understands and uses written materials effectively CGE 5a - A collaborative contributor who works effectively as an interdependent team member CGE 5e - A collaborative contributor who respects the rights, responsibilities and contributions of self and others	
Materials/Resources	<i>Real Spelling Tool Kit</i> , Melvyn Ramsden <i>Remediation Plus</i> <i>Unlocking Literacy, Effective Decoding & Spelling Instruction</i> , Marcia Henry <i>Complete Reading Disabilities Handbook</i> , Wilma H. Miller www.realspelling.com www.wordworkskingston.com <i>Real Spelling Tool Kit</i> , Melvyn Ramsden Screen boards (wooden boards with screen fastened to them)	
Prior Learning	Students would have to know some consonant sounds and at least one vowel sound.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.		<ol style="list-style-type: none"> Using plastic letters on the overhead projector teacher will ask children to give words that begin with m /m/”, as he/she shows the letter m on the projector. Make words with plastic letters on the overhead projector. Teachers are encouraged to use the strategies in programs such as Remediation Plus, Jolly Phonics, and Making Words in order to prompt students to create more words.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the		<ol style="list-style-type: none"> As Shared Practice, have students pair up and using a screen board, the children place papers on top of screen boards and copy a letter onto paper with a crayon. Writing with crayon on a screen provides a raised texture, which the child can trace with a finger while saying the sound.

reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		<ol style="list-style-type: none"> 1. Teachers or group leaders are asked to select a book that contains a good number of sight words. 2. Once the text is read students are asked to complete a sight word on dice activity. 3. Children assemble a sentence from their leveled book using words that are printed on dice. The words of a particular part of speech should be printed on each die. One die with nouns, one with verbs and one with adverbs.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		<ol style="list-style-type: none"> 1. Newspaper Relay: Give each student the same page from a newspaper and have them circle/highlight all of a certain sound.
Differentiation	<p>Students with greater ability could be given the task of finding and highlighting more than one sound using different colours.</p> <p>Students could also be given peer helpers if they are struggling with sound recognition.</p>	
Assessment	Teacher observation, students' ability to circle or highlight their given sound	
Next Steps		
Reflections		

Lesson Name	Pocket Chart Puzzle	
Expectations	R 3.2 - Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively CGE 4a – A collaborative contributor who works effectively as an interdependent team member	
Materials/Resources	<ul style="list-style-type: none"> Poem or paragraph printed on coloured sentence strips (1 colour per sentence) cut into individual words Pocket chart Chart paper and markers 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10min	<ol style="list-style-type: none"> Teacher prepares a poem/short passage on sentence strips. Each sentence should be on a different colour paper. The teacher cuts the sentence apart and mixes the words in each sentence up (make sure to keep each sentence separate and make note of the order of the sentences). Teacher tells students “I wrote a poem on sentence strips to share with you, but I dropped in on the floor and the sentences all got mixed up. Each sentence was written on a different colour. Can you help me put them back together so that they sound right?” Teacher puts the first set of words in the pocket chart and thinks aloud as they put the words in order. At the end, they ask the students “Does that sound right?”
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10-15min	<ol style="list-style-type: none"> Student volunteers can help make suggestions to put the next few sentences back in order.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15min	<ol style="list-style-type: none"> The teacher places the remaining sentences in the pocket chart (still scrambled). Students work in small groups to piece the remaining sentences back together and record their suggestions on chart paper. Groups may either present, or post work for a class gallery walk.
<i>Independent Practice:</i>	10-15min	<ol style="list-style-type: none"> The teacher can prepare small stories and poems and

Students begin to use the strategy using real text.	at literacy center	<p>make individual puzzles for use during literacy centers. Students can reflect on either comprehension of the passage or the process of completing the puzzle.</p> <p>2. Students could also create their own puzzles at literacy centers for other students to solve.</p>
Differentiation	Individual student practice can contain passages of a variety of levels of difficulty.	
Assessment	Teacher observation, anecdotal records, work samples.	
Next Steps		
Reflections		

Lesson Name	Punctuation Practice	
Expectations	3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including syntactic (language structure) cues (e.g. punctuation).	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Message on chart paper • Guided reading pages with punctuation removed • Post-its or small pieces of paper 	
Prior Learning	Students should know the punctuation symbols (period, comma, etc.)	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min.	The teacher has a message written on the chart, but has omitted the punctuation. Leave the capitals in place since this will make it easier for students to decide where the sentence ends, and the emphasis will remain on punctuation and not capitalization. He/she reads the message aloud to the students, taking no pauses. The teacher then thinks aloud that it didn't "sound right" for some reason. Students should identify that the periods, etc., are missing.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	The teacher will ask the students to join in the reading with him/her without the punctuation, and will explain that then they will work together to make it "sound right". Read as a large group. The teacher thinks aloud to decide where the first period should go, and can then ask students to decide. They can come up and write the punctuation in the correct spots. Reread several times with the punctuation in place. Teacher can point out that now it sounds right and it is easier to understand the message. Ask the students to share their thoughts on this, and point out that sometimes when we read we do speed up and pay no attention to the punctuation, so our reading doesn't "sound right".
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min.	Have a page from students' guided reading texts prepared with the punctuation removed. Within their groups they can read the passage without the punctuation, and then decide where the periods should go in order to make the piece sound right. The students can write in the punctuation and reread it again, noticing how much easier it is to understand.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min.	Students can choose a book from their independent reading file. As they are reading ask them to take note on a post-it or small piece of paper of how many punctuation symbols are on the page (this could reinforce taking a tally from their math program). There should be quite a few, and this would indicate that these are an important part of the text. Students can have fun trying to read without taking note of the punctuation, and then reread more slowly, attending to the punctuation. Come together as a large group to share the tallies of the punctuation on the pages, and to share their learning. If the students do not point out that reading fast is not the way to read for understanding, the teacher should emphasize this. Our reading sounds much better when we pay attention to punctuation.
Differentiation	<ul style="list-style-type: none"> • Length of text and time given to complete the guided and independent practices could be increased or decreased • Students for whom this is an area of greatest need can be given multiple opportunities to practice this type of activity 	
Assessment	<ul style="list-style-type: none"> • Student participation • Student work samples • Anecdotal records 	
Next Steps		
Reflections		

Lesson Name	The Jaberwocky	
Expectations	R 3.2 - Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> A copy of the Lewis Carroll poem <i>The Jaberwocky</i> (available in many poetry collections and online) on overhead or chart paper. Student copies of the poem. 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10-15min	<ol style="list-style-type: none"> Teacher tells students “We are going to read a very silly poem today by a man named Lewis Carroll. The poem is silly because Lewis Carroll made up a lot of words in his poem, but the neat thing is that the poem still sounds right. Teacher reads aloud the first stanza of the poem, stopping to say what they think some of the words might mean, and identifying the parts of speech (eg. That must be a noun, because the _____ says the _____”). The teacher chooses one part of speech, nouns, verbs or adjectives to “hunt for” in the poem (the activity can be repeated later with the other parts of speech). They use a highlighter to go through the first stanza and find all of one part of speech.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10min	<ol style="list-style-type: none"> The teacher and students read through the next two verses and students help “hunt for” the part of speech from earlier in the lesson.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15min	<ol style="list-style-type: none"> Students take their own copy of the poem and work with a buddy to be detectives for the rest of the poem (the teacher may need to read through the entire poem with the students as some of the language is difficult). Whole class meets to share and check “detective work” with one another.
<i>Independent Practice:</i>	20min	<ol style="list-style-type: none"> Students can write their own nonsense poems.

Students begin to use the strategy using real text.	(day two or in literacy centers	2. The teacher can use other nonsense poetry and have students do detective work independently (teacher should specify the part of speech they would like students to look for).
Differentiation	a. The teacher can choose passages of varying degrees of complexity. b. Younger students may need to begin with non-nonsense passages.	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal records • Work samples 	
Next Steps		
Reflections		

Lesson Name	The Poetry Window	
Expectations	<p>R 1.1 Read a few different types of literary texts, graphic texts and informational texts.</p> <p>R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues, including: . . . syntactic (language structure) cues.</p>	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Chart paper or blank overhead transparency with t-chart. 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5min	<ol style="list-style-type: none"> Teacher looks out the window and thinks aloud (“wow, it is a really beautiful day outside, I see lots of really nice things out the window”). The teacher chooses a noun to put down on the left side of the chart.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20min	<ol style="list-style-type: none"> Teacher says “I would like to add another noun to my list for things I see out the window, does anyone see another person, place or thing I can put on my list.” Teacher puts a student suggestion down. Teacher adds more items to the list from student suggestions. Once many nouns have been listed, the teacher and students go back through and add an adjective or verb to the right side of the chart to describe each noun. (After each one the teacher should ask, <i>Falling snow, does that sound right?</i>) The teacher and students work together to create sentences or lines in a poem about what they have seen out their window.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15min	<ol style="list-style-type: none"> Students use illustrations from guided reading texts as “windows” into the world of the story. Students create lists of nouns with adjectives and verbs to describe them from the story and can use the list to create sentences which will form a poem about their story.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10-15min	<ol style="list-style-type: none"> Students use the class t-chart, or t-charts they have made to write their own descriptive sentences or poems.

Differentiation	Since all students suggest ideas, students who might struggle will have lots of peer modeling before they are invited to share a word/idea for the chart.	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal records • Work samples 	
Next Steps		
Reflections		

Lesson Name	The Sentence Mobile	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator presents information and ideas clearly and honestly with sensitivity.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers during class discussion. • A piece of chart paper for each small group with the outline of your car diagram on it. • A handout that has a picture of a car on it. The picture should be basic in design and reflect the concepts discussed to date. 	
Prior Learning	Students need to understand what a wheel is and what it means to move (motion). They should also know how to mark a verb on a page (using a wheel symbol), and know the class' working definition of a verb. (Vrooming Verbs lessons) Students should also have a basic understanding of the definition of a noun and how to make the notations for it. (Nascar Nouns lessons) Students should also know the working definition of an adjective (Awesome Adjectives lesson) and the notation for it, as well as the definition and notation for a preposition. (Perfect Prepositions lesson)	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	The teacher should review the concept of nouns, verbs and adjectives, and prepositions and refer to the drawing or bulletin board. Now is the time for the teacher to check for understanding and answer any questions the students have regarding any of the previously taught parts of speech. Tell students that when you combine all of the different elements you have been discussing you get something special – a sentence! A sentence is just like a car because it is made up of parts that all do special jobs to make the car go and get to where it needs to go.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	In small groups on the chart paper, have students write in words that are appropriate to the different parts of the car. Verbs in the spaces occupied by the tires, nouns where the driver is, adjectives on the body of the car, and prepositions beside the compass. The compass or map will need to be placed outside the car for this activity so that students have the room to make a list
<i>Guided Practice:</i>		

Gradually giving the student more responsibility for using the strategy.		
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10-20 min	<p>Now have students work independently on their handout of the car design. Each student should select appropriate words from their group's chart paper and add them to their smaller version. Instruct students to create one new sentence out of the words on their car on the space provided below their car. They should also title their page "The Sentence-Mobile", and they should fill in the blanks of the following sentence at the bottom of their page</p> <p>"A sentence is made of _____, _____, _____, and _____."</p> <p>Students should hand in their work to be assessed by the teacher.</p>
Differentiation	<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students. 	
Assessment	<ul style="list-style-type: none"> • Teacher Observation • Student Work Samples • Checklists • Rubric 	
Next Steps		
Reflections		

Lesson Name	Under Construction	
Expectations	R3.1 Automatically read and understand many high frequency words. R3.5 Use parts of speech appropriately to communicate their meaning.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively CGE 5a - A collaborative contributor who works effectively as an interdependent team member	
Materials/Resources	<ul style="list-style-type: none"> A five or six word sentence cut apart into individual words for the Teacher Modeling section Three or Four sentences written on different colours of paper cut apart for the Shared Practice time 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min.	The teacher will have a five or six word sentence cut up into individual words. He/she will model how he/she decides in which order to put the words to make each sentence sound right.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	Have three simple to more complex sentences cut apart. (These sentences could be from any of the curriculum areas.) Be sure to put each sentence on a different colour of paper. Beginning with the first sentence, give a word to individual students and have them decide how to make the sentence sound right. Post this on the chart. Repeat with the other sentences and different students until all sentences are constructed and posted on the chart. Have groups read these sentences until each group has read each sentence.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	Have students copy one or two sentences from their guided reading texts. The students will cut their sentence(s) apart and trade with someone in their group, who will reconstruct the sentence in the proper order.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	ongoing	Put sentences from the previous sections of this lesson at a literacy work station for independent practice.

Differentiation	<ul style="list-style-type: none"> • The number and the complexity of the sentences may vary • Additional practice may be provided for some students • Guided groups can be multi-leveled • Students could reconstruct their own sentences
Assessment	<ul style="list-style-type: none"> • Teacher observation of student participation • Student work samples • Anecdotal records
Next Steps	
Reflections	

Lesson Name	Using Visual/Auditory Cues	
Expectations	R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues including graphophonic cues.	
Catholic Graduate Expectations	CGE 2a - An effective communicator who listens actively and critically to understand and learn in light of gospel values CGE 2b - An effective communicator who reads, understands and uses written materials effectively CGE 2d - An effective communicator who writes and speaks fluently one or both of Canada's official languages	
Materials/Resources	<ul style="list-style-type: none"> • White board or chart paper • Different coloured markers • Student journals and/or creative writing folders 	
Prior Learning	Students should have an understanding that many sounds are made by combinations of various letters.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min.	<ol style="list-style-type: none"> 1. Teacher thinks out loud while writing the morning message. For example, "Today... how does that start? What does it look like? What sounds do you hear?" 2. As the teacher continues to write, the words are said slowly, stretching and emphasizing each sound. 3. Children predict the letters in the word based on the auditory cues.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	<ol style="list-style-type: none"> 1. Read the completed message as a large group, stretching out the words to emphasize each sound that is being heard. 2. Call on smaller groups (just the girls or boys, those with blonde hair, etc., January birthdays, etc.) to read individual words in this drawn out manner.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	ongoing	<ol style="list-style-type: none"> 1. Students gradually take over the morning message and the teacher assists as necessary.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	ongoing	<ol style="list-style-type: none"> Students do independent journal entries or activities saying the words, and stretching them out as they are writing them. <p>(Apply this skill across curriculum.)</p>
Differentiation	<ul style="list-style-type: none"> Students can work in multi leveled groups Length of the messages/entries can be varied to suit student abilities 	
Assessment	<ul style="list-style-type: none"> work samples teacher observation anecdotal records creative writing portfolios 	
Next Steps		
Reflections		

Lesson Name	Vrooming Verbs – Day 1	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 4c - A self-directed responsible, lifelong learner takes initiative and demonstrates Christian leadership.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers. • A few short readings that contain a lot of movement, preferably that involve cars, trucks, or other motorized vehicles. Each student should have a copy of the readings. These readings should also be copied out on chart paper. 	
Prior Learning	Students need to understand what a wheel is and what it means to move (motion).	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	Teacher performs various actions (skip, hop, clap, run) and has the students name the action/motion. Each time the students name an action, the teacher will write the name of the action on the board. When you have compiled a list of 7-10 words on the board, discuss with students what all of these words have in common. Tell students that these types of words are called verbs, and write the name on the board, but do not tell the students what the definition of 'verb' is.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15-20 min	<p>Now have the students work in small groups. Have each member of the group come up with 2 or 3 different actions and see if the others in the group can guess what the action is. When they have discovered what the action is, they should record their answer on a piece of paper to share with the class. Share the groups answers as a class, and add any new action words to your list on the board.</p> <p>Now, see if the class can come up with a working definition for a verb. It doesn't have to be perfect, because it may change as students discover more about verbs and actions.</p> <p>Tell students that verbs are very much like the wheels of a car, they help to move the sentence along and show actions. Refer to your bulletin board or drawing and add your definition to it. You might also want to incorporate the action words the class has generated into your board or drawing.</p> <p>Now tell students that you are going to share a reading about cars and that you would like students to raise their hand when they think they hear a verb. As you read and discuss whether words are verbs, mark the chart paper whenever you agree</p>

		that a word is, in fact, a verb. Use a picture of a wheel above the word to reflect that the word is a verb. Work through one passage together and leave your completed work posted for students to refer to.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	5-10 min	Have the students work in small groups of 3 or 4 on another of the sample paragraphs. Students should read the passage out loud together and stop when they think they have found a verb. If they agree, then they should mark the word with a wheel, just as you have done on the chart paper.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		Independent practice will occur during the second lesson.
Differentiation		<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students.
Assessment		<ul style="list-style-type: none"> • Teacher Observation • Checklists
Next Steps		
Reflections		

Lesson Name	Vrooming Verbs – Day 2	
Expectations	R 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> • An empty bulletin board or section of the chalk board to record answers during class discussion. • A few short readings that contain a lot of movement, preferably that involve cars, trucks, or other motorized vehicles. Each student should have a copy of the readings. These readings should also be copied out on chart paper. 	
Prior Learning	This lesson needs to follow Vrooming Verbs-Day 1. Students need to understand what a wheel is and what it means to move (motion). They should also know how to mark a verb on a page (using a wheel symbol), and know the class' working definition of a verb.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	Teacher will begin the lesson by referring to the car diagram on the board and asking students about what they learned yesterday. If there is any tweaking to be done by the class to the definition of a verb, it may be done here. Also, after having a night to think and reflect upon verbs, students might need certain ideas clarified or have questions answered. Now is the time to tackle these before you build on the concept.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10-15 min	Now share another short paragraph with the class. Read the paragraph together and mark the verbs in the same way you did yesterday. You may share a few paragraphs if you think that that class requires more reinforcement of the concept.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10 min	Now have students attempt to identify verbs in a paragraph independently. Each student should have a copy of the reading and each student should mark the words they think are verbs using a wheel. When they have completed the paragraph, have them fill in the blanks on a sentence that says.... "A verb is a word that _____"

		Students should hand in their finished work, which can be used as a formative assessment.
Differentiation	<ul style="list-style-type: none"> • Students who have difficulty writing may use assistive software or a scribe to complete the written parts of the activity. • Grouping of students is also very important. Readers of different levels should work together to help weaker students keep pace and learn with and from their peers. • The teacher may have to be a part of a group if more specific or intensive help is required by some students. 	
Assessment	<ul style="list-style-type: none"> • Teacher Observation • Checklists • Student work samples 	
Next Steps		
Reflections		

Lesson Name	Which One Sounds Right?	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Five pairs of statements for read aloud • Five pairs of statements on chart paper • Statements at guided reading groups' levels • Post-its 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min.	<p>The teacher reads two statements and asks students which one sounds right. Students hold up one finger if they think the first sounds right or two fingers if they think the second sounds right. Following are possible statements:</p> <ol style="list-style-type: none"> 1. <i>The kitten is cute. Or The kitten is dog.</i> 2. <i>I cooked to the cottage. Or I went to the cottage.</i> 3. <i>She likes to watch T.V. Or She likes to sing T.V.</i> 4. <i>He looked a great book. Or He read a great book.</i> 5. <i>It is a sunny day. Or They is a sunny day.</i>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	<p>Have five more pairs of statements written on chart paper. Following are possible pairs of statements:</p> <ol style="list-style-type: none"> 1. <i>The dog is kitten. Or The dog is cute.</i> 2. <i>I cooked dinner. Or I went dinner.</i> 3. <i>She likes movies. Or She likes drive.</i> 4. <i>He bought a book. Or Him book a book.</i> 5. <i>It is a cloudy day. Or They is a cloudy day.</i> <p>After the group reads each pair of statements the students will hold up one or two fingers to indicate which of the two sentences they feel is sounds right. Reread just the statements that sound right. Statements may be read by the large group or by smaller groups.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min.	In their guided reading groups have the students work together to read five statements at their reading level, which don't sound right. They can work together to suggest words that would sound right in the sentence.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	In their independent reading texts students will practice self monitoring to ensure what they are reading sounds right. They can flag a page if they made a structural error. (They read a word that didn't sound right so they had to go back and read it again.) Meet as a large group to share their learning.
Differentiation	<ul style="list-style-type: none"> • Statements may be more simple or complex depending on the reading level of the students • Statements may be repeated several times • Extra practice may be built in for those who need it 	
Assessment	<ul style="list-style-type: none"> • Teacher observation of student participation • Anecdotal records 	
Next Steps		
Reflections		

Lesson Name	Word Endings	
Expectations	R 1.1 Read some different literary texts (e.g. <i>poetry</i>). R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues, including semantic, syntactic and graphophonic.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • A poem on chart paper or on a transparency • Post-its covering some of the word endings in the poem • Individual copies of a poem for guided reading (John Updike & Dennis Lee both write wonderful children's poetry) 	
Prior Learning	This lesson will work best if students have read some poetry and have poems in their individual reading files or folders.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min.	The teacher reads the poem aloud before showing the text to the students. He/she will explain that she/he will read the poem again, but that she/he is going to leave out something, and that the students will have to listen very carefully to hear what's missing. The teacher reads the poem again, leaving the final consonants or suffixes off of some of the words. Once the students have identified that the ending sound(s) of some of the words were not read, the shared reading text can be displayed.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	The poem with the word endings covered with post-its can be read with the students. After reading it this way once, the teacher may ask "What happens when we don't read the whole word?" Students may reply "It doesn't make sense" or "It doesn't sound right." The teacher will think aloud that when she's/he's reading and something doesn't "sound right", she/he rereads it again and looks more closely at the whole word. Together they will read the poem again with the students predicting what ending sounds have been hidden. Invite students to come up and remove the post-its to reveal the endings. When all post-its have been removed, reread the poem again a few times as a large group and in small groups. Emphasize that now it "sounds right" because we're not leaving off the last of the words which happens sometimes when we are reading.
<i>Guided Practice:</i> Gradually giving the	10 min.	In their guided reading groups, students will be given a poem at

student more responsibility for using the strategy.		their reading level with some word endings missing. They will read the poem and fill in the word endings to make the poem “sound right”.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min.	Students will read a poem from their individual poetry collection, and will use five post-its to cover the endings of five words in their piece. They will then exchange their poem with a partner to read the poem without the endings, predict what is hidden, and then remove the post-it to reread the poem now that it “sounds right”. They may exchange with a few different partners, so that each student will read a variety of poems.
Differentiation		<ul style="list-style-type: none"> • During the independent activity students could be given more or fewer than five post-its • Students could work in pairs rather than on their own during the independent practice • This lesson could be repeated a number of times using different texts for those students whose PM assessments indicate that this is an area of need
Assessment		<ul style="list-style-type: none"> • Teacher observation of student participation • Anecdotal records
Next Steps		
Reflections		

Lessons

Visual



Lesson Name	Alphabet Book	
Expectations	R 3.1 Spell many high-frequency words correctly.	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • “A is for Algonquin: An Ontario Alphabet” by Lovenia Gorman and Melanie Rose • “M is for Maple: A Canadian Alphabet” by Mike Ulmer and Melanie Rose-Popp • Booklet with at least 26 pages for students to write in. 	
Prior Learning	Single letter sounds.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	Read Aloud – using one of the suggested books above, or another alphabet book, read the story while modelling any other words that could be used for each letter.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 - 15 min	After reading the book, ask students if they have anything that they would like to add to any of the letters (H for hockey, B for beaver, etc). Start brainstorming additions as a class.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20 min	Divide the class into small groups. Have them brainstorm an alphabet book for their class (i.e. A is for our teacher Mrs. Anderson who loves to eat apples). They may want to focus on 5-7 letters.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20 min	Assign each student one letter of the alphabet so that they can use the ideas that they brainstormed in the last section. Combine the letters/sentences/illustrations into a classroom alphabet book.
Differentiation	<ul style="list-style-type: none"> • You can provide a template with the letters of the alphabet down the side of the page and have students fill it in for the guided practice section. • Allow for the use of Dragon Naturally Speaking for student to voice in their ideas. 	

	<ul style="list-style-type: none"> • Allow for the use of Kurzweil 3000 so that students can have their work read back to them so they can check for errors. • Encourage the use of fewer/more words that start with that letter of the alphabet, depending on student comfort and ability level. • Use this as an ongoing project so that students have their own personal spelling dictionary.
Assessment	Observation, anecdotal notes
Next Steps	
Reflections	

Lesson Name	Building Words	
Expectations	R 3.2 Predict the meaning of and quickly solve unfamiliar words using different types of cues, including graphophonic cues.	
Catholic Graduate Expectations	CGE 2b - An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Letters of the alphabet (either foam, magnetic, paper, etc.) 1/student Book with rhyming words (i.e. "Jillian Jiggs" by Phoebe Gilman) 	
Prior Learning	Letter sounds	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	Teacher reads aloud a rhyming book. After a few pages, pause before reading the rhyming word and allow students the time to work out a word that they might put there. When the read aloud is complete, ask students what the most common word (or sound) is in the story. Hopefully they will come up with the "ig" sound for Jillian Jiggs.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	On the board, using magnetic letters, put the letters "ig" together and have the students say the sound. Using the other letters of the alphabet, model coming up with some other words (some that are real, some that aren't) so that students can see the process. Once you come up with a few 3-letter words, begin to add other letters and ask students for their input.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20 min	Have students put the letters "ig" together on their desks and see if they can come up with any more words to add to the list that you have already begun.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10-15 min	Using another letter cluster (i.e. "at"), give students time to develop their own words using their letters. Share the words that the students have come up with and encourage them to make bigger words as they become familiar with the activity.
Differentiation	<ul style="list-style-type: none"> Provide students with a template so that they know how many letters to be using. Give students an alphabet strip so that they can use trial and error to come up with basic, 3-letter words. Give students specific letters so that they are not distracted by extras that they will not use. 	
Assessment	Observation, anecdotal notes, student mini-conferences	

Next Steps	
Reflections	

Lesson Name	Eye Spy- Words in Words	
Expectations	R 3.1 Automatically read and understand most high frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts	
Catholic Graduate Expectations	CGE 4f - A self-directed, responsible, lifelong learner who applies effective communication, decision-making, problem-solving, time and resource management skills	
Materials/Resources	<ul style="list-style-type: none"> • A list, pack of index cards or word wall for “million dollar” words (8- or more letter words) • Individual chalk or white boards or black construction paper • White chalk 	
Prior Learning	Students must have the ability to read 2- and 3-letter words, and have a fair grasp on decoding words phonetically.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Stumble upon a million dollar words during a read-aloud. 2. Print the word on the blackboard. 3. Talk about the word when printing it on the board. 4. Tell the class that it is hard to know what to do when confronted by a big word. 5. Tell the class the ideas or connections that occurred when writing the word (e.g., if the word is dandelion; say: “I see two words that I recognize in this word. The first is dan, which is my friend’s name, except with a capital D, and lion, king of the jungle.” 6. Tell them that you know how some of the word sounds because you know other words that look like parts of this word. 7. Investigate further by drawing attention to the unknown part of the word (e.g., for dandelion, say: “if I look at the middle part of this word, de, it reminds me of the word define, so the de in this word probably sounds like “di”. 8. Now read the word in its entirety. Telling the students that it was hard to do and that if I look for little words in big words it helps me to read them.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ol style="list-style-type: none"> 1. Teacher comes to the next challenging word, writes it on the board and asks the class to become involved. 2. Ask, “Can anyone remind me what I need to do in order to read this word?” 3. Teacher records, beside the new word, what words the students are reminded of (e.g., for dandelion, write: Dan, lion and define).

		4. If the students still seem unsure practice 3 or 4 as a class.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min	<ol style="list-style-type: none"> 1. During guided reading each teacher or leader follows the same lesson, only at the groups ability level. Practice makes perfect! 2. Teachers/Leaders record student observations on a chart paper.
Independent Practice: Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. Students are told they will have the chance to add a million dollar word to the word wall or class list. 2. Their task is to find an 8- or more letter word, make connections to other words in order to help decode the word and record their observations in the same way as shown in shared and guided reading. 3. Students are each given an individual chalkboard/ whiteboard or a piece of black construction paper and a piece of white chalk in order to do so.
Differentiation		<ul style="list-style-type: none"> • Teachers may choose to give weaker students a peer helper for the independent portion of this lesson. • Students may or may not be given permission to use a dictionary. • Teachers can reduce to letter number for weaker students to 5 or 6.
Assessment	Teacher collects completed independent work for assessment.	
Next Steps		
Reflections		

Lesson Name	Interactive Notebooks	
Expectations	<p>R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p>R 1.5 Make inferences about texts using stated and implied ideas from the text as evidence.</p>	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Notebook • Pencil • Pencil crayons • Highlighters • Coloured paper • Scissors • Glue stick • One prepared page as an example to show class at beginning of lesson 	
Prior Learning	Students should be shown the model of a page in an interactive notebook. The notebook is meant to be a fun way for students to interact with and explore new reading strategies and it is a great way for teachers to know if students understand the strategies being taught. This lesson is one example, but the concept is to use the notebook repeatedly with each new strategy taught.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> 1. Teacher explains what the layout of the book will be, using the previously prepared model as an example. The right hand page is where the students are expected to record standard notes about a strategy being taught and where teacher will comment on the student's display on the left hand side. 2. The left hand side of the notebook is where students are encouraged to create some sort of visual display, chart, graph, cartoon, whatever the student chooses, that will show the teacher they understand the concept of the strategy taught. 3. Introduce the reading strategy by naming it and modeling it through an appropriate read-aloud. 4. Explain connections made to the book while reading.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the	15 min	<ol style="list-style-type: none"> 1. Once reading the read-aloud chosen to show how the strategy works, ask the students for their input. 2. Ask, "What did I mean when I named this strategy?" (Some strategies are more easily explained than

reading.		<p>others.)</p> <ol style="list-style-type: none"> Record all of the students' responses on the blackboard, not commenting or affirming any particular one, in order to assess what the students already know about the strategy. End the shared session by writing down a formal definition of the strategy, and ask the students to record it on the right hand side of their notebooks.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<ol style="list-style-type: none"> During the guided reading session students should be given another opportunity to see how the reading strategy works. The teachers or leaders of the groups are leading the discussion about books chosen to show the new strategy.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> Students are given the opportunity to show what they know about the current strategy in whatever way they feel comfortable. Students are given permission to be playful, imaginative and creative, but are still required to do something with the information in order to help them internalize it.
Differentiation		<ul style="list-style-type: none"> The principle of an interactive notebook is to help students understand concepts they struggle with. The spiral instruction from teacher to student back to teacher helps the students better understand lessons they have not yet grasped and allows teachers to know which students have not yet grasped them. The interactive notebook appeals to multiple intelligences and is a safe way for students to feel they can express themselves without judgment. The books are not for anyone, but the individual students.
Assessment	Assessment is made by the teacher when the notebooks are collected. The teacher will know whether or the students understand the concept by the connections they draw on the left hand side of the book. The teacher can then comment on the work done or prompt the student to probe further or guide other connections to be made.	
Next Steps		
Reflections		

Lesson Name	Letter – Sound Match	
Expectations	<p>R 1.1 Read a few different types of literacy text (pattern books).</p> <p>R 3.1 Automatically read and understand some high-frequency words and words of personal interest.</p> <p>R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues- graphophonic.</p>	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Pocket chart (For the purpose of this lesson b, c, d and f have been chosen as the target letters) • 4 illustrations on index cards of the target alphabet letter (example: bike, bird, baby, bee, car, cake, candle, cut, dog, dig, daisy, dime, frog, five, flower, foot) • Chart paper • Large pieces of paper for Group Practice “B (letters will vary) is for _____”. • Magazines/newspapers/flyers to be cut up • Dictionaries • Class set of template similar to: <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>My name is _____ and it starts with _____.</p> </div>	
Prior Learning	Alphabet activities (recognition and recall). If dictionaries are used, students need to be familiar with alphabetical order.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> 1. In a pocket chart the teacher places the target letters, (example b, c, d and f), explaining that each letter has a special sound. 2. The teacher models the game of “Four in a Row” 3. The piles of index cards with illustrations matching the target letters are turned face down. 4. A student is invited to turn over the first card in the pile. 5. The illustration card is placed in the pocket chart corresponding with the initial consonant (example: c- car) 6. The objective of this game is to see which letter receives four illustrations in a row first.
<i>Shared Practice:</i>	10 min	<ol style="list-style-type: none"> 1. Brainstorm words that begin with the same sound to

Providing an opportunity for the students to follow along and join in the reading.		create an anchor chart for the targeted letters (Extension: as students progress with skill words can be added that have target letter located in middle and at end of a word, Example: begin with four, Frank, and move on to Jennifer..., chief...)
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<ol style="list-style-type: none"> 1. Students can work in small groups to create alphabet sentences with the letters that are the target for the lesson: 2. Each group is given magazines/newspapers/flyers/catalogues to cut out pictures and/or words that correspond with the target letter. 3. Each group is given a piece of paper with the target letter to look for, example: "B is for _____". 4. Students look through magazines/newspapers/flyers to find words and illustrations that begin with the same letter.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. Students look through a dictionary to locate pictures/words that begin with the same letter of their name. 2. Students select a book from their browser bin and complete the same activity. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> My name is _____ and it starts with _____. </div>
Differentiation		<ul style="list-style-type: none"> • Develop anchor charts for students who will need a visual reference. • Students can create alphabet sentences, example: "A is for _____". Students can complete the sentence with print or an illustration. • Provide opportunities for students to manipulate, identify and sequence letters of the alphabet (puzzles, letter/picture word matching games ...) • For reinforcement of this strategy use it in Daily Physical Activity (DPA) with each letter given a specific action (example: A-arch, B-bounce, C-clap and so on. A list of actions can be found in Hap Palmer's song "Alphabet in Motion" http://www.songsforteaching.com/happalmer/alphabetinmotion.htm
Assessment		The teacher observes the students' ability to use initial consonants to predict the words in a text. The teacher selects pairs of words, some of which begin with the same sound and some of which do not (example: door, dive/ bike, car)
Next Steps		
Reflections		

Lesson Name	Missing Word	
Expectations	R 3.1 Automatically read and understand some high frequency words and words of personal interest or significance, in a variety of reading contexts.	
Catholic Graduate Expectations	CGE 2b -An effective communicator who reads, understands and uses written materials effectively CGE 5e – A collaborative contributor who respect the rights, responsibilities and contributions of self and others	
Materials/Resources	*Sentences on chart paper/ transparency, text should contain familiar, high frequency words (usually 5 sentences is sufficient) *Sticky Notes (cut to match the shape of the covered word-each word requires 2 sticky notes) *Class set of different sentences containing high frequency words.	
Prior Learning	Children should be familiar with initial consonants.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min. or Day 1	<ol style="list-style-type: none"> 1. Teacher writes 5 sentences with high frequency words. 2. Teacher covers the word from beginning letter to the first vowel with the first sticky that is cut to match the shape of the word. 3. The second sticky covers from the first vowel to the end of the word. 4. Teacher models first sentence, writing possible guesses to the covered word on the side.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10min. or Day 2	<ol style="list-style-type: none"> 1. Students select a word to complete the sentence questions posed by teacher could include: Does the word make sense? Is the word the right size and shape? 2. Write the students' guesses to the covered word to the side. 3. Uncover the onset (first sticky note) and cross out any guesses that can now be eliminated. 4. Show the whole word and help the children to confirm which guess makes sense. 5. Reread the sentence as a whole.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min. or Day 3	<ol style="list-style-type: none"> 1. Students are given a prepared sentence strip and sticky notes. 2. Students are to find a high frequency word and cover it with sticky notes in the same manner as completed as a whole class. 3. Students work with a partner in attempting to guess the covered word.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20 min. or Day 4	<ol style="list-style-type: none"> 1. Students select a book from their browser bin. 2. Students read the text and implement strategy of covering words in a sentence and attempting to guess what would make sense (students can use their fingers at this point instead of sticky notes).
Differentiation	<p>Using students' names in sentences would be a fun and engaging activity for students who are beginning to develop this skill.</p> <p>The sentences may only require 1 sticky note to cover up the initial consonant of high frequency words.</p> <p>This activity could also be used with Big books and resources of various genres.</p>	
Assessment	Teacher observation, conferencing with students.	
Next Steps		
Reflections		

Lesson Name	Read Around (Word Family)	
Expectations	<p>R 1.1 Read a few different types of literacy text (pattern books, rhymes).</p> <p>R 3.1 Automatically read and understand some high-frequency words and words of personal interest.</p> <p>R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues-graphophonic.</p>	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator who reads, understands and uses written materials effectively</p> <p>CGE 5e - A collaborative contributor who respects the rights, responsibilities and contributions of self and others</p>	
Materials/Resources	<ul style="list-style-type: none"> • A predictable picture book that generates word family words. • Possible resources: Various authors (2002) Word Family Tales Scholastic; http://www.hubbardscupboard.org/printable_booklets.html#WordFamilyBooklets • chart paper to generate word families • Read Around cards -see lesson plan 	
Prior Learning	To use their existing knowledge of words to read unknown words. Students need background knowledge with rhyming words and to be able to demonstrate knowledge of word families—this is a culminating activity.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min.	<ol style="list-style-type: none"> 1. Teacher reads a pre-selected text which provides opportunity for students to generate word families. (<i>Word Family Tales</i> by Scholastic focus on a specific word family. They also provide riddles and a chant at the end of the text to reinforce the concept). 2. Teacher draws students' attention to particular words in the text by writing them on chart paper and discussing the letter patterns and parts of words. 3. Teacher has students manipulate parts of familiar words in order to construct other words. 4. A list of words is generated by students with changing the onset to make a new word (cat becomes rat). 5. Teacher models a Read Around: explaining that this is a game which will involve active listening, repeated oral reading and investigating word families.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ol style="list-style-type: none"> 1. Teacher selects a small group of students to introduce the Read Around process. 2. Students participate in a Read Around in small groups (number in a group depends on the Word Family cards). 3. Each child in the group has a card. The card would look like: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> I have the first card. Who has the word that rhymes with jet? </div> 4. The student who has the card with the rhyming word to jet would read his/her card. The card would look like: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> I have the word met. </div>

		<div>Who has the word that rhymes with bat?</div> <div>5. The game continues for the number of students who are participating. The last card to be played should look like:</div> <div>I have the word _____ (rhymes with second last card)</div> <div>Who has the first card?</div>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15min.	<ol style="list-style-type: none"> Students work in small groups to play a Read Around game. After the last card is read the students can exchange cards among themselves or with another group and repeat the game.
Independent Practice: Students begin to use the strategy using real text.	15 min.	<ol style="list-style-type: none"> Students return to their seat with the last card they read during the Read Around. They illustrate or print various other words that word fit into their word family. For example: If a child has the card <div>I have the word flip.</div> <div>Who has the word that rhymes with sit.</div> Students could be given a worksheet similar to: <div>I have the word ____ (flip) _____</div> <div>These are other words in the ____ (ip) _____ word family:</div> <div>_____</div> <div>_____</div>
Differentiation		<ul style="list-style-type: none"> Independent Practice: Students could be asked to only illustrate other words that correspond to the word family or they could be asked to print sentences with the words. Guided Practice: Students could work with a partner in the group setting to support each other in reading of the rhyming card.
Assessment		Teacher assesses the students' ability to manipulate onsets and rimes, which requires isolating the rime and adding new onsets to create different words. The teacher prints the word bed, then change he onset and print red and ask, "What is the new word?"
Next Steps		
Reflections		

Lesson Name	Regressive Cloze	
Expectations	<p>R 2.2 Recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts.</p> <p>R 3.1 Automatically read and understand most high frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts.</p>	
Catholic Graduate Expectations	CGE 2b An effective communicator reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> Familiar text or rhyme; each word written on a card to be placed in a pocket chart Pencil Notebook 	
Prior Learning	Initially, the students should be exposed to the text before the lesson.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> Teacher shows the students a reduced model of a well-known text (only the skeletal words exposed, the other word cards turned so that students only know the number of words). Read the text out loud clapping for the blank spaces. State, "I wonder what text this is?" Reread it and hum the missing words, in the rhythm of the text. Finally start filling words in and turning the cards around to confirm they're correct.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> The class is invited to complete the next text/rhyme in the same format. This time the teacher shows the class the completed text written on chart paper for a couple of minutes. This is important because you want the students to feel they can figure out what words are missing and without any guidance it may seem too grand a task. Students love to predict what words belong in the text, and this is a good way to teach patterns in text. Tell the students which type of word is missing if they become stuck on a word (noun, verb, adjective, etc.).
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ol style="list-style-type: none"> Teacher shows the class 5 or 6 new texts on paper. The class is divided into guided ability groups and each leader is given one of the reduced versions of the new texts. The guided reading groups work to complete their texts.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. During independent practice the students are challenged to create a regressive cloze for a picture book they really like, preferably a rhyming one. 2. Students then put their cloze activity in the book and hands both in to the teacher. 3. Giving the students the opportunity to type them out and challenge another student to read their book, then complete their activity is a really fun next step.
Differentiation	<ul style="list-style-type: none"> • During the guided reading block the teacher could assign certain easier or more challenging texts to appropriate groups. • Teachers could have the leaders copy one page from the leveled book their group is working on. The leaders would then white out the necessary words, put blanks in and make copies for the group to work on together. • Create a binder where students can access the cloze activities. 	
Assessment	Collect the student-created cloze activities. Use these to evaluate student's transfer skills.	
Next Steps		
Reflections		

Lesson Name	Rhyme Time	
Expectations	<p>R 1.1 Read a few different types of literacy text (pattern books, rhymes).</p> <p>R 3.1 Automatically read and understand some high-frequency words and words of personal interest.</p> <p>R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues-graphophonic.</p>	
Catholic Graduate Expectations	CGE 2b - An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Read aloud text (Rhyming-where spelling pattern is similar) • Mystery Bag containing several items that rhyme (fish/dish, book/hook) • Chart paper • Highlighters/markers • Guided Practice: Paper divided in half or see example in lesson • Independent Practice: Culminating Task(see example in lesson) • Possible resources for rhyming texts: I Like Pumpkins by Jerry Smath, Is Your Mama a Lama? By Deborah Guarino, The Flea's Sneeze by Lynn Downey, Chimps Don't Wear Glasses by Laura Numeroff, Mouse Mess by Linnea Riley, Five Little Kittens by Nancy Jewell, "There Was A Bold Lady Who Wanted A Star by Charise Mericle Harper, Down By The Cool Of The Pool by Tony Mitton, One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss and Jump, Frog, Jump by Robert Kalan 	
Prior Learning	Students should be familiar with rhymes and have the ability to hear rhymes in text. Students who have developed the ability to hear rhymes are often ready for the next step of identifying rhyming patterns.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p>Introduction to the Rhyming Mystery Bag:</p> <ol style="list-style-type: none"> 1. Teacher shows class the mystery bag and has children connect to prior knowledge of rhyming words. 2. Tell the students that inside the bag are various items that rhyme. 3. Show the class one object and invite students to guess what else is in the bag. 4. Continue until all items have been successfully determined. 5. Teacher pre-selects rhyming text. 6. Read the title emphasizing the focus of this reading will be to discover words that rhyme. 7. Teacher reads the text emphasizing the rhyming words.
<i>Shared Practice:</i>	15 min	<ol style="list-style-type: none"> 1. Teacher rereads the story encouraging the students to

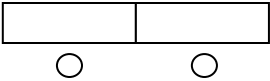
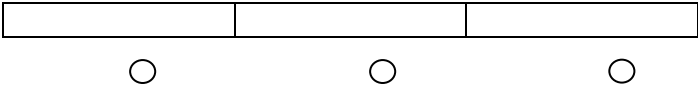
Providing an opportunity for the students to follow along and join in the reading.		<div>chime in as they hear the rhymes they are being said.</div> <div><div>2.</div><div>Review the story page-by-page writing the rhyming words found in the text on chart paper. Place the rhyming words side-by-side on the chart so students can make a visual connection.</div></div> <div><div>3.</div><div>Have students come up to circle or highlight the spelling patterns in the words that are similar.</div></div> <div><div>4.</div><div>Read the generated list of rhyming words together.</div></div>
<div>Guided Practice:</div> <div>Gradually giving the student more responsibility for using the strategy.</div>	15 min	<div><div>1.</div><div>Students are to create their own mystery rhyming pictures with a partner; instead of a bag they will be given a piece of paper.</div></div> <div><div>2.</div><div>The paper should be folded in half (having a line divide the paper may help some students recognize the objective is to draw two illustrations that rhyme, they are not to write the words). It will be for the partner to guess the words for the illustrations and to add the words.</div></div> <div>Example:</div> <div><div>My two rhyming pictures:</div><div><div>1.</div><div>2.</div></div><div><div>3.</div><div>Students can look at the chart of rhyming words from a text or could be encouraged to activate prior knowledge and think beyond the chart.</div></div><div><div>4.</div><div>Students exchange their rhyming paper with their partner.</div></div></div>
<div>Independent Practice:</div> <div>Students begin to use the strategy using real text.</div>	15 min	<div><div>1.</div><div>Students complete the guessing game of determining the two rhyming words of their partner.</div></div> <div>For example:</div> <div><div>I see _____ with</div><div>(classmate's name)</div><div>a _____ and a _____.</div><div>(rhyming object) (rhyming object)</div></div>
Differentiation		<div><div><div>•</div><div>Lesson could include discussion of rhyming words that do not contain a similar spelling pattern.</div></div><div><div>•</div><div>The students could circle the spelling patterns and differentiate between those rhyming words that have similar spelling patterns and those which look different (bear/hair).</div></div><div><div>•</div><div>Students could find words that rhyme on the Word Wall or around the class.</div></div><div><div>•</div><div>Home Connection: Students could be sent home with a rhyming bag where they would be responsible for finding two objects that rhyme and placing them in the bag. The student would only show one of the objects to the class. Classmates would then guess the other rhyming object. A note could be sent home similar to:</div></div></div> <div><div>Our class is working on rhyming words. Please help your child to place two items or pictures of items that rhyme in this bag. For example, a nail and a pail would be wonderful! Return the bag to school by (indicate</div></div>

	<u>date</u>). We will send the items home once our activity is complete. Thank you
Assessment	Teacher observation, rhyming checklists, work samples, culminating task of determining the rhyming words and spelling of these words.
Next Steps	
Reflections	

Lesson Name	Rhyming Words	
Expectations	R 3.1 Automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts.	
Catholic Graduate Expectations	CGE 2b - An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • “Sheep In A Jeep” by Nancy E. Shaw (or another book with predictable rhyming patterns) • Alphabet strip (1/group) • Partial sentence strips (at least 1/student) 	
Prior Learning	Common rhyming patterns	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	Read Aloud: Read the first few pages of “Sheep In A Jeep” so that students get an idea of the rhyming patterns in the book. Model for the students’ predictions of what words might rhyme by pausing and thinking aloud.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15-20 min	Invite students to guess words that go into sentences by continuing to read “Sheep In A Jeep” and allowing them to offer suggestions. If students are struggling, be sure to point out the formation of the letters (i.e. does it stay above the line or go below?). Be sure to praise all efforts, and if they are not logical, draw student attention to the pictures that accompany the sentences to help them.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	5-10 min	Give students partial sentence strips and have them fill in the blanks with rhyming words (you can cater difficulty to individual students after they do a few as a larger group). Provide time to share. If students finish early, they can illustrate their sentences.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20-30 min	Students will develop a final product of 2 illustrations that will go with rhyming sentences that they create.
Differentiation	<ul style="list-style-type: none"> • Students could work in groups instead of individually • For the final product, you could give students text prompts or you could give them illustrations that they provide rhyming sentences for • Students could use Dragon Naturally Speaking to voice in their sentences and have it read back to them using Kurzweil 3000 	

Assessment	Anecdotal notes/observations throughout, rubric for final product
Next Steps	
Reflections	

Lesson Name	Sounds Abound	
Expectations	R 3.2 Predict the meaning of and solve unfamiliar words using different types of cues- graphophonic.	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 5e - A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Materials/Resources	<ul style="list-style-type: none"> • Read-Aloud picture book with extended use of high frequency words. • Chart paper to compile list of three letter words and to demonstrate Elkonin box. • Guided Practice: Index cards with 3 letter words (at least a class set). • Class set of counters and page Elkonin boxes template (see lesson for example). • Suggestion for Independent Practice: sight word books for each student (these could be booklets that the children have created or various teacher resources Example: My First Little Readers by Scholastic, Sight Word Stories and More Sight Word Stories both resources by Gloria Lapin and Sight Word Stories by Key Publishing Company) 	
Prior Learning	Background knowledge of Elkonin boxes (using squares and counters for each phoneme, and having the students push the counters into the box as they say each phoneme). Students must have knowledge with beginning, middle and ending sounds.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> • Before exploring a particular sound the teacher reads a book containing the sight words being taught and students are listening to story for enjoyment. • Teacher introduces a particular word and students clap/tap the individual phonemes in the word. For example: /a/t/. Teacher slowly says the word “at” and the students segment the phonemes by isolating the individual sounds in the word. For example: clapping/ tapping the individual sounds. • Teacher encourages students to say the sounds while focusing on the shape of their mouths as the sounds are produced and prompts: “Get your mouth ready to say the sound.” “Look at the whole word.” “Try sounding out the word starting at the beginning and saying each sound.” Teacher demonstrates the Head-Waist-Toes connection. The word /c/a/t/. Place hands on head for the

		<p>beginning /c/ sound, hands on waist for the middle /a/ sound and touch toes for the ending /t/ sound.</p> <ul style="list-style-type: none"> Demonstrate on chart paper how Elkonin boxes would be used to demonstrate awareness of the specific sounds. Example: /a/t/  <p>The counter would be moved into the box as the /a/ sound (not letter) was made and the second counter for the /t/ sound.</p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	15 min	<ul style="list-style-type: none"> Students brainstorm other three letter words that they know which would indicate their awareness of beginning, middle and ending sounds. After a list of words is generated play together Head-Waist-Toes.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min	<ol style="list-style-type: none"> Students work with a partner or in small groups with their three letter sight word index cards. Elkonin boxes: Example  <ol style="list-style-type: none"> Students move the counter into the letter box, one at a time while saying the sounds (not letters) of the word. Partners/small group take turns completing this activity with the index cards
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	10 min	<ol style="list-style-type: none"> Students will have a counter and a template of the Elkonin boxes. Students will select a familiar, easy text from their browser bins or a sight word booklet. Students will read the text and demonstrate the Elkonin box strategy when decoding an unfamiliar word. Students segment and count the number of phonemes in a word.
Differentiation		<ul style="list-style-type: none"> Students could complete Elkonin box activity with lengthier words, sound out words by letter cluster or to use Word Wall words. Students can use their name to identify the individual sounds. Students print the words, as they say the sounds, determining whether a particular sound occurs in a given word. If it does, students determine where it occurs in the word.
Assessment		<p>Teacher observation, checklist of identifying sounds in a three letter word: teacher says “get” and determines if the child identifies the three sounds /g/e/t/. Observation if students can identify phonemes by recognizing common sounds in different words teacher asks, “What sound is the same in</p>

	fun, forest and fall?" Note which children contribute to the discussion and those who do not respond or do not attend to the lesson.
Next Steps	
Reflections	

Lesson Name	Substitutions	
Expectations	<p>R 2.2 Recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts.</p> <p>R 3.1 Automatically read and understand most high frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts.</p>	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Passage with letter substitutions • “Magnifying glass” (optional) • Overhead projector • Language lesson/reading passage with letter substitutions • Class set of curtain rings for student magnifiers (optional) • Notebooks • Pencils 	
Prior Learning	Letter sounds/blends	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Teacher purposely substitutes a few letters in a passage written on the board. It could be the morning message, the class schedule, or a journal writing prompt. A good starting choice would be a more obvious error, such as in a date or greeting. 2. As teacher takes care of attendance and morning business, surely some students will notice the errors. Students love correcting their teachers. 3. Once an error is pointed out, teacher takes out a magnifying glass and inspects the words one by one until she comes to the error, pretending, at first, not to notice the error (e.g., teacher reads the word period, though has written teriod). 4. More students will join in and tell teacher of the error, which is the desired response.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> 1. Teacher puts a language lesson or shared reading passage containing letter substitutions on the overhead projector. 2. As the class reads it and points out errors, teacher corrects them with an overhead marker. 3. The students love that they get to correct their teacher and are learning to pay close attention to visual cues in the text being read.
<i>Guided Practice:</i> Gradually giving the	15 min	<ol style="list-style-type: none"> 1. Once the class breaks into guided reading groups, students are provided with a curtain ring or twist tie to


student more responsibility for using the strategy.		<p>use as a magnifier and a leveled photocopy of a text containing letter substitutions.</p> <ol style="list-style-type: none"> Each student is expected to follow along with the reading, acting as detectives, and taking note of the errors they find along the way.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> Students are given a reading response activity to complete that contains letter substitutions. As they complete the activity they are asked to underline any suspicious words. Students can, once again use their “magnifiers” to help them to zero in on the area of text they are looking at.
Differentiation		<ul style="list-style-type: none"> Instead of letter substitutions, teachers can use word substitutions. Teachers can make the student copies to suit their abilities (e.g., weaker students receive more obvious errors and stronger students are asked to find words that are homonyms).
Assessment	Completed reading response activities will show teacher which students pay good attention to the text as they read. Self-assessment works well with this activity, too, because students generally know whether or not they attend to the text as they read.	
Next Steps		
Reflections		

Lesson Name	Tongue Tied	
Expectations	R 1.1 read a few different types of literacy text (pattern books) R 3.1 automatically read and understand some high-frequency words and words of personal interest R 3.2 predict the meaning of and solve unfamiliar words using different types of cues- graphophonic	
Catholic Graduate Expectations	CGE 2b An effective communicator who reads, understands and uses written materials effectively. CGE 2c An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.	
Materials/Resources	<ul style="list-style-type: none"> • Morning Message • A Picture book that is based on phonemic elements making use of onset-and-rime patterns. • Possible Texts for alliteration: “How Do You Hide a Monster” by Virginia Kahl, “How the Grinch Stole Christmas” or “ABC” by Dr. Seuss, “Duke the Dairy Delight Dog” by Lisa Campbell Ernst, “Six Sick Sheep” by Joanna Cole, Stephanie Calmenson and Alan Tiegreen, “Lily’s Purple Plastic Purse” by Kevin Henkes. A more in depth list of picture books can be found on http://nancykeane.com/rl/266.htm • Chart paper • Highlighter/markers (class set) • Sentence strips with tongue twisters (number depends on the division of students into groups) • Blank paper for illustration of tongue twister • Various tongue twisters for children can be located: www.brownielocks.com/tonguetwisters.html or • Cunningham, Patricia and Dorothy Hall. (1997) <u>Month-By-Month Phonics for First Grade Systematic, Multilevel Instruction</u>. Carson-Dellosa Publishing Company ISBN: 0-88724-397-5 	
Prior Learning	Background knowledge of consonants and letter-sound association.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. In a Morning Message teacher introduces the concept of tongue twister and demonstrates the importance of looking at the initial letter. Example: David dived in the drawer for dimes. Students identify in the Morning Message which words in the tongue twister have the same beginning sound. Teacher prompt: “Look at the beginning of the letter.” 2. Teacher pre-selects a picture book that

		<p>involves alliteration.</p> <ol style="list-style-type: none"> Teacher reads the book as children listen for sentences that have words beginning with the same letter. Teacher rereads the book to class and students raise their hands when they hear a sentence with words beginning with the same letter. Pages are marked in the book with a sticky note. Teacher returns to the pages and writes the sentences onto chart paper. Students read the sentence on the chart together.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20 min	<ol style="list-style-type: none"> Students copy and highlight the initial consonant of words in the sentence that share the same beginning sound. Students reread the sentences clapping/ jumping when reading a word that begins with the same initial consonant.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min	<ol style="list-style-type: none"> Students work in small groups with sentence strips displaying a tongue twister. Students highlight the words on the sentence strip that begin with the same letter. Students illustrate the tongue twister.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<ol style="list-style-type: none"> Students using their own name and words that begin with the same letter to make a sentence. Example: Taylor tried to tie her tail.
Differentiation		<ul style="list-style-type: none"> Students can create an alliterative collection of their writing samples to compile together in to a class book. Students can simply illustrate a tongue twister.
Assessment	Teacher observation: students who recognize the words with similar initial consonant. Assess the finished product of the tongue twister.	
Next Steps		
Reflections		

Lesson Name	Tongue Twisters	
Expectations	R 3.1 Automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts	
Catholic Graduate Expectations	CGE 2b An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Examples of Tongue Twisters, i.e. http://www.indianchild.com/tongue_twisters.htm http://thinks.com/words/tonguetwisters.htm Printed tongue twisters (1/student) 	
Prior Learning	Individual letter sounds.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	Teacher read aloud of a variety of tongue twisters. Write one or two of them on the board so that students can see the words as well as hear them.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	Ask students what they think makes tongue twisters hard to say. Have a class discussion, prompting them about the letters used, rhyming words, etc. Do the students know of any other tongue twisters?
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20-25 min	Give each student an example of a tongue twister on a piece of paper. Encourage them to say them to themselves, or a partner. Circulate around the room to see how they are doing. Encourage the students to speak faster, once they're comfortable with their tongue twister. As the teacher circulates around the room, have informal discussions with students about what makes their tongue twister difficult to say (length, rhyming words, similar sounds, etc).
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20-30 min	Ask students to write their own tongue twister to be presented to the class. They can choose to use at least one (or more) of the elements of the tongue twisters that they have been reading (i.e. rhyme, similar sounds, blends, length, word difficulty, etc.). They will write the tongue twister, have some time to practice, and then will present it to their peers. The class set can be put together into a class book of tongue twisters.

Differentiation	<ul style="list-style-type: none"> • If students can't come up with their own tongue twister, prompt them to the level necessary to get them going (i.e. giving a topic to providing a sentence with one or two missing words) • Allow students to work in partners • Use Dragon Naturally Speaking so that students can voice in their ideas and then use Kurzweil 3000 to have them read back to them. • To make this activity more difficult, insist that particular students use certain elements of tongue twisters.
Assessment	Observations, anecdotal notes, informal student interview, rubric for final product.
Next Steps	
Reflections	

Lesson Name	“Trick or Treat”	
Expectations	R 3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including graphophonic cues	
Catholic Graduate Expectations	CGE 2b - An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	“Sheep Trick or Treat” by Nancy E. Shaw or another book that focuses on similar blends.	
Prior Learning	Single letter sounds so that they can be blended together.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	Read aloud – Read the first half of the book aloud to the class, remembering to emphasize the similar blends (i.e. “tr”). Show the class the outline of those two letters together ().
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15-20 min	Put the next few pages up on an overhead for students to follow along. Take out matching blends so that students can use what they know to put their own words in. Model for students the idea that there are many words that will fit using similar blends, but that only a few will actually make sense. Encourage use of the illustrations for students who are struggling with words to use.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15 min	Write 3 sentences on the board -these can either be from the text or made up sentences- (i.e. The sheep say, “Trick or Treat”. Sheep try to trick. Sheep trip over the tray.) Blank out one of the two blends and ask the students to fill it in with a word of their own. Provide illustrations for struggling students, and ask those who finish early to draw an illustration to match.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20 min	Using their imagination, students will write their own sentences (2 pairs of them), using similar blends. To make it more challenging for higher-functioning students, have them come up with rhyming sentences with similar blends. They can illustrate them if time permits and share them with the class.
Differentiation	Provide templates to students who are struggling with this concept so that they are solely focused on the similar blends (i.e. __ick or treat). Illustrations can be useful as prompts also. For more advanced students, see suggestions in individual activities.	
Assessment	Observation, student responses, anecdotal notes	

Next Steps	
Reflections	

Lesson Name	Walkabout- Seeing Letters	
Expectations	R 3.2 - Predict the meaning of and quickly solve unfamiliar words using different types of cues, including graphophonic cues	
Catholic Graduate Expectations	CGE 2b - An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Alphabet Books (i.e. “The City ABC Book” by Zoran Milich, “The Butterfly Alphabet” by Kjell B. Sandved, etc) Alphabet strips (1/student) Paper/pencil Foam/magnetic/paper letters (1 alphabet/student) 	
Prior Learning	Individual letter sounds.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	Teacher read aloud of an alphabet book.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	Using alphabet strips, review with the class individual letter sounds beginning with A and ending with Z.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20-25 min	Using the alphabet strips, look around the classroom and invite students to come up with words that begin with each letter of the alphabet. Encourage them to write out the words on paper or with foam/magnetic/paper letters. Students may even see the shape of a letter in an object and can draw a picture of it. Teacher will circulate around the room during this time and point out/prompt objects.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20-30 min	Take students outside and allow them to find the shapes of letters in the objects around them. Have them sketch what they see in a notebook. When they have found a few examples, reconvene in the classroom and ask students to illustrate one of their found letters and come up with 10 words that they can come up with that start with that letter.
Differentiation	<ul style="list-style-type: none"> Provide overheads of pictures where letter shapes can be found within the picture and have students identify them. Allow for groups (of mixed ability). 	

	<ul style="list-style-type: none"> • Provide students with specific letters to focus on. • Have students write about what they are seeing also, instead of just writing out words that begin with that letter. • Have students write words that contain their chosen letter in the middle or as an ending.
Assessment	Observations, anecdotal notes, rubric for final product.
Next Steps	
Reflections	

Lesson Name	What's for Reading?	
Expectations	R 2.2 Recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Reading material at instructional level • Pencil • Blackboard or Chart paper • Sticky notes 	
Prior Learning	Students should be aware of different forms of writing and know what features they have.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> 1. Use a book that is obviously a teacher's book to model the strategy. 2. Tell the class that it is a new book that was received from a friend. 3. Thinking aloud, asks "I wonder what kind of a book it is." 4. Proceed by showing the class how a reader can determine the type of book it is by checking out what features it has. (e.g., "The picture on the cover is..., which tells me..." "The title of the book is..., which sounds like..." "This book has a table of contents, which makes me wonder if it is a non-fiction text." etc.)
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> 1. Teacher tells the class that she needs some help determining the type of book another one is. 2. Choose a text book, an informational text or a story book, depending on what the students need practice with. 3. Asking for student input, explore the features of the book, this time record findings on the blackboard or chart paper in a T-chart or using arrows to show cause and effect (feature and type of book).
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ol style="list-style-type: none"> 1. During the guided reading block teachers or group leaders have the students do the same activity, only the students are told to place sticky notes with their recorded observations in the copy of the book they are using. 2. The books chosen for use during this guided reading lesson should be the same type or form as was used during the shared reading block, particularly for the lower ability groups.

		<ol style="list-style-type: none"> 3. The classroom teacher or group leader can decide on how much guidance students will need within the small groups. 4. The sticky notes are kept for assessment. Although this activity is heavily guided it would be good to assess the students' ability to complete an exercise in a given amount of time.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	<ol style="list-style-type: none"> 1. Students are given the same task during the independent reading block. 2. They are told to choose a new book from the browser bins or classroom library. 3. Students are expected to record features in their book of choice on sticky notes as in the guided reading groups. 4. The classroom teacher will then collect the independent reading books in order to assess whether or not the students understood the lesson.
Differentiation		<ul style="list-style-type: none"> • There are a number of ways this lesson can be differentiated. • The teacher could ask the students to record their information in a reading notebook or on a piece of lined paper, rather than on sticky notes. • The teacher can give at-risk readers restrictions on which bins they can choose their independent reading book from. • This lesson could also be done via the internet. The students could read a synopsis of a book and look at the book cover in order to determine what's for reading. • The teacher may choose to repeat this lesson with the introduction of each new form of writing she introduces.
Assessment	Teacher observation during the shared reading block, Sticky notes can be collected from guided reading groups or the classroom teacher may want to have group leaders give a report on student learning, sticky notes collected at the end on the independent reading session would be key to determining student achievement.	
Next Steps		
Reflections		

Lesson Name	Word Family Race	
Expectations	R 3.1 Automatically read and understand most high frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts	
Catholic Graduate Expectations	CGE 2b - An effective communicator who reads, understands and uses written materials effectively CGE 2d - An effective communicator who writes and speaks fluently one or both of Canada's official languages	
Materials/Resources	<ul style="list-style-type: none"> • Rhyming books (Dr. Seuss books work well) • Chart paper or blackboard to record rhymes • Timer • Marker or chalk 	
Prior Learning	Students should be able to rhyme words and decode words phonetically.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Read a rhyming book aloud to the class, taking the time to print all of the rhyming words on the board. 2. Sort the words into word families or rimes in a table. 3. Using a timer, time how long it takes you to read all words that are in the table, only record one rhyming set at a time (e.g., for "Dr. Seuss' Fox in Socks" record fox, socks, box, Knox, clocks, blocks, and tocks). Tell them that the timer is a fun way to challenge yourself if you have nobody to compete against. 4. Be sure to note any differences in spelling (e.g., ox, ocks). 5. Thinking aloud say, "I wonder how many other words rhyme with these." 6. Using the alphabet as a guide, proceed to record as many as you can, again, noting any different spelling (e.g. alks). 7. Using the timer again read the newly composed list.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min	<ol style="list-style-type: none"> 1. Challenge a few students to beat your time and then ask them to note any other prominent rhymes from the read aloud. 2. Reread the parts containing the new rhymes and record them on the board. 3. Ask the students to tell you of any spelling differences and create a chart. Have students tell you where to place each word that was recorded. 4. Split the class into two teams and have them work to come up with as many rhyming words as they can. 5. Ask each team to come up and give a new word. A point is given each time an appropriate word is given with correct spelling.

		6. The team with the most points at the end of the session wins bragging rights and will be the beginning team the next time the game is played.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<ol style="list-style-type: none"> 1. Rhyming books should be used in that day's guided reading session. 2. Individual groups will work at their level to compile a list of rhyming words. 3. Individual teachers/ leaders may want to divide their small groups into two teams if they feel that their group will be able to compete within a smaller group. Lower ability groups should all work together as a team.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. Students are asked to select a rhyming book. 2. During the independent reading block, they are challenged to create their own rhyming lists. 3. Teachers may have students check their lists with a dictionary.
Differentiation		<ul style="list-style-type: none"> • Students can be challenged at different levels. • Lower ability students may be given books with simple riming families, where students with greater ability would be given harder families or be challenged to find bigger words.
Assessment	Teacher observation during shared and guided practice, completed lists produced and handed in by individual students.	
Next Steps		
Reflections		

Lesson Name	Word Hunt- Blends and Digraphs	
Expectations	R 3.1 Automatically read and understand some high frequency words and words of personal interest or significance, in a variety of reading contexts	
Catholic Graduate Expectations	CGE 2b -An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • Copy of a poem on chart paper or transparency(containing blend/digraph words) • Chart paper with blend/digraph at the top • Highlighter or marker • Reading wand • Photocopy of poem the number of copies based on division of students during Guided Practice. This poem may be added to the students' Shared Reading folder • Worksheet template for "Word Hunt" within lesson plan • Possible resources for poems: 40 Wonderful Blend and Digraph Poems compiled by Shelly Grant and Dana Henderson (Scholastic), Sight Word Poetry Grades K-2 by Laureen Reynolds (Teacher Created Materials) , You Read to Me, I'll Read to You by Mary Ann Hoberman (Little, Brown and Company) • Possible Picture books: Phonics Tales! These are picture books by various authors containing blends and digraphs (Scholastic) 	
Prior Learning	Previous experience with blends and digraphs.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> 1. Teacher reads title of the poem and students predict what the poem may be about. 2. Teacher reads aloud poem to children tracking the print while reading with a reading wand. 3. Teacher rereads poem and points to a word in the poem that targets the specific letter blend.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ol style="list-style-type: none"> 1. As a class the poem is read. 2. Students are invited to come up and highlight/ circle a word in the poem that targets the specific letter blend. 3. Students will reread this poem clapping, stamping etc..., when reading a target word. 4. The teacher asks the class to brainstorm for other words that share this specific letter combination. These words are added to the chart paper.
<i>Guided Practice:</i>	10 min	<ol style="list-style-type: none"> 1. Students work in small groups with a copy of the poem.

Gradually giving the student more responsibility for using the strategy.		<ol style="list-style-type: none"> Groups will reread the poem together. Groups discuss poem and are encouraged to agree on a way to demonstrate/act out the specific letter blend. Groups reread the poem and demonstrate their own movements that accompany the poem. Groups share their version of the poem and how they've acknowledged the specific letter blends in the poem with other groups.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> Students will each select a book from their browser bin. Students will read the text looking for words that have this specific letter combination. Student adds word to their "Word Hunt" worksheet. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Word Hunt</p> <p>I am looking for words with _____.</p> </div>
Differentiation		<ul style="list-style-type: none"> Students can look on the word wall or around the room for words with specific letter combination. Students could be encouraged to look for other blends other than the specific focus. This would provide students with an opportunity to extend this strategy. Students can look for words that have blends in the middle and at the end.
Assessment	Teacher observation, checklists, work sample during independent practice.	
Next Steps		
Reflections		

Lesson Name	Word Prints	
Expectations	R 3.1 Automatically read and understand most high frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Reading Material at Instructional Level • Word Prints (sight word at appropriate level (e.g., print for boy for struggling reader; print for because for more advanced reader)-See Blackline master attached to help create a variety • pencil • notebook 	
Prior Learning	Students must have learned that that letters are different shapes/types; tall, hanging, and small.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Teacher writes a morning message or paragraph containing 5 or 6 sentences on the blackboard or chart paper, using particular sight words frequently. 2. Explain that a word print is what shape a word holds, as if it were boxed in, while showing a print of one previously chosen word. 3. Thinking aloud, contemplate which word the print is supposed to represent. 4. Talk about the shape of the word and speculate which letters might possibly fit into parts of the print. 5. Talk through and eliminate some words in the message as possibilities, finally coming to a decision upon which word the print belongs to. 6. Either take the print and cover the word in question (ensuring that it covers the word beforehand) or draw the print by tracing around the word.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ol style="list-style-type: none"> 1. Invite the students in the class to help discover which other prints are in her message. 2. As shared practice, the class repeats the process described above 4 or 5 times to ensure that most of the students are getting the concept. 3. Students should be invited to write down the words used and practice boxing them in to show the print.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20 min	<ol style="list-style-type: none"> 1. The students are placed in guided reading groups based on ability. 2. Teachers or leaders of the groups are asked to have a print ready for each member of his/her group. 3. The aforementioned lesson is repeated in smaller groups using appropriate sight words for each group's

		<p>ability.</p> <p>4. The students are asked to write the word they decided fit into the print into the print and a page number where the print can be found.</p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<ol style="list-style-type: none"> 1. During independent reading the teacher hands out a variety of more generic prints such as the print for the word said, was or it and students are given the task of finding a word in their chosen book that fits into the print they are given. 2. The students are asked to record the name of the book, the name of the word(s) they found and page number(s) indicating where they found them. 3. Prints should be collected for assessment at the end of the period.
Differentiation		<ul style="list-style-type: none"> • Students are given words to suit their reading level. Some may have simple words and others may be given more challenging prints. For at-risk readers teachers may even want to fill in a vowel or key consonant.
Assessment	Teacher observation and word prints collected for evaluation.	
Next Steps		
Reflections		

Lessons

Comprehension



Lesson Name	Character Mapping	
Expectations	R 1.5 make inferences about texts using stated and implied ideas from the text as evidence	
Catholic Graduate Expectations	CGE 5(b) A collaborative contributor thinks critically about the meaning and purpose of work.	
Materials/Resources	<ul style="list-style-type: none"> • Fiction book at instructional level • Partially completed character map • Pencil • Character map blackline master attached 	
Prior Learning	The students would have to know what purpose of a character map has and would need to understand the concept of a character trait.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. <u>Before the lesson:</u> Teacher would need to prepare character maps by filling in parts of them (e.g., Using the new shared reading novel, create maps, which include the names of the main characters and assign them 2 or 3 traits each). 2. <u>During the lesson:</u> show the class a partially completed character map and tell the students that on this day they will learn about characters in their new book before they read it. 3. Proceed by reading the main character's name and a few of the character's traits. 4. Discuss the characteristics that are listed on the character map and tell the students that they are looking for proof that the character in fact has the traits while reading the first paragraph. 5. Read the first chapter until an example of one of the traits is revealed. 6. Take note of the example and record the page number on which it was found on the character map.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> 1. Ask the student to join in trying to prove the traits are real and tell them to raise their hand in order to show that they can either give a second example of the first trait or give one example of the other traits listed on the character map. 2. Continue to read and together find examples of the traits until all of them are proven.
<i>Guided Practice:</i> Gradually giving the student more	20 min	<ol style="list-style-type: none"> 1. During the guided reading session the children are invited to work on new characters that will be in their small guided reading books.

responsibility for using the strategy.		<ol style="list-style-type: none"> Teachers or group leaders will have to have prepared the partially completed maps for their leveled ability groups beforehand. Students will read their books and complete their new character maps.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> Each student is given a blank map on which they are to record a character's name from the book they choose to read independently. Students will need to tell what traits their character of choice possesses and to give concrete examples from the text to prove them. This activity may take more than one independent reading block in order to complete two or three character traits.
Differentiation		<ul style="list-style-type: none"> Teacher could differentiate the lesson by giving more or less complete maps to individual students (e.g., a weaker student might have one example of a trait filled in and a page number where they could find a second example or a stronger student might be expected to fill in traits that characters possess independently). Teacher may also require students to work in groups or with partners depending on ability and/or what works best for his/her class. When developing character maps teacher and students should consider different qualities or traits that can be listed on the character maps (See blackline master). Another way to differentiate would be to use a character rating scale rather than characteristics or traits. Students who have more difficulty might be asked to choose along a scale rather than being trait specific. This does not require a great demand of mechanical recording, it could be justified orally (e.g., students choose between lucky and unlucky with a range of possibilities).
Assessment		The teacher should look at the completed character maps, particularly the ones completed independently to determine if students understand the concept of character maps.
Next Steps		
Reflections		

BLM

Character Map

Name:	Date:
Title of book:	
Character's Name:	
Trait # 1:	
Example and page number from text:	Example and page number from text:

Trait # 2:	
Example and page number from text:	Example and page number from text:
Trait # 3:	
Example and page number from text:	Example and page number from text:

BLM

Character Qualities or Traits

Type of Quality	Examples
Intellectual Outlook	<ul style="list-style-type: none">- educated- wise- competent- foolish- confused- gifted- capable- uninformed
Social Outlook	<ul style="list-style-type: none">- outgoing- sociable- civil- rude- reserved- anti-social- happy- cooperative
Moral Outlook	<ul style="list-style-type: none">- respectful- decent- honest- shady- cruel- sinful- truthful
Personal Outlook	<ul style="list-style-type: none">- generous- confident- lazy- vain- boastful- gentle- patient

	<ul style="list-style-type: none"> - brave - cowardly
Physical Outlook	<ul style="list-style-type: none"> - muscular - delicate - trim - sporty - weak - strong - clumsy - elegant

Lesson Name	Connection Wands	
Expectations	<p>Student will be able to make connections between the text and text, self and world.</p> <p>The strategies listed below target students who have poor comprehension as demonstrated in their Reading Record Diagnosis. The recommendation for teachers is to model making connections: text-to-text, text-to-self, and text-to-world.</p>	
Catholic Graduate Expectations	<p>GGE 2a - The effective communicator listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 3c - A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Materials/Resources	<ul style="list-style-type: none"> • Read Aloud Text, • “Connection wands” (pictorial symbols glued to popsicle sticks representing the connections: Text-to-text, text-to-self and text-to-world). 	
Prior Learning	List any prior knowledge that may be required for this lesson. This section might be left blank.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.		<ol style="list-style-type: none"> 1. Teacher reads a story aloud, modeling how to make connections by thinking aloud. 2. Discuss the types of connection being shared (T-T, T-S and T-W) and indicate with the appropriate wand.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		<ol style="list-style-type: none"> 1. Provide children with the visuals (connection wand) that represent (T-T, T-S and T-W) connections. 2. While teacher reads aloud the children hold up their connection wand to demonstrate that they are making a (T-T, T-S and T-W) connection.

<i>Independent Practice:</i> Students begin to use the strategy using real text.		<ol style="list-style-type: none"> 1. Use the following sentence prompts to engage children in making oral connections to texts that they read: <ul style="list-style-type: none"> • This reminds me of • I remember when ... • I have a connection... • An experience I've had like that... • I felt like the character when... • If I were the character I would... 2. Encourage students to illustrate one of their connections to match their oral statements. <p>Place the connections wands in student's independent browser bins so that the students can use them during independent reading.</p>
Differentiation	Indicate how this lesson could be differentiated for students. This section could also include adaptive technologies if necessary.	
Assessment	Anecdotal records, work samples, teacher observation, participation	
Next Steps		
Reflections		

Lesson Name	Creating Mental Pictures	
Expectations	R 1.3 Identify a few reading strategies and use them before, during, and after reading to understand texts, initially with support and direction	
Catholic Graduate Expectations	CGE 2b - An effective communicator, who reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper (labeled with title of book) • Possible Texts for creating mental Images: "Charlotte's Web" by E. B. White, "Faraway Home" by Jane Kurtz and the watercolors by E.B. Lewis, "The Napping House" by Audrey Wood, "The Salamander Room" by Anne Mazer and books by Jan Brett or Barbara Reid also have illustrations which loan themselves to visualization. • Class set of "Recording Mental Images" 1 and 2 (Blackline master attached) 	
Prior Learning	No prior learning is necessary	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p>Before Reading</p> <ol style="list-style-type: none"> 1. Teacher pre-selects a picture book where students will have the opportunity to use their imaginations. 2. Teacher writes the title of the book on the board or chart paper. 3. Teachers asks the children to suggest what the book may be about, based on the title. <p>During Reading</p> <ol style="list-style-type: none"> 4. Teacher reads the book aloud to students without showing any of the pictures; students are encouraged to visualize the events in the story. <p>After Reading</p> <ol style="list-style-type: none"> 1. Teacher asks questions: Were there places in the text where you made a picture in your mind? What images or pictures did you see? Why was I able to create pictures of this text in my mind? What specific words helped you create that picture in your mind?
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> 1. Students generate descriptive words in the text which creates images. (words are added to chart paper by teacher) 2. Students complete a Recording Mental Image 1 worksheet based on a particular event in the story which created mental images.
<i>Guided Practice:</i>	15 min	<ol style="list-style-type: none"> 1. Students would "think, pair, share" with a partner on

Gradually giving the student more responsibility for using the strategy.		<p>what they visualized and share their recordings of Mental Image worksheet 1.</p> <p>2. Students express clearly why and how they visualized the significant event in the story and describe the significance of their illustration.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	1. Students complete the Mental Image Worksheet 2. This provides the students with an opportunity to deepen their visualization after “think, pair, share” with a partner.
Differentiation	<ul style="list-style-type: none"> Computers could be used to illustrate students’ visualization of the text. Students could label or add descriptive words to their illustrations. 	
Assessment	Observations, worksheet sample- indicates how students adapted their images after the sharing, during the “think, pair, share” the teacher observes their ability to relate their pictures clearly to the significant event in the story that the picture is based on, expressing their thoughts, feelings and/or personal experiences.	
Next Steps		
Reflections		

BLM

Recording Mental Images 1

I read _____.

This is what I visualized:

Recording Mental Images 2

My visualization after speaking with _____ about the story:

Lesson Name	Does This Matter?	
Expectations	R 1.7 identify the main idea and some additional elements of texts	
Catholic Graduate Expectations	CGE 3c A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems.	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper • Markers • Short Stories (1 for class activity, 5-10 others for smaller groups) 	
Prior Learning	Main idea	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10-15 min	Write the question, "Does this matter?" on the board. The teacher will read aloud a short story to the class. Upon completion, ask yourself out loud, "What was important? Does it matter to the story?" and talk through 1 or 2 elements of the story (characters, events, etc).
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10-15 min	Begin to include students into the think aloud. What do they think? Was a particular character more important to the story? What did they do? Would the story still end the same if they were taken out?
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20 min	Using the discussion the class has had so far, break into smaller groups and give each group one chart paper. Encourage students to use a flow chart to determine if events/characters/etc. were important? Does one event lead to another, or does it not go anywhere? How do you know if it's important?
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20-30 min	In small groups, give students a different short story to read. Encourage students to ask themselves "Does it matter?" as they are reading. They can use sticky notes to mark things that they feel could be important. Using these sticky notes, each student should make a flow chart to see if those events are really important and discuss their chart with those in their group.
Differentiation	<ul style="list-style-type: none"> • Students could voice their ideas into Dragon Naturally Speaking • Use Inspiration for flow chart. Teacher can create a template ahead of time for students who may need more prompting/direction. • Use longer/more complex stories for students who grasp the concept more readily and use shorter/simpler stories for those who have more difficulty to ensure they have the opportunity to 	

	grasp the concept.
Assessment	Anecdotal notes, observations during shared practice, group discussion
Next Steps	
Reflections	

Lesson Name	Give Me Five	
Expectations	R1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.	
Catholic Graduate Expectations	CGE2b- An effective communicator who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> Chart paper or blank overhead transparency with hand traced (very big hand if using chart paper). Story/chapter to read aloud (fiction or non-fiction). 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15-20min	<ul style="list-style-type: none"> Teacher reads the pre-selected story. Teacher writes the title of the story/chapter in the middle of the hand. Teacher thinks aloud about the story “I am thinking about the story we just read. I know that one of the important parts was _____” Teacher writes an important part in one of the fingers.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5-10min	<ul style="list-style-type: none"> Students help the teacher think of 4 more important parts of the story (teacher should give some examples that are not important to the story and ask “should I write that down” eg. “He walked on this page, should I write down, <i>he walked</i>, or are there probably more important parts to write down.”)
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20min (during guided reading)	<ul style="list-style-type: none"> During guided reading groups, students can work together to respond to their guided reading texts using the “give me five” handprint frame. Teachers should help guide students through the process of selecting the most important information from the text.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20min (during independent reading)	<ul style="list-style-type: none"> Students can use the “give me five” frame to respond to independent reading texts, take home reading books.
Differentiation	The “give me five” can be used to retell and synthesize on books of any reading level.	
Assessment	<ul style="list-style-type: none"> Teacher observation Anecdotal records Work samples 	

Next Steps	
Reflections	

Lesson Name	Inferring from Cover, Illustrations and Text	
Expectations	R 1.5 Make inferences about texts using stated and implied ideas from the text as evidence	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator who reads, understands and uses written materials effectively</p> <p>CGE 2c - An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others</p>	
Materials/Resources	<ul style="list-style-type: none"> • a chart with two wide columns on chart paper; the first column labeled “Quote or Picture from Text” and the second labeled “Inference” • Markers • Paper/Notebook • Pencil • A picture book of choice 	
Prior Learning	Students should have a good concept of how a book is read.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> 1. Tell students that a good reader makes inferences as they read. 2. Explain that an inference is a new idea that happens when a reader thinks about something that is probably true about a story. A reader can decide what is probably true because of what it says or shows in the book and what he/she already knows from his/her own life. 3. Use a picture book that has obvious connections, such as the “David” books by David Shannon. 4. Show the cover to the class and tell them what you can infer will happen because of what you already know (e.g., for the cover of “No, David” you might infer that the fishbowl will fall because you know that when you’ve knocked something down in the past it has fallen or even broken). 5. In the first column record what the picture on the cover shows and in the second column the inference you made.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> 1. Turn the pages of the book inviting students to join in and make their own inferences from either what they hear you read or what pictures they see. 2. If the class is still having trouble making connections, model it again. 3. Fill in the chart with as connections are made.
<i>Guided Practice:</i>	20 min	<ol style="list-style-type: none"> 1. Students will follow the same format and be guided in

Gradually giving the student more responsibility for using the strategy.		<p>making their inferences in the small ability groups. Lower ability groups will need more guidance than the groups with greater ability.</p> <ol style="list-style-type: none"> Each group can record their inferences on a similar chart used by the whole class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> Ask the students to create a chart and to give you a minimum of 4 examples they made while reading their own book independently. Remind the students that good readers use the words and pictures, along with things they know from their own lives to think about what is probably true about the stories they read. These inferences help readers to understand the story better.
Differentiation	<ul style="list-style-type: none"> Students can create charts on the computer to show their connections to the stories they read. Students can be placed in pairs or groups after the independent reading session to discuss how they were or were not able to make inferences. This is particularly helpful with the students who struggle in their ability to do so. 	
Assessment	The teacher can collect the student's individual charts and use them in order to determine whether or not they understand the concept. A self-assessment would be appropriate in this case because students should be able to tell you why they had trouble connecting to a given story.	
Next Steps		
Reflections		

Lesson Name	Learning “Differencing”	
Expectations	R 1.5 Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them	
Catholic Graduate Expectations	CGE 3c A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Book with interesting cover that lends itself to discussion (fiction or non-fiction) • Sticky notes (grade 3+) • Chart paper (grades K-2) 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	Teacher holds up book cover and models a think aloud, “This reminds me of... and so I think the story is about...” Using the word ‘inferences’ the teacher talks about what conclusions they came to and what made them think that. Use several different ways of explaining what “inferences” are (i.e. this makes me think of...)
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	Teacher shows 5 different book covers and asks the class if the pictures remind them of anything. Students share their ideas using the template, “This reminds me of...because...”
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	Divide the class into 5 different blended-ability groupings, each with their own book. With teacher direction, and the “This reminds me of...because...” template, students will develop their ideas using sticky notes that they place on the picture of the cover they were referring to. Have students continue to use the word “inference” and expand their explanations (i.e. “this reminds me of...so I think this book is about...”).
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	Provide students with an opportunity to choose their own book (from library or browser bin). Using the cover of their chosen book, write out the title of the book and illustrate/discuss “This picture reminds me of...so I think that this story is about...” to be handed in as a final product.
Differentiation	<ul style="list-style-type: none"> • Students could voice their ideas into Dragon Naturally Speaking • Use words/sentences instead of just the cover of a book • Chart paper instead of sticky notes 	

Assessment	Anecdotal notes, observations during shared practice, rubric for final product
Next Steps	
Reflections	

Lesson Name		Learning Through Partner Talk
Expectations	Gr. 2 R .3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details R 2.3 Identify some text features and explain how they help readers understand texts	
	Gr. 3 R .3 Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts R 1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details R 2.3 Identify a variety of text features and explain how they help readers understand texts	
Catholic Graduate Expectations	CGE 5e – A collaborative contributor who respects the rights, responsibilities and contributions of self and others	
Materials/Resources	Big book –non-fiction, a number of non-fiction books for the students, chart paper, sticky notes	
Prior Learning	The students have had practice in working with text conventions and are now ready to identify and use a variety of conventions to assist in comprehension	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	<ul style="list-style-type: none"> Review the text conventions that the students have covered to date. This can be done using a large non-fiction book. Conventions include the following: the title (size), sub-titles, pictures, bold words etc. The teacher with a student or other teacher will model partner talk using knee-to-knee and side-by-side approaches. (In knee-to-knee the students face one another and are cross-legged. In side-by-side they are beside one another and usually share a book.) Using sticky notes, the students record good practices that they see as the modeling occurs.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	<ul style="list-style-type: none"> After the teacher modeling the students share their observations with a partner, using the knee-to-knee approach. The whole group then shares their findings. The teacher reviews the key components of these approaches using a posted list. Review also the necessary work habits including voices under control, listening, voices under control, cooperation etc.

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	<ul style="list-style-type: none"> • In pairs the students then select a non-fiction book based on the theme that they are focusing on in science or social studies. These books have been pre-selected by the teacher or are part of a series such as the Bobby Kalman books. • They are directed to go to the table of contents and locate a specific topic. • With their partner they read and make jot notes on stickies of information new to them. • They share their findings with the whole class. • The teacher may want to point out commonalities in the findings.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	<ul style="list-style-type: none"> • The students exchange books and select others so that each student has a book. • Independently they go to the table of contents selecting the key area i.e. life cycles. Independently they read and record a fact or facts that they discovered when reading. • They return to knee-to-knee with their partner and share their findings.
Differentiation	The varying needs of the students can be accommodated through the selection of reading material. Planned partnering can address specific needs.	
Assessment	Observations and anecdotal notes of work habits, implementation of the strategy as well as demonstration of expectations.	
Next Steps		
Reflections		

Lesson Name	Making Connections: I Have a Connection!	
Expectations	<p>Gr. 2 R 1.1 Read some different literary texts R 1.3 Identify several reading comprehension strategies and use them before, (during, and after) reading to understand texts R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.</p> <p>Gr. 3 R 1.1 Read a variety of literary texts R 1.2 Identify a variety of reading comprehension strategies and use them appropriately before, (during, and after) reading to understand texts R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p>	
Catholic Graduate Expectations	<p>CGE 5a - A collaborative contributor who works effectively as an interdependent team member CGE 2b – An effective communicator who reads, understands and uses written material effectively</p>	
Materials/Resources	<ul style="list-style-type: none"> • <i>The Snowy Day</i> by Ezra Jack Keats • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst • Picture Book: Fictional Text or a Non-fictional text • Journal/Reader's response notebook • Sticky notes 	
Prior Knowledge	Before a group reading of a story, brainstorm the topic of the story to activate prior knowledge.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min or first day	<p>Think Aloud</p> <ol style="list-style-type: none"> 1. Choose a text (Two samples are given above.). 2. Introduce the idea of making connections. Post connection starters for students to see what you are trying to accomplish. Prompts: I have a connection..... Remember when..... This reminds me of..... When I read _____, I thought of _____ 3. Model through a think aloud experience, "I Have a Connection!" As you read through the text (first few pages), identify connections you make i.e.: I remember when I was a child and the buses were cancelled, there was so much snow!

<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	<p>15 min or first day</p>	<ol style="list-style-type: none"> 1. Encourage students to help you make connections through the remainder of the story. 2. At this time, we are not concerned with what type of connection is being made. 3. At various times throughout the story, ask if anyone had a different connections in order to allow students to recognize that there isn't only one 'answer', everyone has their own personal experiences to make connections to. At the same time, ask did anyone make the same connection, recognizing that text and world connections could be similar. Again, we are not concerned with the type of connection at this time.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	<p>20 min or next meeting with Guided Reading Groups</p>	<p>Guided Reading: Small Group</p> <ol style="list-style-type: none"> 1. Preview a text discussing the cover and title in order to activate prior knowledge. 2. Review what it means to "Make Connections" 3. Ask students if they remember some prompts for making connections. 4. Review with chart paper. 5. Read through the text for the pleasure of reading the story. 6. Read the text a second time, making connections as the students go. <p>Differentiate: For strong groups – sticky notes may be used. Pause after each page to allow students to write their connection on the sticky note. At the end of the story allow students to describe their connections by explaining what was happening at that point in the story and what the connection is. I.e: "When _____ happened in the story, it reminded me of _____."</p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	<p>20 min (or more) or fourth day – after Guided Practice has occurred.</p>	<p>Pairs or Individual</p> <ol style="list-style-type: none"> 1. Allow students to choose a text from the classroom leveled books (preferably at their level). 2. Have students discuss with their elbow partners the title and cover in order to activate prior knowledge. 3. Have students read their texts and make connections as they go. Have sticky notes available to the students for use. Circulate the classroom to allow ALL students to share with you at least one of their connections. 4. Have class come back together as a group to share additional connections. At this point students must describe what is happening in the story where they are making a connection.
<p>Differentiation</p>	<p>Type and length of book. Oral or Written Groups, Pairs or Individuals</p>	
<p>Assessment</p>	<p>Observation of students during Guided Reading Practice and Independent Practice. Listen to students when they are sharing with the group. Checklist</p>	

Next Steps	
Reflections	

Lesson Name	Making Connections: Text to Self, Text to Text, Text to World	
Expectations	<p>Gr. 2 R 1.1 Read some different literary texts R 1.3 Identify several reading comprehension strategies and use them before, (during, and after) reading to understand texts R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.</p> <p>Gr. 3 R 1.1 Read a variety of literary texts R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, (during, and after) reading to understand texts R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p>	
Catholic Graduate Expectations	<p>CGE 5a - A collaborative contributor who works effectively as an interdependent team member CGE 2b – An effective communicator who reads, understands and uses written material effectively</p>	
Materials/Resources	<ul style="list-style-type: none"> • <i>Texts to compare such as:</i> <i>The True Story of the Three Little Pigs</i> by Jon Scieszka, <i>The Three Little Wolves and The Big Bad Pig</i> by Eugene Triviazas, <i>The Three Little Pigs</i> Golden Books • Picture Book: Fictional Text or a Non-fictional text • Connection Wands • Sticky Notes • Graphic Organizer – Making Connections • Journal/Reader’s response notebook 	
Prior Knowledge	<p>Before a group reading of a story, brainstorm the topic of the story to activate prior knowledge. Before reading <i>The True Story of the Three Little Pigs</i> and then teaching the lesson a second time using <i>The Three Little Wolves and the Big Bad Pig</i>, be sure to have read the original <i>Three Little Pigs Story</i>. Refresh students on previous lesson for making connections.</p>	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min Or First day	<p>Think Aloud</p> <ol style="list-style-type: none"> 1. Choose a text (Great time to use <i>The Three Little Pigs</i> original version). 2. Post connection starters for students to see what you are trying to accomplish. <p>Prompts: I have a connection..... Remember when..... This reminds me of..... When I read _____, I thought of</p>

		<ol style="list-style-type: none"> Discuss with students how sometimes we have the same connections and sometimes they are different. Explain the three types of connections, text to self, text to text and text to world. Post posters for each – see BLM that follows. Before reading, activate prior knowledge by using the OWL strategy - turning to various pages and making I notice or I observe that....., then make I wonder statements and read the story. Then link the story to your life, another text or the world around you. 						
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20 min or Second Day	<ol style="list-style-type: none"> Repeat the same task with the students (OWL) using one of the additional Three Little Pigs texts. The goal is for the students to make connections or link the text while you the teacher is reading the text. In order for this to flow, make three symbols (book, person, world on construction paper and paste these onto popsicle sticks – each student should create these). As the teacher is reading, students raise their various ‘wands’ based on how they feel they are connecting. After each page pause and share a couple of connections. 						
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min or Next Meeting with Guided Reading Groups	<p>Guided Reading: Small Group</p> <ol style="list-style-type: none"> Preview a text discussing the cover and title in order to activate prior knowledge. The Three Little Wolves would be a good choice now. Review posters etc. Read through the text for the pleasure of reading the story. Read the text a second time, making connections as the students go. Allow the students to use their wands to remind them of the types of connections. Provide sticky notes to students to code the text as you read with t-s, t-t or t-w to activate their thinking when sharing after the story. After reading, share connections throughout the story. 						
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min (or more) or Fourth Day – after Guided Practice has occurred.	<p>Pairs</p> <ol style="list-style-type: none"> Allow students to choose a text from the classroom leveled books (preferably at their level). Have students discuss with their elbow partners title and cover in order to activate prior knowledge. Have students read their texts and make connections as they go. Discuss the graphic organizer where students record their thinking. <table border="1"> <thead> <tr> <th>Page Number</th><th>Connection</th><th>Text to Self, Text to Text or Text to World</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table>	Page Number	Connection	Text to Self, Text to Text or Text to World			
Page Number	Connection	Text to Self, Text to Text or Text to World						

		5. Have class come back together as a group to share additional connections. At this point students must describe what is happening in the story where they are making a connection.
Differentiation	Type and length of book. Oral or Written Groups, Pairs or Individuals	
Assessment	Observation of students during Guided Reading Practice and Independent Practice. Anecdotal notes. Listen to students when they are sharing with the group. Assessing student understanding of the various types of making connections from their graphic organizer. Checklist	
Next Steps		
Reflections		

BLM

Making Connections Graphic Organizer

Name: _____

Date: _____

Page Number	Connection	Text to Self, Text to Text or Text to World
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Making Connections

Text-to-Self Connection



**A connection between the text and
something in your own life
experience**

Making Connections

Text-to-Text Connection



**A connection between the text and
another story or text that you have
read previously**

read·write·think
International
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Making Connections

Text-to-World Connection



**A connection between the text and
something that is occurring or has
occurred in the world**

read·write·think
International Reading Association **NCTE** marcopolo

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Lesson Name		Predictions: Anticipation Guide							
Expectations		<p>Gr. 2 R 1.1 Read some different literary texts R 1.3 Identify several reading comprehension strategies and use them before, (during, and after) reading to understand texts R 1.5 Use stated and implied information and ideas in text to make simple inferences and reasonable predictions about them</p> <p>Gr. 3 R 1.1 Read a variety of literary texts R 1.2 Identify a variety of reading comprehension strategies and use them before, (during, and after) reading to understand texts R 1.5 Make inferences about texts using stated and implied ideas from the texts as evidence</p>							
Catholic Graduate Expectations		<p>CGE 2a - An effective communicator reads, understands and uses written materials effectively. CGE 5a - A collaborative contributor works effectively as an interdependent team member.</p>							
Materials/Resources		<ul style="list-style-type: none">• Big Book: Fictional Text or Non-fictional text• Picture Book: Fictional Text or Non-fictional text• Chart Paper, markers (create a graphic organizer)*• Journal/Reader’s response notebook (draw organizer into notebook)							
Prior Knowledge		Basic understanding of true and false.							
Gradual Release Model		Time	Activity						
Teacher Modeling: Showing the students how the strategy is used demonstrating when and why it is effective.		15 min or Day 1	<p>Anticipation Guide:</p> <ol style="list-style-type: none">1. Select a text for the students to read, either a narrative or an informational text.2. Create 3 to 5 statements for the students to respond to using “agree” or “disagree.” The statements should make sense and be proven or disproven by reading the text. Include important vocabulary and names. <table><tr><td>Statements:</td><td>Agree:</td><td>Disagree:</td></tr><tr><td></td><td></td><td></td></tr></table> <ol style="list-style-type: none">3. Read the statements together. Talk about what they mean. Students can give a thumbs up if they agree or a thumbs down if they disagree.4. The teacher reads the text to confirm or reject the original statements. Discuss. <p>Note: Be prepared to talk about each statement for students who have trouble connecting prior knowledge with new information.</p>	Statements:	Agree:	Disagree:			
Statements:	Agree:	Disagree:							
Shared Practice: Providing an opportunity for the students to follow along and join in the		15 min or Day 2	<ol style="list-style-type: none">1. Select a new text for the students to read, either a narrative or an informational text.2. Create statements and have students agree or disagree after reading through the statements.						

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Lesson Name	Predictions: Picture Walk	
Expectations	<p><u>Gr. 2</u> R 1.1 Read some different literary texts R 1.3 Identify several reading comprehension strategies and use them before, (during, and after) reading to understand texts R 1.5 Use stated and implied information and ideas in text to make simple inferences and reasonable predictions about them</p> <p><u>Gr. 3</u> R 1.1 Read a variety of literary texts R 1.3 Identify a variety of reading comprehension strategies and use them before, (during, and after) reading to understand texts R 1.5 Make inferences about texts using, stated and implied ideas from the texts as evidence</p>	
Catholic Graduate Expectations	<p>CGE 2c - An effective communicator presents information and ideas clearly and honestly and with sensitivity to others. CGE 5a - A collaborative contributor works effectively as an interdependent team member.</p>	
Materials/Resources	<ul style="list-style-type: none"> • Big Book: Fictional text or a Non-fictional text • Picture Book: Fictional Text or a Non-fictional text • Chart Paper, markers (create a graphic organizer) • Journal/Reader's response notebook (draw organizer into notebook) 	
Prior Knowledge	<p>Basic experience of looking at a picture and discussing what they see. A picture walk is a thinking strategy to preview a text (to make sense of and to learn from what they are reading).</p>	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min or First Day	<p>Picture Walk</p> <ol style="list-style-type: none"> 1. Choose a text and start with the title and the cover of the text. Flip through the pages looking at the pictures with the students. 2. Model think-alouds showing what a good reader would say. Use explicit questions like: What is the title? What do you see in the pictures? Where is this happening? What do you think is happening? What do you think will happen next? What elements of text do you see? How can they help you understand the text? 3. You do not need to picture walk through the whole text (esp. if it has a surprise ending). 4. In addition to asking questions, have students name items shown in the pictures especially items where they may not know the names. Discuss.

<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	<p>15 min or Second Day</p>	<p>Prove It!</p> <ol style="list-style-type: none">1. Introduce the text by showing the cover and doing a picture walk.2. The teacher asks students to make predictions about what the text may be about and explain “why they think so.”3. Record predictions on a chart such as: <table><tr><td>Our Predictions</td><td>Why we Think so</td><td>Adjustments</td><td>Confirmed</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <ol style="list-style-type: none">4. Read a section together and see which predictions were accurate. Make new predictions or adjustments and continue reading.5. Encourage students to verbalize using vocabulary that a good reader would use.	Our Predictions	Why we Think so	Adjustments	Confirmed				
Our Predictions	Why we Think so	Adjustments	Confirmed							
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	<p>20 min or Third Day</p>	<p>Guided Reading: small group</p> <ol style="list-style-type: none">1. Preview a text by doing a picture walk and model asking questions. Students predict what they think is happening based on what they see.2. Create a graphic organizer together to copy into their journal/reader’s response notebook. For example: <table><tr><td>Our Predictions</td><td>What Really Happened</td></tr><tr><td></td><td></td></tr></table> <ol style="list-style-type: none">3. Read through text in the guided reading group to confirm or adjust predictions.	Our Predictions	What Really Happened						
Our Predictions	What Really Happened									
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	<p>20 min (or more) or Fourth Day</p>	<ol style="list-style-type: none">1. Give students individual texts. Have them preview their texts using a graphic organizer (shown above) to predict relevant information.2. Think-pair-share: Have students share their predictions with a partner.3. Have students read their texts and fill in what really happened.4. Have class come back together as a group to share their charts.								
<p>Differentiation</p>	<p>Type and length of book. Younger students will need a text with more pictures. Wordless picture books are available as well.</p>									
<p>Assessment</p>	<p>Observation of students during their think-pair-share. Listen to students when they are sharing with the group. Collect their graphic organizers from their journal/notebook to view. Use a checklist and/or anecdotal notes.</p>									
<p>Next Steps</p>										
<p>Reflections</p>										

Lesson Name	Questioning Before, During and After Reading	
Expectations	<p><u>Gr. 2</u> R 1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts</p> <p><u>Gr. 3</u> R 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator who reads, understands and uses written materials effectively</p> <p>CGE 5a - A collaborative contributor who works effectively as an interdependent team member</p>	
Materials/Resources	Read aloud book, stickies, other fiction books	
Prior Learning	<p>The students have previously discussed the following questions: What do we know about asking questions? How do readers figure out answers to their questions?</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	25 min.	<ul style="list-style-type: none"> • Create a chart about: What they know about asking questions (helps their schema grow, gives us information about the book etc.) and how readers figure out answers to their questions (from the text, from the illustrations, from outside sources). • Introduce a new book • The students then pose questions based on the cover. After a couple of questions ask the students to return to their seats and record their questions on sticky notes. • The teacher circulates providing support and encouragement. • The students select their best question and post it on a chart at the front of the class. • The students sit as a whole group and the teacher reviews some of the questions. • The teacher starts the read aloud and shares his/her thinking by mentioning the questions that come to mind.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min.	<ul style="list-style-type: none"> • The students also pose questions during the read aloud. • Following the read aloud the teacher and students look at the questions that they posed before reading to see if any of them were answered. • They discuss each question as to whether it was answered <ul style="list-style-type: none"> - in the text, - the illustration or - would the answer be found in an outside source. • The teacher places a T on the question if the answer was found in the text, an I is placed on the question if it was

		found in the illustration or an OS if it needed to be answered by an outside source.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 - 25 min.	Small Group Practice: <ul style="list-style-type: none"> A small group of readers select a book. They discuss the book cover and pose questions. They post them on the cover and continue reading. During the reading they each pose a question. When finished reading they state if they still have a question. Together they review the questions that were created and indicate if it was answered by the text, the illustration or an outside source.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 -25 min.	<ul style="list-style-type: none"> Using another fiction text the students place their stickies with their pre-reading questions on the cover. During reading they post their stickies inside the book. After reading they post any other questions they still have about the story on the back cover. They then return to the beginning and review their questions indicating if their questions were answers from the text (T), illustrations (I) or if it will have to be answered by an outside source (OS).
Differentiation	The students could be partnered during the independent reading if required. The text material can vary in degree of difficulty.	
Assessment	Observation of questions posed and small group work skills. Rating scale and anecdotal notes	
Next Steps		
Reflections		

Lesson Name	Reader's Journal	
Expectations	R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.	
Catholic Graduate Expectations	CGE 2b- An effective communicator who reads, understands and uses written materials effectively.	
Materials/Resources	<ul style="list-style-type: none"> • Overhead or chart paper for modeling with a t-chart labeled "What happened" "I thought . . ." • Student journals • Read aloud stories which are likely to evoke emotional reaction 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10-15min	<ol style="list-style-type: none"> 1. Teacher reads a picture book to the class. It should be a book that students will respond to – humour is a good place to start.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5-10min	<ol style="list-style-type: none"> 1. On a t-chart (overhead or chart paper), the teacher writes something in the left-hand column that happened in the beginning of the story. 2. Teacher thinks aloud about what they thought about the part, feelings, what reminded them of, something that surprised them, what they thought was going to happen, any emotional response. 3. The teacher chooses one thing to write about their feelings in the right-hand column. 4. Students help the teacher write about at least two more events in the story (so that the chart ends up with something from the beginning, the middle and the end of the story).
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15min	<ol style="list-style-type: none"> 1. In small groups, after guided reading, the small group discusses what they thought about the various parts of the story. What their feelings were, what it reminded them of, any emotional response. 2. Students write down events from the story in the left side of their t-chart (drawn in their reading journals) and their feelings about their chosen event in the right side.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20min	<ol style="list-style-type: none"> 1. Students can use this retell/summarize strategy in a writer's journal to reflect on read alouds or independent reading. (The teacher modeling/guided practice should occur several

		times before students begin using their journals.)
Differentiation	Students who have difficulty devising responses may need a chart posted of sentence starters/questions for their responses (eg. What did the story remind you of? Why?; What might happen if . . .)	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal records • Work samples 	
Next Steps		
Reflections		

Lesson Name	Retelling	
Expectations	R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea	
Catholic Graduate Expectations	<p>CGE 2a An effective communicator who listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 3c A reflective, creative, and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 5a A collaborative contributor who works effectively as an interdependent team member.</p> <p>CGE 5e A collaborative contributor who respects the rights, responsibilities and contributions of self and others.</p>	
Materials/Resources	<ul style="list-style-type: none"> • Read Aloud Text (non-fiction) • Retelling gloves (title, first, then, next, finally OR character, setting, beginning, middle, end OR who, what, where, when and why) • Sufficient copies of another text for shared reading. 	
Prior Learning	Students must understand what is meant by first, then, next, etc.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Teacher reads a story aloud, modeling text retelling using the retelling glove. (This activity could also be modeled using a wordless text.) 2. Begin with (title, first, then, next, finally). 3. While thinking aloud model how to determine what to choose for each stage of the story. There is generally more than one possibility for each. 4. Show students what makes the most sense as the main idea and action in a story or as the most important to least important information in a non-fiction text.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.		<ol style="list-style-type: none"> 1. Begin the shared reading session with a second reading of the same text or with a new, but similar story. 2. Choose students to retell the title and first parts of the story. 3. Students can then turn knee-to-knee, to orally retell the then, next and finally aloud using their retelling glove. 4. Students use a wordless text to perform this activity.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.		<ol style="list-style-type: none"> 1. During the Guided Practice, teachers or group leaders repeat the lesson within the small ability groups. 2. Weaker groups may focus on beginning, middle and end or even only developing one part of the lesson at a time. 3. Stronger groups would focus more on the details and description of each part.
<i>Independent Practice:</i>		<ol style="list-style-type: none"> 1. Using the graphic organizer with five boxes, like the

Students begin to use the strategy using real text.		<p>retelling glove, students illustrate or write the important ideas from the text following the retelling model.</p> <ol style="list-style-type: none"> 2. Students can share their thinking orally at the end of the independent block. 3. Have students illustrate the retell in the five boxes or create a cartoon strip.
Differentiation		<ul style="list-style-type: none"> • This lesson could be changed and used to teach 5 sentence paragraphs for older or more advanced students. • Inspiration could be used to create the retell with pictures and/or words.
Assessment	Class participation and teacher observation during the shared practice, the final products completed independently	
Next Steps		
Reflections		

Lesson Name	Retelling the Beginning of a Narrative	
Expectations	1.4 – Demonstrates understanding of text by retelling the story or restating information from the text.	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • <i>Guided Reading Basics</i> by Lori Jamison Rog (Pembroke Publishers, 2003) • <i>Jeremiah Learns to Read</i> by Jo Ellen Bogart or a similar narrative • The first page of the text printed on chart paper • A large triangle cut from green construction paper • Smaller green triangles cut from 8x11 paper. They need to be big enough for students to write in their information. 	
Prior Learning	Students should have an understanding of what the terms “characters”, “setting” and “problem” mean when discussing texts.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	The teacher reads the story to the whole class. When finished, he/she states that she is going to model how to retell the beginning of the story to someone, pretending they have never heard it before. He/she thinks aloud that the beginning of a story is the part where the reader learns three important pieces of information: the main characters, the setting and the problem. In this text, these are found on the first page, but this is not always the case. Sometimes we need to read the first several pages to discover these three pieces of information.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min.	The teacher displays the sentences from the first page of the text on the chart paper. The group rereads this text together, and may reread several times, with different smaller groups reading a sentence together. The teacher shows the students the triangle and asks “why do you think we would use a triangle to organize the retelling of the beginning of a story?” (to emphasize that they are looking for three pieces of information.) He/she thinks aloud that the main character is Jeremiah, so he/she will write his name on one point of the triangle. The setting can be found in the picture, and in the words, and from these we know he is on a farm in a rural area. This will be recorded on the second point of the triangle. Lastly, the problem is stated very clearly, “He doesn’t know how to read.” This will be recorded on the third point of the triangle. As a large group read together the three important pieces of information that need to be included in retelling the beginning of a story.

Guided Practice: Gradually giving the student more responsibility for using the strategy.	20 min.	Using the students current guided reading texts, the groups can meet to record the main characters, setting and problem on a green triangle provided for them. As a group they can present these to the class, in order to practice retelling the beginning of a story.
Independent Practice: Students begin to use the strategy using real text.	20 min.	From their independent reading file the students may choose a text and record the main characters, setting and problem on another of the green triangles provided by the teacher. They may meet in small groups, with their book and graphic organizer, to share these retells.
Differentiation	<ul style="list-style-type: none"> • Provide extra time for the guided and independent tasks • Teacher may choose texts for those who find this difficult at independent time • Students may practice with more than one text • Students can draw pictures for their retell, if they are unable to write the information. 	
Assessment	Teacher observation of student participation, collected graphic organizers, vocabulary used during retells (characters, setting, problem)	
Next Steps		
Reflections		

Lesson Name	Retelling the Middle of a Narrative	
Expectations	1.4 – Demonstrates understanding of text by retelling the story or restating information from the text.	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • <i>Guided Reading Basics</i> by Lori Jamison Rog (Pembroke Publishers, 2003) • <i>Jeremiah Learns to Read</i> by Jo Ellen Bogart or a similar narrative • A large square cut from yellow construction paper • Smaller yellow squares cut from 8x11 paper. They need to be big enough for students to write in their information. 	
Prior Learning	Students should have an understanding of what the terms “characters”, “setting” and “problem” mean when discussing texts.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min.	The teacher uses the same text to model retelling the middle of a narrative as was used for retelling the beginning. In this case, they will do picture walk through the text, <i>Jeremiah Learns to Read</i> , and think aloud recalling the events of the story. He/she will explain that in the middle of the story are the details of how the main character attempts to solve his problem of not being able to read. We need to be able to pick out the important details when we’re doing a retell, and not just repeat everything in the entire text. Looking at our square, how many details do you think we are going to look for in this text? On the yellow square, the teacher will record the 4 important details about how Jeremiah tried to solve his problem. (These could be recorded before the lesson if it is too long for the students to attend to the lesson.) On one point of the square will be recorded that Jeremiah talked to his brother. On the second point write that Jeremiah talked to his wife. On the third point, write that he went to school to learn. On the fourth point write that Jeremiah practiced every day. These are four important things the main character did to solve his problem. Explain that it does not always have to be four details...sometimes there might be three and sometimes five, but four is a good place to start.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the	5-10 min.	Display the green triangle from the previous lesson of Retelling the Beginning and the yellow square from this lesson together. As a group reread the points on the triangle, and the points on the square. Repeat having different groups read the different points.

reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min.	Using the same guided texts from the previous lesson of retelling the beginning, have the students work as a group to record three or four important details that relate to solving the problem in their story. If everyone in the group does not agree on which details are the most important, they can record their own ideas on their yellow square that will be provided for them. These groups may present their retelling of the middle of the story to the large group.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	Using the same independent text that was used in the previous lesson, students will work on their own to record important details from the middle of their story on their own yellow square, making sure the details relate to solving the main character's problem. They can meet in the same small groups as before to retell the middle of their stories.
Differentiation	<ul style="list-style-type: none"> • Provide extra time for the guided and independent tasks • Teacher may choose texts for those who find this difficult at independent time • Students may practice with more than one text • Students can draw their ideas for the retell, if they are unable to write the information. 	
Assessment	Teacher observation of student participation, collected graphic organizers, vocabulary used during retells (characters, setting, problem)	
Next Steps		
Reflections		

Lesson Name	Retelling the End of a Narrative	
Expectations	1.4 – Demonstrates understanding of text by retelling the story or restating information from the text.	
Catholic Graduate Expectations	CGE 3c – thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • <i>Guided Reading Basics</i> by Lori Jamison Rog (Pembroke Publishers, 2003) • <i>Jeremiah Learns to Read</i> by Jo Ellen Bogart or a similar narrative • A red circle cut from construction paper • Smaller red circles cut from 8x11 paper. They need to be big enough for students to write in their information 	
Prior Learning	Students should have an understanding of what the terms “characters”, “setting” and “problem” mean when discussing texts.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min.	Teacher reviews the retelling of the beginning and the middle of the narrative. He/she tells the class that they will now be learning to retell the end of a story. The retelling of the end is how we know the problem has been solved or resolved. We record our information on a circle this time, because it loops or circles back to the problem in the beginning. In <i>Jeremiah Learns to Read</i> we know he has solved his problem because he can read to his wife, Julianna. The teacher will reread this last section of the book to the class, showing that the end of the retell is not the last page of the story. Students need to learn that the last line of the text is not the end, as we are meaning when doing a retell. The end is the proof that the problem has been solved. On the red circle the teacher writes that Jeremiah can read to his wife.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5 min.	Display the triangle and square from the previous lessons with the red circle. These are three parts of a retell. As a large group read the points on each of the organizers, and then have smaller groups read each one again.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min.	Using the same guided reading texts as in the previous lessons, have the students work as a group to record the end of their retell on the smaller red squares provided for them. The groups can each share their retell of the end with the larger group.


<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	<p>The students will use the same individual texts as in the previous lessons, to record the end of their story on their own. They can then share these retells within the same smaller groups as on the previous day.</p> <p>Each student's graphic organizers can be assembled as a mobile and hung up in the room to celebrate completing their retells, and as visual reminders of the parts of a retell.</p>
Differentiation	<ul style="list-style-type: none"> • Provide extra time for the guided and independent tasks • Teacher may choose texts for those who find this difficult at independent time • Students may practice with more than one text • Students can draw pictures for their retelling, if they are unable to write their information 	
Assessment	Teacher observation of student participation, collected graphic organizers, vocabulary used during retells (characters, setting, problem)	
Next Steps		
Reflections		

Lesson Name	Seeing Is Believing	
Expectations	R 1.3 Identify several reading comprehension strategies and use them before, during, and after reading to understand texts	
Catholic Graduate Expectations	CGE 3c - A reflective, creative and holistic thinker who things reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Blank Paper (chart paper works too!) • Writing tools (pencils, crayons, pencil crayons, markers, etc.) • Computer with Inspiration (if available for differentiated lessons) • Book of poems • Overhead projector 	
Prior Learning	No prior learning is necessary	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10-15 min	Teacher asks for a student volunteer to read a short poem aloud. The teacher will model for the students, visualizing in their mind's eye what they are being read. The teacher can use the board to draw a picture, or an overhead projector. Model how visions change as more is learned, or perhaps even starting a new vision if the one you started with wasn't consistent with the rest of the poem. Exaggerate taking time to think and listen, or perhaps hearing the poem again.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	5-10 min	Have the volunteer reader (this could even be the principal, SSW or EA!) read the passage again as the rest of the students close their eyes and listen. Ask the students if their vision is similar to the one on the board. How would they change your vision (add, take away, etc.)?
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20 min	Divide the class into small groups (2-4 students). Provide each group with a piece of paper and writing tools. Encourage them to draw what they are seeing in their mind's eye, or visualize as you read the story. Depending upon group dynamics, you may want to have the students do one big picture together, or separate, individual pictures that they can discuss at the end. Read a different poem to them and allow them practice illustrating what they are visualizing. Encourage group discussion after the poem has been read.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	From a group of pre-selected poems of varying levels of difficulty, allow students the opportunity to select one of them. Students will read the poem and illustrate it based on what they have read to themselves. (This is a great strategy for students who use Kurzweil to listen to text. It allows them to create visual diaries of what they've read!!) Students will hand in their final copy to the teacher.

Differentiation	<p>For the final project:</p> <ul style="list-style-type: none"> • Allow the use of Kurzweil 3000 so that students can have their chosen poem read to them, or if this isn't available, have a partner/teacher read the poem aloud. • Vary the reading level of the poems
Assessment	Rubric for final project, anecdotal notes, observations
Next Steps	
Reflections	

Lesson Name	Sense Star	
Expectations	<p>Students will identify several reading comprehension strategies and use them before, during, and after reading to understand texts.</p> <p>Students will demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details.</p> <p>Students will use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.</p>	
Catholic Graduate Expectations	A reflective, creative and holistic thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience.	
Materials/Resources	Black or Whiteboard. Several short examples of descriptive writing. A handout of the outline of a star in black on a plain white piece of paper. Levelled short books for individual activity.	
Prior Learning	Understanding of the five senses and visualization.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 Min	<p>The teacher begins by telling students that good readers imagine what they are reading, like a movie or television program that plays inside their head. By imagining or visualizing the story, we remember much more about it and we can make much better predictions about what might happen next. Tell students that you are going to show them what you are thinking about when you read a passage, but first, you need to show them a way (a scaffold) to record and organize your thoughts about what you are reading.</p> <p>Draw an outline of a star on the board, and tell students that this is your Sense Star. Use a prime, or bold colour that students will remember, as they will continue to use the star symbol as a scaffold in future lessons.</p> <p>At each point of the star, write the following...</p> <p>"What do I see?"</p> <p>"What do I hear?"</p> <p>"What do I smell?"</p> <p>"What do I taste?"</p> <p>"What do I touch?"</p> <p>And, in the middle of the star, write..</p> <p>"How do I feel?"</p> <p>Now, tell students that you are going to stop as you read to record ideas. It is important to model the reading in this way so that you show that a good reader is constantly rethinking and refining his or her visualization of the story/passage.</p> <p>Read the passage and record your thoughts on the board.</p>

Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	10 Min	Now, repeat the modeled activity with the students, but use a shared passage. Have students raise their hands and contribute to a class star. It is sometimes beneficial to tell students to close their eyes while they listen to reduce distractions and increase concentration on the text.
Guided Practice: Gradually giving the student more responsibility for using the strategy.		
Independent Practice: Students begin to use the strategy using real text.	10 – 20 Min	Have students select a book or reading from the ones that have been placed at their group. Give students a copy of the Sense Star and tell them to complete a Sense Star for the cover or first page. It is recommended that the teacher provide more guidance for those who may not be able to select an appropriate reading by marking books with post-it's, or even having the whole class work on the same piece of writing. When students have had time to complete their star, ask them to share what they sensed in the reading. Finally, select a few students with good habits and ideas to share their thoughts with the class. Students should hand in their completed star at the end of the period.
Differentiation	Students will require readings that are at their ability level. Some may need the use of Dragonspeak or other software to help them read the passage, or to record their thoughts. Some readings may be recorded, and students may need the use of a scribe. Students may also be allowed to express their ideas using small pictures if they lack the writing skills to communicate their ideas.	
Assessment	Teacher observation, checklists, rubric	
Next Steps		
Reflections		

Lesson Name	Shopping Sheep	
Expectations	R 3.1 Predict the meaning of and quickly solve familiar words using different types of cues, including graphophonic cues	
Catholic Graduate Expectations	CGE 2b An effective communicator, who reads, understands and uses written materials effectively	
Materials/Resources	<ul style="list-style-type: none"> • “Sheep in a Shop” by Nancy E. Shaw or another book that focuses on similar blends. • Chart paper 	
Prior Learning	Single letter sounds so that they can be blended together. Sound of “sh” blend.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<p>Read aloud – Read the first half of the book aloud to the class, remembering to emphasize the similar blends (i.e. “sh”). Show the class the outline of those two letters together ().</p> 
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15-20 min	Put the next few pages up on an overhead for students to follow along. Take out part of the matching blends so that students can use what they know to put their own words in. Model for students the idea that there are many words that will fit using similar blends, but that only a few will actually make sense. Encourage use of the illustrations for students who are struggling with words to use.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15- 20 min	Write down “sh” on the board and have students copy it on their (mixed) group’s piece of chart paper. From here, have students brainstorm as many words that have the ‘sh’ blend in them (initial, middle or ending) and write them on the chart paper. Share these words with the class and compile a master list for future use.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15-20 min	Students will pick (around) 5 of the ‘sh’ words from the master list and use them in a complete sentence. They can follow a common theme for their sentences, or they can all be separate. They will hand these sentences in to their teacher as a final project.
Differentiation	<ul style="list-style-type: none"> • Provide students with a theme if necessary and give them the opportunity to brainstorm topics for their sentences. • Allow the use of Dragon Naturally Speaking for students to voice in their sentences. They can also use Kurzweil to have the computer read sentences back to them and check for errors. • Allow students to illustrate their sentences if time permits. 	

Assessment	Observation, student responses, anecdotal notes, rubric for marking 5 sentences
Next Steps	
Reflections	

Lesson Name	Story Quilt	
Expectations	R 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea	
Catholic Graduate Expectations	CGE 3c A Reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems	
Materials/Resources	<ul style="list-style-type: none"> • Big book (fiction or non-fiction), if possible, accompanying student books to be used during the Guided Practice section • Chart Paper: What's Important • Story Map outline(sample template of story map attached) the number of copies based on division of students during Guided Practice) • Class set of blank paper for students to depict the main idea—final product becomes the squares of the quilt. 	
Prior Learning	Familiarity with the graphic organizer of the Story Map	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Before reading, teacher discusses each box in the Story Map with the students. 2. Teacher pre-selects text and reads aloud to class. 3. During the read aloud, use think-out-loud strategy stating, "This must be important because..." , "I think the author is trying to catch our attention by ..."
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	<ol style="list-style-type: none"> 1. After listening to the story or informational text, students contribute to discussion on what was important in the text. 2. Answers are recorded on chart paper. Students are encouraged to explain their thinking by stating, "This is the most important thing I've learned/ discovered so far..." , "I think this is the most important thing to remember about this story/ topic because...." , "The main idea of this story is..."
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min	<ol style="list-style-type: none"> 1. Students work in groups with a copy of the story/informational text. 2. Groups review what was determined as being important in the text. 3. Groups will complete a story map including the various story elements of setting, character and main idea.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. Students colour a border around their paper with a solid colour. 2. Students will represent the key/ main idea(s)

		pictorially in the middle of the white paper.
Differentiation	The solid colour around the border could be replaced with key words from the story. Students could add words to their illustration.	
Assessment	Teacher observation, group effort with the Story Map, final product of the quilt piece.	
Next Steps		
Reflections		

Lesson Name	Story Star	
Expectations	<p>Students will identify several reading comprehension strategies and use them before, during, and after reading to understand texts.</p> <p>Students will demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details.</p> <p>Students will use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.</p>	
Catholic Graduate Expectations	A collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others	
Materials/Resources	<p>Black or Whiteboard. Several short examples of descriptive writing. A handout of the outline of a star in black on a plain white piece of paper.</p> <p>Leveled short books for individual activity. Chart paper and washable markers for each small group.</p>	
Prior Learning	Understanding of visualization, and basic story elements (characters, setting, problem, solution, events, and theme/message). Lesson on "Sense Star" should be taught first.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 Min	<p>The teacher begins by reviewing what students know about habits that good readers have. Students should remember the lesson from last class and indicate that good readers visualize. The class should also collectively define what visualization is, and what it looks like. The teacher should note these items on the board.</p> <p>Next, the teacher should ask the class about the parts of a story. What things do we notice when we read a story? Students may not know the proper terms, but discussion should lead them to the ideas that a story has people (or actors of some sort), it occurs somewhere at some time, things 'happen' in a story, and there is always a problem (conflict) and a solution (resolution). As the class agrees on an element or definition, make sure to write in on the board. These definitions should be kept on a bulletin board or other display so that students can continue to refer to the concepts throughout the unit. Students may or may not know what theme is, so you may have to prompt or provide an example for them. Aesop's fables are one of the easiest examples to use, but there are many others.</p> <p>When you have this information on the board, tell students that a good reader uses these features of the text to help them remember and retell what they have read. Ask students how retelling helps us as readers. Good answers might be that it helps us remember things, it helps us make predictions, or it lets us enjoy the story more. Make a note of any good answers.</p>

		<p>Now draw a new star on the board, make sure that this one is a different/contrasting colour to the one you used for your Sense Star. Label the points of this star...</p> <p>Problem Setting Characters Events Solution</p> <p>And in the middle of the star, add...</p> <p>Theme</p> <p>In selecting your example to model, it is important that you choose a story that the students are already familiar with so that everyone can start with much the same knowledge base. If you haven't already shared a story with the students, then a good substitute is a fairy tale or popular movie. Add your thoughts to the appropriate points of the star, and leave your answers on the board to help students form their own answers.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 Min	Now, repeat the modeled activity with the students, but use a shared passage. Have students raise their hands and contribute to a class Story Star.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15 Min	In small groups, have students work together to create a Story Star for a story familiar to them or one that you have chosen for them to read. Students should record their answers on the chart paper at their group/station. When they have completed their star, have them share the results orally with the rest of the class and post their star.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		Independent practice should occur during the next Language period.
Differentiation	Students will require readings that are at their ability level. Some may need the use of Dragonspeak or other software to help them read the passage, or to record their thoughts. Some readings may be recorded, and students may need the use of a scribe. Students may also be allowed to express their ideas using small pictures if they lack the writing skills to communicate their ideas.	

Assessment	Teacher observation, checklists, rubric
Next Steps	
Reflections	

Lesson Name	Strengthening Comprehension	
Expectations	<p>R 1.5 Use stated and implied information and ideas in the text, initially with support and direction, to make simple inferences and reasonable predictions about them</p> <p>R 1.6 Extend understanding of texts by connecting to ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p>	
Catholic Graduate Expectations	<p>CGE 2a An effective communicator who listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2b An effective communicator, who reads, understands and uses written materials effectively.</p> <p>CGE 2c An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 2d An effective communicator who writes and speaks fluently one or both of Canada’s official languages.</p> <p>CGE 3c A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 5e A collaborative contributor who respects the rights, responsibilities and contributions of self and others.</p>	
Materials/Resources	<ul style="list-style-type: none"> • PM Benchmark Teacher's Guide • A timeline, for example, first, next, then, finally • Chart paper and markers 	
Prior Learning	Students will need to know what a timeline is and will need to understand what making a prediction means.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> 1. Teacher can have a general discussion, as a reminder of what predictions mean. For example, teacher can ask the class, “Does anyone know what the weather will be like tomorrow?” The most common predictions that children are exposed to are weather reports. Before reading a story the teacher can record and reread the student’s ideas and predictions about the title and cover of the read-aloud. 2. Continue to build and revise predictions and ideas as the story is revealed throughout reading. 3. Stop and model making inferences “between the lines” and beyond.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the	15 min	<ol style="list-style-type: none"> 1. During the Shared Practice section the teacher would tell the students that is important for them to be able to see the timeline of the overall text. 2. The teacher can lead students to complete a group timeline of the read aloud. 3. Students can then record the timeline in a reading notebook to have as an example of what they will need to produce during Independent Practice.

reading.		
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ol style="list-style-type: none"> 1. During the guided session teachers or group leaders reinforce the idea of predicting and of recording a timeline for a leveled book. 2. Each group can produce a timeline on a chart paper to be displayed around the classroom to give weaker students more concrete examples to follow during Independent Practice.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. For independent practice have the students focus on the pictures and ask them how they help. 2. Initially students should only illustrate their predictions and their timelines.
Differentiation		<ul style="list-style-type: none"> • Students could use inspiration to illustrate a time line for their story. • Students with greater ability would be asked to produce timelines with words and examples from the text.
Assessment	Finished assignments, participation during shared discussion, anecdotal notes	
Next Steps		
Reflections		

Lesson Name	The Five Senses	
Expectations	R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	
Catholic Graduate Expectations	<p>CGE 2a An effective communicator who listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2c An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 2d An effective communicator who writes and speaks fluently one or both of Canada's official languages.</p> <p>CGE 3c A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 5e A collaborative contributor who respects the rights, responsibilities and contributions of self and others.</p>	
Materials/Resources	<ul style="list-style-type: none"> • Read Aloud Text or Shared Reading Text (which elicit sensory responses) • graphic organizers in shapes corresponding to the five senses (glasses, nose, lips, hand, ear) • sticky notes 	
Prior Learning	Students must have been previously exposed to the 5 senses.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ol style="list-style-type: none"> 1. Teacher reads a carefully selected text aloud, modeling and thinking aloud. 2. Use the graphic organizer to describe the images, sound, smell etc. experienced through the text.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ol style="list-style-type: none"> 1. Teacher rereads the book and asks the students to give her ideas to add to the graphic organizer. 2. A second read-aloud could be done, along with a second organizer if students seem to be struggling.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<ol style="list-style-type: none"> 1. For Guided Reading, teachers or group leaders explain to their individual groups that they are going to have to choose which organizer they would use to record information about their text for today. 2. After a first reading, students turn knee-to-knee, to share which organizer (see above) they will choose and why.

		<ol style="list-style-type: none"> Students are given copies of what they have chosen. Each group can then orally share the images and sensory experiences evoked by the author's words.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		<ol style="list-style-type: none"> Using sticky notes, each student is asked to mark the places in the text where sensory images are created by the author. Students then transfer their feelings into a graphic organizer by illustrating or writing about the images evoked by the author's words. Once completed, students orally share their thinking with a partner.
Differentiation	<ul style="list-style-type: none"> Students can use Inspiration to create and illustrate a sensory graphic organizer. The class could be divided into 5 groups, each one being given one sense to concentrate on for a read-aloud. 	
Assessment	Completed student work, cooperation and participation can also be evaluated during group work.	
Next Steps		
Reflections		

Lesson Name	Wonder Star	
Expectations	<p>Students will identify several reading comprehension strategies and use them before, during, and after reading to understand texts.</p> <p>Students will demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details.</p> <p>Students will use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.</p>	
Catholic Graduate Expectations	Describe how the lesson links to Catholic Graduate Expectations.	
Materials/Resources	<p>Black or Whiteboard. Several short examples of descriptive writing. A handout of the outline of a star in black on a plain white piece of paper. Leveled short books for individual activity. Chart paper and washable markers for each small group.</p>	
Prior Learning	<p>Understanding of visualization, and basic story elements (characters, setting, problem, solution, events, and theme/message). Basic understanding of textual features of fiction (Titles, Pictures, Punctuation, Diction)</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 Min	<p>The teacher begins by reviewing the habits that good readers utilize (visualization and retelling), and referring to the two reading stars on display to help.</p> <p>Next, tell students that today we will be learning about predictions. What is a prediction? Ask the class if anyone knows what a prediction is, or if they can give an example of a prediction. Popular examples include the weather forecast and the outcome of sporting events. When the class has got the idea of what a prediction is, write a definition on the board and make sure to add it to your bulletin board.</p> <p>Now tell students that good readers make predictions all the time when they are reading, and like a detective, good readers base their ideas on clues in the text. Today, you will be looking at some of the places where writers hide clues in stories. Ask students if they can tell you where writers might hide clues. Compile a list until you get the important concepts (title, pictures, words, punctuation).</p> <p>Tell students that good readers and good detectives also use hunches, because sometimes something we see or read makes us feel a certain way even though we can't exactly say why.</p> <p>Now, draw another star on the board. Make sure that it is different from the Sense Star and the Story Star (primary colours work well for this scheme), and tell students that today you will be making a Wonder Star.</p> <p>Label the points on the Wonder Star as follows...</p>

		<p>Pictures Words Titles Punctuation Hunches</p> <p>And inside the star place...</p> <p>“What Really Happened”</p> <p>Now have students look at the front cover of a book. Try to use something that is rich in both art and text. Robert Munsch books are particularly good for this type of activity. Tell the students that you are going to make some predictions about the story based on what you see on the cover. Make notes on each of the points. It is important, however, to note that sometimes students will not have all of the different types of clues in one example. Tell them that it is ok to leave a point blank if the writer didn’t include that kind of clue where they are looking.</p> <p>When you are finished making predictions, read the story and then write in the centre what really happened. Model for the students how to reflect on their predictions and show that not all of them can or should be right. Making good predictions is about making use of the evidence, not about getting it exactly right.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 Min	Now, repeat the modeled activity with the students, but use a shared story cover. Have students raise their hands and contribute to a class Wonder Star.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10-15 Min	In small groups, have students work together to create a Wonder Star. Students should record their answers on the chart paper at their group/station. When they have completed their star, have them share the results orally with the rest of the class and post their star.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		Independent practice should occur during the next Language period.
Differentiation	Students will require readings that are at their ability level. Some may need the use of Dragonspeak or other software to help them read the passage, or to record their thoughts. Some readings may be recorded, and students may	

	need the use of a scribe. Students may also be allowed to express their ideas using small pictures if they lack the writing skills to communicate their ideas.
Assessment	Teacher observation, checklists, rubric
Next Steps	
Reflections	

Lesson Name	Wordless Books: Determining Importance	
Expectations	R 1.5 Make inferences about texts using stated and implied ideas from the text as evidence	
Catholic Graduate Expectations	<p>CGE 2e An effective communicator who uses and integrates the Catholic faith tradition, in critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>CGE 3c A reflective, creative, and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Materials/Resources	<ul style="list-style-type: none"> Wordless books 	
Prior Learning	Students should know that all books are stories that follow a sequence, have characters, settings, a problem and a resolution.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ol style="list-style-type: none"> Teacher holds up a wordless book and tells the class that in wordless books readers get to imagine what is happening in a book, without being told so in words. Take a quick picture walk and note some of the key features, such as the number of characters, setting, etc. Thinking aloud, say, "I wonder what kind of a book this is. It may be a fairy tale, a fable, a story or an adventure." When going through the book thoroughly, strategically pick which picture clues to share. Depending on the type of book some things are more important than others (e.g., a humorous story could happen in any environment, but an adventure may be more dependent on the setting to make it make sense. Tell students that just as when they themselves are writing an author chooses details that are important for the story he/she wishes to tell.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ol style="list-style-type: none"> Teacher selects a new book from the wordless bin and asks class to share their ideas during a quick picture walk and again at a slower walk in order to read the book. Ask students what things in the pictures seem to be more important than others and help them determine what pictures tell the main storyline.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using	20 min	<ol style="list-style-type: none"> During guided reading, teachers/leaders are asked to cover the text in the leveled books with sticky notes and in small group discussion have the students make predictions about the story by relying simply on the picture clues.

the strategy.		2. Students will learn that the ability to determine what is important in a picture in a fiction text is much the same as deciding what to wear in the morning by looking out the window to see what kind of day it is. The details in the pictures help the reader better understand the text in the story.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ol style="list-style-type: none"> 1. Students are asked to choose a fiction selection from the browser bins or the classroom library, which they have not previously read. This would be one of the only times a teacher might suggest students take a book that is too difficult for them to read. 2. The task would be for the students to determine by simply looking at the pictures what the story is about. 3. They can record their predictions in a notebook or on lined paper.
Differentiation		<ul style="list-style-type: none"> • This lesson can be done with non-fiction books, too, or even simply from pictures cut out of magazines. • For non-fiction, have the students determine the who, what, where, when, and why of the pictures. • This lesson could be extended in writing as well.
Assessment	Teacher observation, anecdotal notes. recorded predictions or pieces of writing produced could be used for assessment	
Next Steps		
Reflections		

Appendix

Strategies for PM Benchmarks

Meaning

Cuing System Meaning=M Structure=S Visual=V Comprehension=C	Name of Lesson	Pg.	Gr.	Significantly at Risk	Below Target	Meeting Minimum Target	Exceeding Target
M	Be a Mind Reader	7	2-3	x	x	x	x
MSV	Beginnings and Endings	9	2-3	x	x	x	
M	Concept or Definition Map	11	2-3	x	x	x	x
M	Cross-Checking	14	2-3	x	x	x	x
MC	Features of Text	16	2-3	x	x	x	x
M	Finding the Main Idea	22	2-3	x	x	x	x
MSV	Fix-up Strategies to Monitor Understanding	24	2-3	x	x	x	
M	Frustration Model	26	2-3	x	x	x	x
MSV	Guess the Covered Word	29	2-3	x	x	x	x
M	Homonyms & Vocabulary Study	31	2-3	x	x	x	x
MC	Let's Have a Tea Party, Oprah Style	33	2-3	x	x	x	
M	Making Connections	36	2-3	x	x	x	x
M	Making Inferences With Robert Munsch	38	2-3	x	x	x	x
M	Making Predictions and Inferences: Cover to Cover	40	2-3	x	x	x	x
MV	Non-Reader Tells Story Through Illustrations	42	1-2	x	x	x	
M	Paraphrasing Then Decide Word Choice	45	2-3		x	x	x
M	Point of View: Through Another's Eyes	47	2-3	x	x	x	x
M	Prediction and I Wonder Questions – KWL Chart	49	2-3	x	x	x	x
M	Probable Passages: Story Impressions	51	2-3	x	x	x	x
M	Reconstructing Text	53	2-3	x	x	x	x

M	Rivet	55	2-3	x	x	x	x
M	Self-Monitoring	57	2-3	x	x	x	x
M	Self-Monitoring and Word Attack Strategies	59	2-3	x	x	x	x
M	Story Mapping	62	2-3	x	x	x	x
M	Tired Words	65	2-3	x	x	x	x
MC	Understanding Through Visualization	67	2-3	x	x	x	x
M	Vocabulary- Predicted, New and Linked	69	2-3	x	x	x	x
M	Words Within Words Strategy	71	2-3	x	x	x	

Strategies for PM Benchmarks

Structure

Cuing System Meaning=M Structure=S Visual=V Comprehension=C	Name of Lesson	Pg.	Gr.	Significantly at Risk	Below Target	Meeting Minimum Target	Exceeding Target
S	Awesome Adjective	74	2-3		x	x	x
S	A Wonderful Animal	76	2-3	x	x	x	x
S	Guess the Covered Verb	78	2-3	x	x		
S	Jack and Jill	80	2-3	x	x		
S	Mad Libs	82	2-3	x	x	x	x
S	Mixed-Up Mascot	84	2-3	x	x	x	x
S	Nascar Nouns – Day 1	86	2-3		x	x	
S	Nascar Nouns – Day 2	88	2-3		x	x	
S	Old MacDonald Had a Zoo	90	2-3	x	x	x	x
S	One-to-One Matching Piggyback Lesson	92	1-2	x	x		
S	Part of Speech Aerobics	94	2-3	x	x	x	x
S	Perfect Prepositions	96	2-3		x	x	x
S	Phonemic Awareness	98	2-3	x	x	x	x
S	Pocket Chart Puzzle	100	2-3	x	x	x	x
S	Punctuation Practice	102	2-3		x	x	x
S	The Jaberwocky	104	2-3	x	x	x	x
S	The Poetry Window	106	2-3	x	x	x	x
S	The Sentence Mobile	108	2-3		x	x	x
S	Under Construction	110	2-3		x	x	x
S	Using Visual/Auditory Cues	112	2-3	x	x	x	x
S	Vrooming Verbs – Day 1	114	2-3		x	x	
S	Vrooming Verbs – Day 2	116	2-3		x	x	
S	Which One Sounds Right?	118	2-3	x	x		
S	Word Endings	120	2-3		x	x	x

Strategies for PM Benchmarks

Visual

Cuing System Meaning=M Structure=S Visual=V Comprehension=C	Name of Lesson	Pg.	Gr.	Significantly at Risk	Below Target	Meeting Minimum Target	Exceeding Target
V	Alphabet Book	123	2	x	x	x	
V	Building Words	125	2		x	x	x
VS	Eye Spy- Words in Words	127	2-3		x	x	x
VC	Interactive Notebooks	129	3	x	x	x	x
VS	Letter-Sound Match	131	1-2	x	x	x	
V-M	Missing Word	133	1-2		x	x	
V-S	Read Around (Word Family)	135	1-2			x	
VSM	Regressive Cloze	137	2-3	x	x	x	
V-S	Rhyme Time	139	1-2	x	x	x	
V	Rhyming Words	142	2	x	x		
V-S	Sounds Abound	144	1-2	x	x	x	
VS	Substitutions	147	1-3	x	x	x	
V-S	Tongue Tied	149	1-2		x	x	x
V	Tongue Twisters	151	2			x	x
V	Trick or Treat	153	2		x	x	x
V	Walkabout- Seeing Letters	155	2	x	x	x	x
VC	What's for Reading?	157	3	x	x	x	x
V	Word Family Race	159	2-3		x	x	x
V	Word Hunt – Blends and Digraphs	161	1-2		x	x	
VS	Word Prints	163	3	x	x	x	

Strategies for PM Benchmarks

Comprehension

Cuing System Meaning=M Structure=S Visual=V Comprehension=C	Name of Lesson	Pg.	Gr.	Significantly at Risk	Below Target	Meeting Minimum Target	Exceeding Target
CV	Character Mapping	166	2-3	x	x	x	x
C	Connection Wands	172	2-3	x	x	x	x
C	Creating Mental Pictures	174	1-2	x	x	x	x
C	Does This Matter?	177	2	x	x	x	x
C	Give Me Five	179	2-3	x	x	x	X
CV	Inferring From Cover, Illustrations and Text	181	1-3	x	x	x	
CV	Learning Differencing	183	1-3	x			
CSM	Learning Through Partner Talk	185	2-3	x	x	x	x
C	Making Connections: I Have a Connection!	187	2-3	x	x	x	x
C	Making Connections: Text to Self etc.	190	2-3	x	x	x	x
C	Predictions: Anticipation Guide	197	2-3	x	x	x	x
C	Predictions: Picture Walk	199	2-3	x	x	x	x
C	Questioning Before, During and After Reading	201	2-3	x	x	x	x
C	Readers' Journal	203	2-3	x	x	x	x
CV	Retelling	205	1-2	x	x	x	x
C	Retelling the Beginning of a Narrative	207	2-3			x	x
C	Retelling the Middle of a Narrative	209	2-3			x	x
C	Retelling the End of a Narrative	211	2-3			x	x
C	Seeing is Believing	213	2		x		
C	Sense Star	215	2-3		x	x	
C	Shopping Sheep	217	2-3				
C	Story Quilt	219	1-2		x	x	

C	Story Star	221	2-3		x	x	
C	Strengthening Comprehension	224	1-2	x	x	x	x
C	The Five Senses	226	1	x	x	x	x
C	Wonder Star	228	2-3		x	x	x
CV	Wordless Books: Determining Importance	231	3	x	x	x	x

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