

Example week for teachers of a balanced literacy classroom in the middle school. Big Idea: Unity

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| | Monday | Tuesday | Wednesday |
| Interactive Read Aloud (approx. 15 min.) | Read chapter 3 <i>The Cay</i> , and discuss vocabulary terms. Use context clues in sentences to help define words. | As you read Chapter 4 of <i>The Cay</i> , students will use their W-R Notebook to write down good word choice use that the author used in Chapter 4. Review the use of context clues to determine meaning of new words, and then a discussion will be done on word choice. | Read picture book <i>Ginger and Petunia</i> , students will be listening for word choice which is used well in this story by author Patricia Palocco. |
| Reader's/Writer's Workshop (approx. 50 min.) | <p align="center"><u>Reading Mini-lesson</u></p> <p>Discuss vocabulary terms from chapter 3 of <i>The Cay</i> Example: calypso, treacherous, ebony, etc., and how those adjectives better describe the writing in the chapter. Use context clues in sentences to help define words.</p> <p align="center"><u>Independent Reading:</u></p> <p>Students will begin <i>Summer of the Swans</i>, pp.20-32 looking for difficult words in which context clues are needed to develop meaning to the story. Students will write a list in W/R notebook. If time, they will continue to work on using context clues in their independent reading book.</p> <p align="center"><u>Reading Strategy Groups:</u></p> <p>*Teachers will be conferencing with students about independent reading books or beginning strategy groups for reading. (Groups will be determined once NWEA test results are documented and groups are developed according to data. Strategy groups usually begin 4-6 weeks after school begins. Skills taught will be according to the needs of the small group.)</p> | <p align="center"><u>Reading Mini-lesson</u></p> <p>Discuss context clues and word choice from chapter 4 of <i>The Cay</i>, and how the author selects good word choice to bring meaning and visualization to the text.</p> <p align="center"><u>Independent Reading:</u></p> <p>Students will continue <i>Summer of the Swans</i>, pp.20-32 looking for difficult words in which context clues are needed to develop meaning to the story. Students will write a list in W/R notebook. If time, they will continue to work on using context clues in their independent reading book.</p> <p align="center"><u>Reading Strategy Groups:</u></p> <p>Teacher meets with/observes guided reading groups, each reading book related to big idea: <i>Summer of the Swans</i>, pp.20-32. Teachers will use their guided reading books from <i>Treasures</i>. Discussions are on tough vocabulary, context clues, or comprehension questions.</p> | <p align="center"><u>Reading Mini-lesson</u></p> <p>Discuss context clues and word choice from <i>Ginger and Petunia</i>, and how the author selects good word choice to bring meaning and visualization to the text.</p> <p align="center"><u>Independent Reading:</u></p> <p>Referring back to <i>The Cay</i>, in W/R notebook, students compare point view of character from independent reading book to Phillip's new point of view or their own real-life situation.</p> <p align="center"><u>Reading Strategy Groups:</u></p> <p>Teacher meets with/observes guided reading groups, each reading book related to big idea: <i>Summer of the Swans</i>, pp.20-32. (Teachers will use their guided reading books from <i>Treasures</i>. Discussions are on tough vocabulary, context clues, or comprehension questions.</p> |
| | <p align="center"><u>Independent Writing:</u></p> <p>In W-R notebook, using independent reading books, students select various words which context clues were needed to understand meaning of words. Students need to record examples in W-R Notebooks to make connections to the author's word choice and the meaning of sentences that were selected.</p> <p align="center"><u>Writing Strategy Groups:</u></p> <p>Writing conferences with 2 groups occurring. Teacher will be helping students use unknown words in meaningful sentences.</p> | <p align="center"><u>Independent Writing:</u></p> <p>In W-R notebook or the writing portfolio, using independent reading books, students select various words where context clues were needed to understand meaning of words. Students need to record examples in W-R Notebooks to make connections to the author's word choice and the meaning of sentences that were selected.</p> | <p align="center"><u>Writing Minilesson:</u></p> <p>Writer's use direct dialogue to connect with the reader and bring voice to the characters.</p> <p align="center"><u>Independent Writing:</u></p> <p>Referring back to <i>The Cay</i> or <i>Ginger and Petunia</i>, discuss the impact of dialogue and writer's craft on the story. In the Writing Portfolio, students will be developing at least, a 1 page narrative, with dialogue, containing two characters and qualities that compare or contrast two of the characters.</p> |

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| | | <p><u>Writing Strategy Groups:</u></p> <p>Small groups contain students who struggle with concept of dialogue and punctuation. Teacher works with groups using guided reading leveled books for <i>Summer of the Swans</i>, pp.20-32 to correctly identify, write, and punctuate dialogue. Other groups work on this independently when teacher is not there.</p> | <p><u>Writing Strategy Groups:</u></p> <p>Writing conferences with 2 groups occurring. Teacher models examples of dialogue from guided reading, then students find dialogue examples from independent reading to record into W/R Notebook.</p> |
| Word Study (approx. 25 min.) | <p>Introduction to 15-20 word list for week (abstract/concrete nouns taken from read-alouds, high-frequency list, and from challenge list). Spelling assignment is given, due Friday. Mini-lesson on concrete-abstract nouns. Sample words include the following abstract nouns: stationery, pedestal, podium, vehicle, automobile, volcano, plaque, moisture, transportation, catapult, commentator, platform, and banner. Concrete nouns: labyrinth, image, illusion, mesmerizing, illuminator, frustration, mimic, emotion, and leisure. Create buddy study spelling lists and prepare lists to give to teacher for the week. Students will have a total of 10-15 words which will be used from the principle list and the high-frequency word list</p> | <p>Buddy Study Activity Look, Say, Cover, Write, Check <i>Guiding Reader's and Writer's</i>; p. 33-35</p> | <p>Buddy Study Activity Buddy Check</p> |
| Wrap up (approx. 10 min.) | <p>Discuss how the day went, answer questions, lead into the next day, assign possible reading/writing based upon today's class.</p> | <p>Share out context clues and good use of word choice from their independent reading books.</p> | <p>Share out W/R notebook the different types of dialogue that they found in reading and different ways to use dialogue. When sharing students should work on using good fluency, tone, and voice.</p> |
| <p>Literature Study replaces Guided Reading every couple months. Writing conferences occur on a rotating schedule during independent writing.</p> | | | |

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| Interactive Read Aloud (approx. 15 min.) | Read several poems from the poetry book. Students are focused on the fluency, tone, mood, and emotion of the poems from <i>Toasting Marshmallows</i> . Word choice is different than the previous shared read-alouds. | Read <i>The Giving Tree</i> ; have students discuss point of view and the form of writing that the author used to hook the readers into reading the story. |
| Reader's/Writer's Workshop (approx. 50 min.) | <p align="center"><u>Reading minilesson</u></p> <p>Read first half of <i>Ginger and Petunia</i>, discussing dialogue and its punctuation as it is used through the story. On screen, and in W/R notebook, students repair incorrect dialogue and identify correct dialogue and assign to appropriate character.</p> <p align="center"><u>Reading Strategy Groups:</u></p> <p>Teacher meets with/observes guided reading groups, each reading books related to big idea: <i>The Magic Gourd</i>, pp. 82-99. Discussions are on point of view, with students bringing independent reading books and W/R notebooks. A mini-lesson on point of view is taught in conjunction with their leveled guided reading book. <u>Supporting leveled books include:</u> <i>The Art of Origami</i>, <i>Arts of the Navajo</i>, and <i>The Tradition of Dance</i></p> | <p align="center"><u>Reading minilesson</u></p> <p>Independently, students have finished reading book related to big idea: <i>Summer of the Swan</i>, pp. 20-32. Class discussion of <i>Summer of the Swan</i> focuses on point of view, dialogue, characters, concrete/abstract nouns, and story elements. Literary response quiz based upon this story is given. Independent Reading time is necessary while stragglers finish quiz. Students could also be finding more poems to add to their Poetry Anthology.</p> |
| | <p align="center"><u>Writing Strategy Groups:</u></p> <p>Whole group mini-lesson: Utilize SmartBoard and access website link to teach interactive lesson on using direct quotes in dialogue. Small groups contain students who struggle with concept of dialogue and punctuation using <i>Mug Shot</i> interactive resources from <i>Write Source CD ROM</i>. Teacher moves from group to group, aiding students in dialogue punctuation. Based upon whole group instruction, teacher identifies students strong in this concept, and this group will be working with editing and applying knowledge to their narrative.</p> | <p align="center"><u>Writing Strategy Groups:</u></p> <p>After quiz, interactive website on writing narratives, writingfun.com is utilized to help conflict development, organization of plot, resolution, etc. First through sixth grade level examples are shown to help develop writers at various levels. In Writing Portfolio, writers will either continue and further develop narrative from early work done during the week, or begin a new narrative. Students will utilize student-created rubric as a guide for their achievement.</p> |
| Word Study (approx. 25 min.) | Buddy Study Activity: Making Connections Minilesson utilizing funbrain.com connects activities from Monday concrete/abstract nouns. | Buddy Study Test: list for week (abstract/concrete nouns taken from read-alouds, high-frequency list, and from challenge list). Spelling assignment is collected and possibly graded as a whole group. |
| Wrap up (approx. 10 min.) | Students will share out 1 page narrative, with dialogue, containing characters that are complete contrasts of each other. Author's craft of characterization from <i>The Cay</i> and <i>Pink and Say</i> . | Students will share out their narratives, with dialogue. Revisit discussion of conflict in <i>The Cay</i> and <i>Ginger and Petunia</i> ; discuss 5 different types of conflict leading in to next week. |

Literature Study replaces Guided Reading every couple months. Writing conferences occur on a rotating schedule during independent writing.

