

Odd Day Lessons-

Reread-5 minutes

First part of the lesson. You will find a visual showing yesterday's new book and the new book from the previous day, suggestions for rereading them, if time allows

Phonics/Word Work-5 minutes

Second part of the lesson. The focus is developing strong control of letter/sound knowledge.

New Book- 15 minutes

Third part of the lesson. Provides instructions for teaching using the new book.

- Introducing the text- gives you suggestions to scaffold the child's use of the meaning, language, and visual information in print.
- Reading the Text -provides suggestions for using the *Prompting Guide* to supports the childrens' effective problem-solving strategies as they read the text.
- Discussing & Revising the Text- Suggestions for having a comprehension conversation with the children and key understanding about the text.
- Teaching Points- Based on your observations, you select key teaching the children need. You will use *Prompting Guide 1* to teach for, prompt for, or reinforce effective behavior.

Letter/Word Work-5 minutes

Fourth part of the lesson. Here you guide children in some quick 'hands on' word work. You will find a visual showing the materials used in the teaching. You will also find suggestions for teaching the children about letters and words.

Even Day Lessons-

Reread/Assessment- 5 minutes

First part of the lesson. You will find a list & suggestions for rereading yesterday's new books and the book from the previous day. As children softly reread the previous day's new book, listen to one child read yesterday's new book, code the child's oral reading on the corresponding Recording Form, have a brief comprehension conversation, and make a teaching point that will be most helpful to the reader.

Phonics/Word Work- 5 minutes

Second part of the lesson. You will engage children in learning a phonics principle. The focus is on developing strong control of letter & sound knowledge.

Writing About Reading- 10 minutes

Third part of the lesson. You will find one of three types of writing to use with the children: Interactive Writing, Dictated Writing, or Independent Writing.

New Book- 10 minutes

Fourth part of the lesson. You will introduce the new book. The book is usually one or two levels below the level of the new book in the odd- numbered lesson. You will find specific instructions for teaching using the new book.

- Introducing the text-Specific suggestions to scaffold the child's use of the meaning, language, and visual information in print.
- Reading the Text- Suggestions for using the *Fountas & Pinnell Prompting Guide 1* to support children's effective problem-solving strategies as they read the text.
- Discussing & Revisiting the Text- Suggestions for having a comprehension conversation with the children & key understandings about the text.
- Teaching Points- Based on your observations, select key teaching the children need. Use the *Prompting Guide* to teach for, prompt for, or reinforce effective behavior. We provide some suggestions for you to consider.

Letter/Word Work (optional)

Suggestions for word work with letters and words if time allows.

Writing About Reading-

Purpose- Writing extends children's comprehension and helps them become a writer. It extends conversation about texts

Tools-marker, writing book, white tape, chart paper (unlined), prompting guide

Interactive- write together Shared-teacher writes children compose

Purpose- duplicates every aspect of the writing process in a highly supported way.

- Chart paper with no lines
- Always spelled correctly
- Reread after writing
- You want it to look like a book-use black marker

Dictated

Purpose- children learn how to go from oral to written language & experience word solving within a meaningful sentence.

- Teaching piece **NOT** assessment
- Read aloud a sentence & children write it in their writing books with your support.
- Help children write in conventional form as it becomes a text for reading.
- As needed, model word construction using a whiteboard or prompting for letter formation.
- Use white correction tape as needed

Independent

Purpose-children develop control of early writing strategies. They learn to represent ideas in different ways and to self-monitor with writing.

- Children write their own texts with support
- All writing in conventional form.
- Use white correction tape to assist children to cover mismatches quickly & make the text readable.
- You do not want cross-outs and you do not want children to spend time erasing

