

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
<p><b>8:45</b></p> <p><b>Day 1</b></p>	<p><b>Foundation Lesson. Read to Self: <u>Three Ways to Read a Book</u></b>                      Since most grade 5 students will be reading chapter books, emphasize methods of reading the words and retelling a story.</p> <p>Introduce quiet signal (chimes), what it sounds like and its purpose (to get the students attention).</p>	<p>Learn the three ways to read a book</p> <p>Listen to the teacher’s explanations and participate in the discussion</p> <p>Listen to teacher’s explanations.                      Practice appropriate behaviour for when they hear the chime.</p>	<p>Use a book they are familiar with, perhaps a popular book that students know the story.</p> <p>Or demonstrate using the book <i>Hatchet</i> by Gary Paulsen, which will be the book that the teacher reads aloud to the students during the year.</p>	<p>Learn the different ways how to read a book.</p> <p>Test comprehension by engaging in all three (or at least 2 if there are no pictures) of the reading methods.</p> <p>Learn appropriate behaviour response to quiet signals.</p>
<b>8:53</b>	<p><b>Brain Break</b>                      Teacher circulates through class to ensure students are staying on topic.                      Rings chime</p>	<p>Students move about the room and tell a classmate one way to read a book.</p> <p>Students return to gathering area</p>		<p>Students reflect on what they just learned. Practice communicating with others.</p>
<b>8:55</b>	<p><b>Introduce Read to Self: <u>use the 10 steps to Independence</u></b></p> <ul style="list-style-type: none"> <li>• Create I-Charts (explain that I is for Independence)</li> <li>• Reasons for Reading: To become better readers and it is fun!</li> <li>• (record two behaviours on the I-chart that are the most crucial to student success).</li> <li>• Teach reading behaviours, review and refer back to the I-chart after each student demonstration</li> <li>• Place students around the room</li> <li>• Stay out of the way</li> <li>• Signal when stamina is broken</li> <li>• Group check-in, fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to teacher’s explanations.</li> </ul> <ul style="list-style-type: none"> <li>• Two students model desirable, least-desirable, and then desirable reading behaviours for the class.</li> <li>• Try to read for 3 minutes</li> <li>• Read the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Fill in stamina chart</li> </ul>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p> <ul style="list-style-type: none"> <li>• I-Chart</li> <li>• Stamina Chart</li> </ul>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>• Read the whole time</li> <li>• Stay in one spot</li> <li>• Read quietly</li> <li>• Get started right away</li> <li>• Build stamina</li> </ul>

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9:20	<p><b>Foundation Lesson. <u>Read to Self: I PICK Good-Fit Books</u></b></p> <p>Teach students this acronym to help guide them in choosing books appropriate for their reading level. (see page 73 of Daily 5 for more explanations for teaching the lesson).</p> <p><b>I</b> select a book and look it over, inside and out  <b>Purpose:</b> Why might I want to read it?  <b>Interest:</b> Does it interest me?  <b>Comprehend:</b> Do I understand what I am reading?  <b>Know:</b> Do I know most of the words?</p>	<p>Listen to teacher’s explanations.</p> <p>Practice acronym</p> <p>Practice picking a book</p>	<p>Different books for modelling and demonstration purposes. (different reading levels and genres)</p> <p><i>Angelina the Ballerina</i> as an example of a book I like because I like to dance.</p> <p><i>So you Wanna buy a Car?</i>                      Or a book about cars.                      Reading about cars does not interest me that much.</p>	<p>Teach students how to pick out books appropriate for their reading level.</p> <p>Find books they are interested in and want to read.</p> <p>Raise self-awareness of their own reading and comprehension.</p> <p>Learn independence in choosing books.</p>
9:30	<p><b>Review: <u>Read to Self I-chart and practice again</u></b></p> <ul style="list-style-type: none"> <li>Stay out of the Way</li> <li>Call students back when stamina is gone</li> <li>Group check in: fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Try to read for 3-4 minutes (or more)*</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Fill in stamina chart</li> </ul> <p>*This time goal would be different according to the grade and class.</p>	<p>Chime                      I-Chart                      Stamina Chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
9:45	<p><b>Foundation Lesson: <u>Read to Someone: Check for Understanding</u></b> (see page 93 of Daily 5 for complete lesson)</p> <p>Teacher models and explains behaviours:                      One person reads aloud                      Second person follows along and summarizes by restating the “Who” and “What” of what was just read (after one paragraph, or after one page).</p>	<p>Listen to teacher’s explanations.                      Watch demonstrations</p> <p>Tell an elbow buddy what the listener’s job is when the reader is reading</p>	<p>A book that all of the students can understand.</p>	<p>Students learn how to actively listen to reading.</p> <p>Students learn to pick out the “who” and “what” in books.</p>

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9:55	<b>Brain Break:</b> <u>Just Dance: We're all in this together</u> (High School Musical) Sing and dance with students	Sing and dance all together	Youtube Smartboard	Give students a break so they can focus on the next lesson. Body break, energize and motivate students
10:00	<b>Focus Lesson:</b> <u>Reading Skill/Strategy Lesson. Getting to know the CAFE board/Review check for understanding</u>	Listen to teacher's explanations.  One student writes the strategy on a card and posts it on the CAFE board	CAFE board	Review what was previously taught  Teach reading skills and strategies
10:10	<b>Foundation Lesson.</b> <u>Read to Self: Review the 3 ways to read a book.</u> Model retelling the first part of the story from earlier	Listen to teacher's explanations. Take turns retelling portions of the book that was read earlier.	Use book(s) from earlier (Hatchet)	
10:20	<b>Brain Break</b>	Students discuss with a partner about the 3 ways to read a book		Check understanding and practice effective communication skills
10:30	<b>Review:</b> What we accomplished today and goals for tomorrow.	Motivate students to be independent, create goals and achieve them.		Self-awareness of reading stamina Create goals for building stamina

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<p><b>8:45</b></p> <p><b>Day 2</b></p>	<p><b>8:45 Review:</b> <u>Read to-Self I chart and build stamina</u></p> <ul style="list-style-type: none"> <li>Stay out of the way</li> <li>Group Check in</li> <li>Fill in stamina chart</li> </ul>	<p>Students model good and bad and good reading behaviours Aim for 4 minutes of reading</p> <p>Fill in Stamina Chart</p>	<ul style="list-style-type: none"> <li>I-Chart</li> <li>Stamina chart</li> </ul>	<p>Review Read to Self Practice:</p> <ul style="list-style-type: none"> <li>independent reading</li> <li>reading the whole time</li> <li>staying in one spot</li> <li>building stamina</li> </ul>
<p><b>9:05</b></p>	<p><b>Foundation Lesson:</b> <u>Read to Self: Review Three Ways to Read a Book and I PICK Good-Fit Books</u> (Page 73 in the Daily 5 book)</p>	<p>Listen to teacher’s explanations.</p> <p>Learn acronym</p> <p>Practice picking a book</p>		<p>Review how to pick books appropriate for their reading level. Find books they like. Learn independence in choosing books.</p>
<p><b>9:15</b></p>	<p><b>Build Read-to-Self stamina again</b></p> <ul style="list-style-type: none"> <li>Stay out of the way</li> <li>Group Check in</li> <li>Fill in stamina chart (p 46, D5)</li> </ul>	<ul style="list-style-type: none"> <li>Goal time: 5 minutes</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Fill in stamina chart</li> </ul>	<p>Chime I-Chart Stamina Chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
<p><b>9:25</b></p>	<p><b>Foundation Lesson.</b> <u>Work on Writing: Underline Words</u> (p. 81 D5).</p> <p>Model how to try spelling words when writing and underline them to check the spelling later.</p>	<p>Listen to teacher’s explanations. Watch teacher demonstrations. Practice writing and underlining words that they are unsure of how to spell</p>	<p>Smartboard or Chart-paper and easel Marker or writing utensil Paper and pencils for students</p>	<p>Practice writing without being stumped over the spelling.</p>
<p><b>9:35</b></p>	<p><b>9:35 Brain Break</b> (song) Just Dance: Let it Go (Frozen).</p>	<p>Sing and dance all together</p>	<p>Youtube Smartboard</p>	<p>Body break, energize and motivate students</p>

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9:40	<p><b>Foundation Lesson. <u>Work on Writing: Set Up a Notebook</u></b> (page 89 in D5)</p> <p>Model thinking about what to write about</p>	<p>Listen to teacher’s explanations. Watch teacher demonstrations. Think of what to write about Talk to elbow buddy Practice writing ideas in Notebook Share ideas with a buddy</p>	<p>Smartboard or Chart-paper and easel Marker or writing utensil Notebooks and pencils for students</p>	<p>Develop ideas to write about.  Practice writing</p>
9:50	<p><b>Brain Break</b> (poem) Winter by Russell Blair</p> <p>Read poem aloud</p>	<p>Read poem aloud together  Take turns reading a line</p>	<p>The internet The poem <i>Winter</i> by Russell Blair</p>	<p>Give students a break so they can focus on the next lesson. Exposure to poetry Practice reading aloud</p>
9:55	<p><b>Foundation Lesson. Word Work: Set Up Materials</b> (p. 102 in D5)</p> <ul style="list-style-type: none"> <li>• Introduce materials for Word Work</li> <li>• Show where materials are kept</li> <li>• Model how to gather, use, and return materials correctly.</li> </ul>	<p>Listen to teacher’s explanations.  • Practice gathering, using, and returning materials correctly.</p>	<p>Word Work Materials:</p> <ul style="list-style-type: none"> <li>• Word game sheets</li> <li>• Boggle sheets</li> <li>• Scrabble</li> <li>• Spelling activities</li> <li>• phonetics activities</li> </ul>	<p>Learn how to responsibly use materials  Learn where materials are located and how to clean them up</p>
10:05	<p><b>Brain Break</b> (story) Read aloud from the book <i>Hatchet</i> by Gary Paulsen.</p>	<p>Listen to teacher read</p>	<p>The book <i>Hatchet</i> by Gary Paulsen</p>	<p>Listen to reading.</p>
10:10	<p><b>Foundation Lesson. <u>Read to Someone: EEKK</u></b> (page 92 D5) Explain and model EEKK (Elbow, Elbow, Knee, Knee): how to sit during Read to Someone.</p>	<p>-Listen to teacher’s explanations. -Two students model desirable, least-desirable, and then desirable reading behaviours for the class. -Practice reading to someone.</p>	<p>A book at students reading level for modelling</p>	<p>Learn how to sit when reading to someone Learn appropriate behaviours and expectations for Read to Someone</p>
10:20	<p><b>10:20 Brain Break</b> (Hand jive) Jive!</p>	<p>Jive all together</p>	<p>Youtube</p>	<p>Give students a break so they can focus on the next lesson.</p>
10:25	<p><b>10:25 Review</b> of today’s reading stamina and set goals for tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Self-awareness of reading stamina and goals</p>

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<b>8:45</b> <b>Day 3</b>	<b>8:45 Foundation Lesson. Read to Self:</b> Three Ways to Read a Book and I PICK Good-Fit Books	Listen to the teacher’s explanations and participate in the discussion  Practice picking a book	Different books for modelling and demonstration purposes (different reading levels and genres).	Practice the 3 ways to read a book.  Practice picking appropriate books.
<b>8:55</b>	<b>Review: Read to Self I-chart and build stamina</b>  <ul style="list-style-type: none"> <li>Stay out of the way</li> <li>Group Check in</li> <li>Fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>One student models right way</li> <li>Another student models wrong then right way.</li> <li>Goal time: 5-6 minutes</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.  I-Chart Stamina Chart	Practice Independence: <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina</li> </ul>
<b>9:15</b>	<b>Foundation Lesson. Read to Self: I PICK Good-Fit Books</b> (p. 73 D5)  Model and help students pick good books	Listen and watch teacher’s demonstrations and explanations.  Pick a book	A wide variety of books to choose from either in the classroom or go to the library.	Practice picking appropriate books
<b>9:25</b>	<b>Build Read-to-Self stamina again</b>  <ul style="list-style-type: none"> <li>Stay out of the way</li> <li>Group Check in</li> <li>Fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Goal time 1 minute longer than yesterday</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.  I-Chart Stamina Chart	Practice Independence: <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
<b>9:35</b>	<b>Foundation Lesson. Work on Writing: Underline Words</b> (p. 81 D5).  Model how to try spelling words when writing and underline them to check the spelling later.	Listen to teacher’s explanations. Watch teacher demonstrations. Practice writing and underlining words that they are unsure of how to spell	Smartboard or Chart-paper and easel Marker or writing utensil Paper and pencils for students	Practice writing without being stumped over the spelling.

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9:45	<b>Brain Break (song)</b> Just Dance: <i>You Don't Know You're Beautiful</i> by One Direction.	Sing and dance all together	Youtube	Give students a break so they can focus on the next lesson.
9:50	<b>Foundation Lesson: Read to Someone: Review EEKK/ I Read, You Read</b> (page 92 D5)  Teacher models and explains how I Read, You Read works: readers alternate reading a paragraph or both readers read the same paragraph one after another to practice fluency	Listen to teacher's explanations.  Model good, bad, good behaviour for EEKK Practice EEKK and I Read, You Read	Book boxes or bags with appropriate books for each student according to their interests and reading level.	Review proper position for Read to Someone. Learn how to read aloud and listen to reading  Practice Fluency
10:00	<b>Brain Break (poem)</b> <i>My Pets</i> by Lacey Broughton  Read poem aloud	Read poem aloud together  Take turns reading a line	The internet The poem: <i>My Pets</i> by Lacey Broughton	Give students a break so they can focus on the next lesson. Exposure to poetry Practice reading aloud
10:05	<b>10:05 Foundation Lesson. Word Work: Set Up and Clean Up Materials</b> (page 102)  <ul style="list-style-type: none"> <li>• Introduce materials for Word Work</li> <li>• Show where materials are kept</li> <li>• Model how to gather, use, and return materials correctly.</li> </ul>	Listen to teacher's explanations.  <ul style="list-style-type: none"> <li>• Practice gathering, using, and returning materials correctly.</li> </ul>	Word Work Materials: <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Word game sheets</li> <li>• Boggle sheets</li> <li>• Scrabble</li> <li>• Spelling worksheets</li> <li>• phonetics work sheets</li> <li>• Word games</li> </ul>	Learn how to responsibly use materials  Learn where materials are located and how to clean them up
10:15	<b>Brain Break (song)</b> Just Dance: <i>The Lion Sleeps Tonight</i> from the Lion King	Sing and dance all together	Youtube	Body break, energize and motivate students

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<p><b>10:20</b></p>	<p><b>10:20 Focus Lesson: Reading Skill/ Strategy. Back Up and Reread</b> (p155 CAFE book)</p> <p>Explain and model rereading</p> <p>Why?</p> <ul style="list-style-type: none"> <li>• if made a mistake</li> <li>• did not understand</li> <li>• to understand more</li> </ul> <p>How to reread:</p> <ul style="list-style-type: none"> <li>• Slower</li> </ul>	<p>Listen and watch teacher’s demonstrations and explanations.</p> <p>One student can be the Back Up and Reread counter</p> <p>Practice rereading</p>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p>	<p>Learn how, when, and why to reread.</p> <p>Learn reading skills and strategies to aid in comprehension.</p>
<p><b>10:25</b></p>	<p><b>Review</b> today’s accomplishments in stamina and set goals for tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Self-awareness of reading stamina</p> <p>Create goals for building stamina</p>



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<b>8:45</b>  <b>Day 4</b>	<b>8:45 Foundation Lesson. Read to Self: I PICK Good-Fit Books</b> (page 73)  Pass out Bookmarks Encourage Students to use what they learned when looking for books at the library today.	Listen to teacher’s explanations.  Practice acronym  Practice picking appropriate books	A wide variety of books to choose from either in the classroom or go to the library.	Practice picking appropriate books
<b>8:55</b>	<b>Review: Read to Self I-chart and practice again</b>  <ul style="list-style-type: none"> <li>Review I-Chart</li> <li>Discuss how to choose your own place to read</li> <li>Stay out of the Way</li> <li>Call students back when stamina is gone</li> <li>Group check in: fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Choose reading place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	I-Chart Stamina chart	Practice Independence: <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
<b>9:10</b>	<b>Foundation Lesson. Work on Writing: Underline Words/What to write about</b> (p 81 D5)  Model how to try spelling words when writing and underline them to check the spelling later.	<ul style="list-style-type: none"> <li>Listen to teacher’s explanations.</li> <li>Watch teacher demonstrations.</li> <li>Practice writing and underlining words that they are unsure of how to spell.</li> <li>Think of what to write about</li> <li>Talk to elbow buddy</li> <li>Practice writing down ideas</li> <li>Share ideas with a buddy</li> </ul>	Smartboard or Chart-paper and easel  Marker or writing utensil  Paper and pencils for students	Practice writing without being stumped over the spelling.  Practice brainstorming for writing ideas.

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:20	<p><b>Build Read-to-Self stamina again</b></p> <ul style="list-style-type: none"> <li>Stay out of the way</li> <li>Group Check in</li> <li>Fill in stamina chart (p 46, D5)</li> </ul>	<ul style="list-style-type: none"> <li>Choose reading place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
9:35	<p><b>Foundation Lesson: Read to Someone: I Read, You Read</b> (p. 95 D5)</p> <p>Teacher models and explains how I Read, You Read works: readers alternate reading a paragraph or both readers read the same paragraph one after another to practice fluency</p>	<p>Listen to teacher’s explanations.</p> <p>Model good, bad, good behaviour for EEKK</p> <p>Practice EEKK and I Read, You Read</p>	Book boxes or bags with appropriate books for each student according to their interests and reading level.	<p>Learn how to read aloud and listen to reading</p> <p>Practice Fluency</p>
9:45	<p><b>Brain Break (song)</b></p> <p>Just Dance: <i>Do You Want to Build a Snowman?</i> from Frozen.</p>	Sing and dance all together	Youtube	Body break, energize and motivate students
9:50	<p><b>Foundation Lesson: Read to Self: How to Book Shop</b> (p73)</p> <p>Review in-class expectations</p> <p>Teach students how to pick appropriate books</p>	<p>Listen to teacher</p> <p>Practice book shopping</p>	A wide variety of books to choose from either in the classroom or go to the library.	Practice picking appropriate books
10:00	<p><b>Brain Break</b> (poem)</p> <p><i>Falling Snow</i> by Amanda Colomb</p>	<p>Read poem aloud together</p> <p>Take turns reading a line</p>	<p>The internet</p> <p>The poem <i>Falling Snow</i> by Amanda Colomb</p>	<p>Exposure to poetry</p> <p>Practice reading aloud</p>

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10:05	<p><b>Foundation Lesson. Word Work: Review Set Up and Clean Up Materials</b> (p 102)</p> <p>Teach “choosing materials and words to use.</p> <p>Model using different word work materials</p>	<p>Listen to teacher’s explanations.</p> <p>Practice gathering, using, and returning materials correctly.</p> <p>Practice word work and experiment with different materials</p>	<p>Word Work Materials:</p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Word game sheets</li> <li>• Boggle sheets</li> <li>• Scrabble</li> <li>• Spelling worksheets</li> <li>• phonetics work sheets</li> <li>• Word games</li> <li>• white boards</li> <li>• magnetic letters</li> </ul>	<p>Learn how to responsibly use materials</p> <p>Learn where materials are located and how to clean them up</p>
10:15	<p><b>Brain Break</b> (song) <i>Heal the World</i> Michael Jackson</p>	<p>Sing!</p>	<p>Youtube Smartboard</p>	<p>Give students a break so they can focus on the next lesson.</p>
10:20	<p><b>Focus Lesson: Reading Skill/Strategy. Back Up and Reread</b></p> <p><u>Explain and model rereading</u> <u>Why?</u></p> <ul style="list-style-type: none"> <li>• <u>if made a mistake</u></li> <li>• <u>did not understand</u></li> <li>• <u>to understand more</u></li> </ul> <p><u>How to reread:</u></p> <ul style="list-style-type: none"> <li>• <u>Slower</u></li> </ul>	<p>Listen and watch teacher’s demonstrations and explanations.</p> <p>Once student can be the Back Up and Reread counter</p> <p>Practice rereading</p>	<p>A wide variety of books to choose from either in the classroom or go to the library.</p>	<p>Learn how, when, and why to reread.</p> <p>Learn reading skills and strategies to aid in comprehension.</p>
10:25	<p><b>Review</b> today’s accomplishments in stamina and set goals for tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Self-awareness of reading stamina and create goals for building stamina</p>

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<b>8:45</b>  <b>Day 5</b>	<b>Foundation Lesson. Read to Self: Review I PICK Good-Fit Books/ Three Ways to Read a Book</b>	Listen to teacher’s explanations.  Practice picking appropriate books	Book boxes or bags with appropriate books for each student according to their interests and reading level.	Practice picking appropriate books  Practice different ways of reading books
<b>8:55</b>	<b>Review: Read to Self I-chart and build stamina</b> (aim for 10 minutes or 1 more minute than last time)	<ul style="list-style-type: none"> <li>• Choose reading place</li> <li>• Goal time: 1 minute longer than yesterday</li> <li>• Read the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Group Check-in</li> <li>• Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.  I-chart Stamina Chart	Practice Independence: <ul style="list-style-type: none"> <li>• Read the whole time</li> <li>• Stay in one spot</li> <li>• Read quietly</li> <li>• Get started right away</li> <li>• Build stamina (read longer than last time)</li> </ul>
<b>9:10</b>	<b>Introduce Work on Writing using the 10 Steps to Independence</b> <ul style="list-style-type: none"> <li>• Create I-Charts</li> <li>• Reasons for Writing: To become better writers and it is fun!</li> <li>• (record two behaviours on the I-chart that are the most crucial to student success).</li> <li>• Teach writing behaviours, review and refer back to the I-chart after each student demonstration</li> <li>• Place students around the room</li> <li>• Stay out of the way</li> <li>• Signal when stamina is broken</li> <li>• Group check-in, fill in stamina chart</li> </ul>	Listen to teacher’s explanations.  <ul style="list-style-type: none"> <li>• Two students model desirable, least-desirable, and then desirable reading behaviours for the class.</li> <li>• Practice writing</li> <li>• Write the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Fill in stamina chart</li> </ul>	Smartboard or Chart-paper and easel  Marker or writing utensil  Notebooks or paper and pencils for students  I-Chart Stamina Chart	Learn appropriate behaviours for successful writing  Practice writing

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:25	<p><b>Foundation Lesson: Work on Writing: What to Write About</b> (page 90 of D5)</p> <p>Model and demonstrate how to brainstorm and just write out thoughts that you have.</p>	<p>Listen to teacher's explanations.</p> <p>Practice thinking and looking for ideas.</p> <p>Practice writing</p>	<p>Smartboard or Chart-paper and easel</p> <p>Marker or writing utensil</p> <p>Notebooks and pencils for students</p>	<p>Practice brainstorming for writing ideas.</p>
9:35	<p><b>Work-on -Writing I-chart and practice again</b>, aim to build stamina, write for 1 minute longer than last time</p> <ul style="list-style-type: none"> <li>Stay out of the way</li> <li>Signal when stamina is broken</li> <li>Group check-in, fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Choose writing place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	<p>writing materials: paper, notebooks, pencils, erasers, pens.</p> <p>I chart</p> <p>Stamina Chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Write the whole time</li> <li>Stay in one spot</li> <li>Write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
9:50	<p><b>Foundation Lesson: Read to Someone: Review EEKK and I Read, You Read</b> (page 95 D5)</p> <p>Teacher models and explains how I Read, You Read works: readers alternate reading a paragraph or both readers read the same paragraph one after another to practice fluency</p>	<p>Listen to teacher's explanations.</p> <p>Model good, bad, good behaviour for EEKK</p> <p>Practice EEKK and I Read, You Read</p>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p>	<p>Review proper position for Read to Someone.</p> <p>Learn how to read aloud and listen to reading</p> <p>Practice Fluency</p>
10:00	<p><b>Brain Break</b> (song) The Piano Guys <i>The Pirates of the Caribbean</i></p>	<p>Listen to film music with a classical twist</p>	<p>Youtube</p> <p>Smartboard</p>	<p>Listen to sophisticated but engaging music.</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
10:05	<p><b>Foundation Lesson. Word Work: Review Set Up and Clean Up Materials (p. 102 in D5)</b></p> <p>Introduce materials for Word Work            Show where materials are kept            Model how to gather, use, and return materials correctly.</p>	<p>Listen to teacher’s explanations.</p> <p>Practice gathering, using, and returning materials correctly.</p> <p>Practice word work and experiment with different materials</p>	<p>Word Work Materials:</p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Word game sheets</li> <li>• Boggle sheets</li> <li>• Scrabble</li> <li>• Spelling worksheets</li> <li>• phonetics work sheets</li> <li>• Word games</li> <li>• white boards</li> <li>• magnetic letters</li> </ul>	<p>Learn how to responsibly use materials</p> <p>Learn where materials are located and how to clean them up</p>
10:15	<p><b>Brain Break (poem) <i>Adventures</i> by Holly Fiato</b></p> <p>Read aloud</p>	<p>Read poem aloud together</p> <p>Take turns reading a line</p>	<p>The internet and the poem <i>Adventures</i> by Holly Fiato</p>	<p>Give students a break so they can focus on the next lesson.</p> <p>Exposure to poetry</p> <p>Practice reading aloud</p>
10:20	<p><b>Sharing</b></p> <p>Ask students to share            Listen for feedback and informal assessment of student’s progress</p>	<p>A few students share what they did during the Daily 5 today</p>		<p>Practice listening to others.</p> <p>Practice communicating with others.</p>
10:25	<p><b>Review</b> today’s accomplishments in stamina and set goals for tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Self-awareness of reading stamina</p> <p>Create goals for building stamina</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
<p><b>8:45</b></p> <p><b>Day 6</b></p>	<p><b>Focus Lesson: Reading Skill/ Strategy</b> Use prior knowledge to Connect with Text (p158 CAFE)</p> <p>Explain and model how to activate and use prior knowledge before reading a book.</p>	<p>Listen to the teacher's explanations and demonstrations. —Participate in discussion</p> <p>Make a <b>KWL</b> chart: <b>K</b>now <b>W</b>ant to know <b>L</b>earned</p>	<p>A non fiction book at students reading level for modelling</p>	<p>Make connections with text to deepen understanding of books</p>
<p><b>8:55</b></p>	<p><b>Read to Self</b> build stamina (aim for 11-12 minutes or 1 more minute than last time)</p> <p>meet with students individually to assess and set goals</p> <ul style="list-style-type: none"> <li>• Call students back when stamina is gone</li> <li>• Group check in: fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>• Choose reading place</li> <li>• Goal time: 1 minute longer than yesterday (11-12 minutes)</li> <li>• Read the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Group Check-in</li> <li>• Fill in stamina chart</li> </ul>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p> <p>I-chart Stamina chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>• Read the whole time</li> <li>• Stay in one spot</li> <li>• Read quietly</li> <li>• Get started right away</li> <li>• Build stamina (read longer than last time)</li> </ul>
<p><b>9:10</b></p>	<p><b>Foundation Lesson. Core Belief: Review Chimes and Transitions as Brain and Body Breaks.</b> (p. 32 D5)</p> <p>Create an I-Chart of what a transition time should look like and sound like when students move to and from their self-selected Daily 5 work space.</p>	<p>Listen to teacher</p> <p>Model good, bad good transition behaviours</p>	<p>Smartboard or Chart-paper and easel</p> <p>Marker or writing utensil</p> <p>I-Chart</p>	<p>Learn how to transition from Daily 5 Work spaces</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:20	<p><b>Review Work on Writing using the 10 Steps to Independence</b></p> <ul style="list-style-type: none"> <li>Review I-Charts</li> <li>Review writing behaviours, and refer back to the I-chart after each student demonstration</li> <li>Place students around the room</li> <li>Stay out of the way</li> <li>Signal when stamina is broken</li> <li>Group check-in, fill in stamina chart</li> </ul>	<p>Listen to teacher’s explanations.</p> <ul style="list-style-type: none"> <li>Two students model desirable, least-desirable, and then desirable reading behaviours for the class.</li> <li>Choose writing place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	<p>writing materials: paper, notebooks, pencils, erasers, pens.</p> <p>I-Chart Stamina chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Write the whole time</li> <li>Stay in one spot</li> <li>Write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
9:35	<p><b>Reading Skill/Strategy</b> Combine Check for understanding (who, what) (D5) and Reread strategy (slow again for understanding) CAFE) Explain and model</p>	<p>Listen to teacher's explanations</p> <p>Practice check for understanding and rereading strategy</p>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p>	<p>Increase comprehension and fluency</p> <p>Work on reading strategies and skills</p>
9:45	<p><b>Build Writing Stamina again</b> (aim for 1 more minute than earlier today)</p> <ul style="list-style-type: none"> <li>Place students around the room</li> <li>Stay out of the way</li> <li>Signal when stamina is broken</li> <li>Group check-in, fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Choose writing place</li> <li>Goal time: 1 minute longer than earlier today</li> <li>Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	<p>writing materials: paper, notebooks, pencils, erasers, pens.</p> <p>I-chart Stamina Chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Write the whole time</li> <li>Stay in one spot</li> <li>Write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>



Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:55	<p><b>Foundation Lesson. Listen to Reading: Set Up the Technology</b> (p 101 D5) Introduce devices for Listen to Reading, and using a projector, show how to access Listen-to Read Websites and what to do.</p> <p>model and explicitly teach how to set up, use, and put away the technology.</p>	<p>Listen and watch the teacher’s explanations and demonstrations.</p> <p>Practice using Listen-to-Reading devices under teacher’s supervision</p>	<p>Technology</p> <ul style="list-style-type: none"> <li>• CD players</li> <li>• Computers</li> <li>• Notebooks</li> <li>• Tape recorders</li> <li>• iPads</li> <li>• iPods</li> </ul>	<p>Learn how to use technology</p> <p>Learn how to use technology for Listen-to-Reading</p>
10:05	<p><b>Brain Break</b> (song) The Piano Guys <i>Paradise</i> cover of a Coldplay song.</p>	listen	Youtube Smartboard	Listen to arrangement and cover of popular music
10:22	<p><b>Sharing</b> Ask students to share</p> <p>Listen for feedback and informal assessment of student’s progress</p>	<p>Listen to other students</p> <p>A few students share their experience of the Daily 5 today</p>		<p>Practice listening to others.</p> <p>Practice communicating with others.</p>
10:30	<p><b>Review:</b> What we accomplished today and goals for tomorrow.</p>	Motivate students to be independent, create goals and achieve them.		<p>Self-awareness of reading stamina</p> <p>Create goals for building stamina</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
<p><b>8:45</b></p> <p><b>Day 7</b></p>	<p><b>Focus Lesson: Your Specific Reading Skill/ Strategy</b></p> <p>Use prior knowledge to connect with text (CAFE p 158)</p> <p>Explain and model how to activate and use prior knowledge before reading a book.</p>	<p>Listen to teacher</p> <p>One student creates strategy card and the posts it for the class on the CAFE board</p>	<p>A book at student’s reading level for modelling</p> <p>Smartboard or Chart-paper and easel</p> <p>Marker or writing utensil</p>	<p>Learn how to connect with text by activating prior knowledge</p>
<p><b>8:55</b></p>	<p><b>Read to Self build stamina</b></p> <ul style="list-style-type: none"> <li>• Meet with students individually to assess and set goals</li> <li>• Call students back when stamina is gone</li> <li>• Group check in: fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>• Choose reading place</li> <li>• Goal time: 1 minute longer than yesterday</li> <li>• Read the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Group Check-in</li> <li>• Fill in stamina chart</li> </ul>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p> <p>I-Chart</p> <p>Stamina chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>• Read the whole time</li> <li>• Stay in one spot</li> <li>• Read quietly</li> <li>• Get started right away</li> <li>• Build stamina (read longer than last time)</li> </ul>
<p><b>9:10</b></p>	<p><b>Foundation Lesson. Work on Writing:</b> Finding and marking your place in the notebook.</p> <p>Teach students to add the date at the top of their writing. Review how to select a topic and get started right away.</p>	<p>Listen to teacher explanation and modelling</p> <p>Practice writing the date and selecting a topic</p>	<p>Smartboard or Chart-paper and easel</p> <p>Marker or writing utensil</p> <p>writing materials for students</p>	<p>Learn to write the date at the top of your writing.</p> <p>Practice and learn how to pick a topic.</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:20	<p><b>Review: Work on Writing and building stamina</b></p> <ul style="list-style-type: none"> <li>Review I-Charts</li> <li>Review writing behaviours, and refer back to the I-chart after each student demonstration</li> <li>Place students around the room</li> <li>Stay out of the way</li> <li>Signal when stamina is broken</li> <li>Group check-in, fill in stamina chart</li> </ul>	<p>Listen to teacher Model good, bad good writing behaviours</p> <ul style="list-style-type: none"> <li>Choose writing place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	<p>writing materials: paper, notebooks, pencils, erasers, pens.</p> <p>I chart Stamina Chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Write the whole time</li> <li>Stay in one spot</li> <li>Write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
9:35	<p><b>Focus Lesson: Reading Skill/Strategy.</b> Tune into Interesting Words (p 185) CAFE</p> <p>Model finding a new word and record it in a word collector or on a word wall until you have 2-3 words.</p> <p>Find the meaning and teach it to the class.</p>	<p>Listen and watch the teacher.</p> <p>Find new words in their books they are reading and add it to their word boxes.</p>	<p>A book at students reading level for modelling</p>	<p>Learn strategies when finding new words while reading.</p>
9:45	<p><b>Build Writing Stamina again</b> (aim for 9 minutes or 1 more minute than earlier today)</p> <p>Group Check-in Fill in Stamina chart</p>	<ul style="list-style-type: none"> <li>Choose writing place</li> <li>Goal time: 1 minute longer than earlier today</li> <li>Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	<p>writing materials: paper, notebooks, pencils, erasers, pens.</p> <p>I chart Stamina Chart</p>	<p>Practice Independence:</p> <ul style="list-style-type: none"> <li>Write the whole time</li> <li>Stay in one spot</li> <li>Write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:55	<p><b>Focus Lesson: Your Specific Reading Skill/ Strategy</b></p> <p>Teach strategies specific to the class or grade level of the students. Strategies from CAFE and other resources can be used</p>	<p>Listen to teacher.</p> <p>Learn, practice, and apply new reading strategies</p>	A book at student’s reading level for modelling	Learn how to apply reading strategies to improve reading.
10:05	<p><b>Brain Break (song)</b> <i>Africa</i> sung by Perpetuum Jazz</p>	sing	Youtube	Give students a break so they can focus on the next lesson.
10:10	<p><b>Foundation Lesson: Read to Someone:</b> Check for Understanding (see page 93 of Daily 5 for complete lesson) and I Read, You Read.</p> <p>Use the plastic check mark and demonstrate what check for Understanding looks like when you do Read with Someone. Call on students to demonstrate and take turns as teacher models Check for Understanding.</p>	<p>Listen to teacher</p> <p>Learn how to check for understanding when reading with someone.</p> <p>Practice Check for Understanding</p>	A book at students reading level for modelling	Improve reading and comprehension
10:22	<p><b>Sharing</b> Ask students to share Listen for feedback and informal assessment of student’s progress</p>	<p>Listen to other students</p> <p>A few students share their experience of the Daily 5 today</p>		<p>Practice listening to others.</p> <p>Practice communicating with others.</p>
10:30	<p><b>Review:</b> What we did today and the plan for tomorrow</p>	Motivate students to be independent, create goals and achieve them.		<p>Self-awareness of reading stamina</p> <p>Create goals for building stamina</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
8:45 Day 8	<b>Focus Lesson: Reading Skill/Strategy. Tune into Interesting Words (p 185) CAFE</b>	Listen to teacher  One student creates a strategy card and the posts it for the class on the CAFE board	A book at student’s reading level for modelling that has some new words that they have not learned yet.	Learn new words.  Expand vocabulary
8:55	<b>Read to Self build stamina</b>  <ul style="list-style-type: none"> <li>Meet with students individually to assess and set goals</li> <li>Call students back when stamina is gone</li> <li>Group check in: fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Choose reading place</li> <li>Goal time: 1 minute longer than yesterday (11-12 minutes)</li> <li>Read the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.	Practice Independence: <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
9:15	<b>Focus Lesson: Reading Skill/ Strategy</b> <ul style="list-style-type: none"> <li>Play guess my strategy</li> <li>Teacher models different reading strategies</li> </ul>	Students watch and listen and guess what strategy the teacher is using	A book at students reading level for modelling  (Hatchet, the class novel)	Identify different reading strategies
9:25	<b>Review Work on Writing using the 10 Steps to Independence</b>  <ul style="list-style-type: none"> <li>Review I-Charts</li> <li>Build stamina</li> <li>Meet individually with students to assess and set goals</li> <li>Stay out of the way</li> <li>Signal when stamina is broken</li> <li>Group check-in, fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>Choose writing place</li> <li>Goal time: 1 minute longer than earlier today</li> <li>Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	writing materials: paper, notebooks, pencils, erasers, pens.  I chart Stamina Chart	Practice Independence: <ul style="list-style-type: none"> <li>Write the whole time</li> <li>Stay in one spot</li> <li>Write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:40	<p><b>Foundation Lesson. Read to Someone:</b> How to choose a good partner (p98 D5) —Explain, model, discuss</p> <p>Raise hand, calmly walk over, make eye contact, ask politely, partner responds politely. —Discuss tone of voice</p>	<p>Listen to teacher's explanation</p> <p>Pay attention to teacher's modelling.</p> <p>Practice desired behaviours</p>		<p>Appropriate classroom behaviour</p> <p>How to choose a partner</p> <p>How to behave politely and be respectful.</p>
9:50	<p><b>Brain Break (story)</b> Teacher reads aloud</p>	<p>Listen to reading</p>	<p><i>Hatchet</i> by Gary Paulsen</p>	<p>Listen to reading aloud</p>
9:55	<p><b>Foundation Lesson. Read to Someone:</b> Coaching or Time? —Model, explain and teach students how to support their peers when reading, by letting their partner choose if they want help or the time to figure out a word.</p>	<p>Listen to teacher's explanations.</p> <p>Practice reading with a partner and practising being a coach or a timer.</p>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p>	<p>Teach students how to support their fellow classmates as readers</p>
10:05	<p><b>Brain Break (song)</b> Gungor: <i>I am Mountain</i></p>	<p>Listen</p>	<p>Youtube Smartboard</p>	<p>Listen to music and lyrics</p>
10:10	<p><b>Focus Lesson: Your Specific Reading Skill/ Strategy</b> Teach strategies specific to the class or grade level of the students. Strategies from CAFE and other resources can be used</p>	<p>listen to teacher</p> <p>Learn new reading strategies</p>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p>	<p>Teach students strategies that will help them with their reading</p>
10:15	<p><b>Brain Break (poem)</b></p>	<p>Read poem aloud together</p> <p>Take turns reading a line</p>	<p><i>Poem</i> by Sam Hamlin</p>	<p>Exposure to poetry</p> <p>Practice reading aloud</p>
10:20	<p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Ask students to share</li> <li>• Listen for feedback and informal assessment of student's progress</li> </ul>	<p>Listen to other students</p> <p>A few students share their experience of the Daily 5 today</p>		<p>Practice listening to others.</p> <p>Practice communicating with others.</p>
10:25	<p><b>Review:</b> what we did today and what we will do tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Create goals for building stamina</p>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
<b>8:45</b> <b>Day 9</b>	<b>Focus Lesson: Reading Skill/ Strategy</b> Read appropriate- level texts that are a good fit. (CAFE)	practice choosing appropriate books for their reading level	A wide variety of books to choose from either in the classroom or go to the library.	Independently choose good books for themselves
<b>8:55</b>	<b>Round 1 of Daily 5—Introduce Choice</b> (students choose to read or write first, record their choice on the chart. 15 minutes of stamina, meet with students individually) Group check-in, fill stamina chart	<ul style="list-style-type: none"> <li>• Choose reading or writing place</li> <li>• Goal time: 1 minute longer than yesterday</li> <li>• Read/Write the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Group Check-in</li> <li>• Fill in stamina chart</li> </ul>	<ul style="list-style-type: none"> <li>• Book boxes or bags with appropriate books for each student according to their interests and reading level.</li> <li>• writing materials for students</li> <li>• I-chart</li> <li>• stamina chart</li> </ul>	Practice Independence: <ul style="list-style-type: none"> <li>• Read/write the whole time</li> <li>• Stay in one spot</li> <li>• Read/write quietly</li> <li>• Get started right away</li> <li>• Build stamina (read longer than last time)</li> </ul>
<b>9:20</b>	<b>Foundation Lesson. Review: Read to Someone: Coaching or Time?</b>  Model, explain and teach students how to support their peers when reading, by letting their partner choose if they want help or the time to figure out a word.	Listen to teacher  Practice timer and coach behaviours	Book boxes or bags with appropriate books for each student according to their interests and reading level.	Learn how actively listen and support peers when reading
<b>9:30</b>	<b>Round 2 of Daily 5—Review Choice</b> (students choose to read or write, whichever they have not done yet today, record their choice on the chart. 15 minutes of stamina, meet with students individually) Group check-in, fill stamina chart	<ul style="list-style-type: none"> <li>• Choose reading or writing place</li> <li>• Goal time: 1 minute longer than yesterday</li> <li>• Read/Write the whole time</li> <li>• Return to gathering area when the chime sounds</li> <li>• Group Check-in</li> <li>• Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.	Practice Independence: <ul style="list-style-type: none"> <li>• Read/write the whole time</li> <li>• Stay in one spot</li> <li>• Read/write quietly</li> <li>• Get started right away</li> <li>• Build stamina (read longer than last time)</li> </ul>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
9:50	<p><b>Foundation Lesson. Review Read to Someone: How to choose a good partner (p98 D5)</b></p> <ul style="list-style-type: none"> <li>• Explain, model, discuss</li> <li>• Raise hand, calmly walk over, make eye contact, ask politely, partner responses politely.</li> <li>• Reminder of Voice level and tone.</li> </ul>	<p>Listen to teacher</p> <p>Practice appropriate behaviours</p>		<p>Learn calm and quiet methods of communicating with classmates</p>
10:00	<p><b>Brain Break (story)</b></p>	<p>Listen to reading</p>	<p><i>Hatchet</i> by Gary Paulsen</p>	<p>Listen to fluent reading</p> <p>Exposure to new words</p> <p>Expand comprehension</p>
10:10	<p><b>Focus Lesson: Your Specific Reading Skill/ Strategy</b></p> <p>Teach strategies specific to the class or grade level of the students. Strategies from CAFE and other resources can be used</p>	<p>Listen to teacher</p> <p>Practice reading strategies</p>	<p>A book at students reading level for modelling</p> <p>Books for students</p>	<p>Learn reading strategies to become more skilled readers</p>
10:15	<p><b>Brain Break (poem)</b></p> <p>Read aloud</p>	<p>Read poem aloud together</p> <p>Take turns reading a line</p>	<p>The internet</p> <p><i>I Love my Mom and Dad</i> by Alison King</p>	<p>Give students a break so they can focus on the next lesson.</p> <p>Exposure to poetry</p> <p>Practice reading aloud</p>
10:20	<p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Ask students to share</li> <li>• Listen for feedback and informal assessment of student's progress</li> </ul>	<p>Listen and share</p>		<p>Practice listening to others.</p> <p>Practice communicating with others.</p>
10:25	<p><b>Review</b> what we did today and the plan for tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Self-awareness of reading stamina</p> <p>Create goals for building stamina</p>



Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
<b>8:45</b> <b>Day 10</b>	<b>Focus Lesson: Reading Skill/ Strategy</b> Read appropriate- level texts that are a good fit. (CAFE)	learn how to find appropriate books	A wide variety of books to choose from either in the classroom or go to the library.	Become independent in choosing books
<b>8:55</b>	<b>Round 1 of Daily 5</b> (students choose to read or write first, record their choice on the chart. Goal: increase stamina, 1 minute more than yesterday, meet with students individually)	<ul style="list-style-type: none"> <li>Choose reading or writing place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Read/Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.  writing materials	<ul style="list-style-type: none"> <li>Practice Independence:</li> <li>Read/write the whole time</li> <li>Stay in one spot</li> <li>Read/write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>
<b>9:20</b>	<b>Focus Lesson: Reading Skill/ Strategy</b> (Check for Understanding/Back Up and Reread- what this looks like with a partner)  Explain, model, demonstrate	Listen to the teacher  Practice Backup rereading with a partner	Book boxes or bags with appropriate books for each student according to their interests and reading level.	Learn and practice rereading strategies with a partner.
<b>9:30</b>	<b>Round 2 of Daily 5</b> (students choose the other option, if they read, now they will write. Record their choice on the chart)  build stamina, aim for 1 more minute than last time	<ul style="list-style-type: none"> <li>Choose reading or writing place</li> <li>Goal time: 1 minute longer than yesterday</li> <li>Read/Write the whole time</li> <li>Return to gathering area when the chime sounds</li> <li>Group Check-in</li> <li>Fill in stamina chart</li> </ul>	Book boxes or bags with appropriate books for each student according to their interests and reading level.  writing materials	Practice Independence: <ul style="list-style-type: none"> <li>Read/write the whole time</li> <li>Stay in one spot</li> <li>Read/write quietly</li> <li>Get started right away</li> <li>Build stamina (read longer than last time)</li> </ul>

Time	Teacher actions	Students actions	Materials and Resources	Learning Objective
	<p><b>Focus Lesson: Reading Skill/Strategy. Tune into Interesting Words (p 185) CAFE</b></p> <p>Model finding a new word and record it in a word collector or on a word wall until you have 2-3 words.</p> <p>Find the meaning and teach it to the class.</p>	<p>Listen to Teacher</p> <p>Practice tuning into interesting words</p>	<p>A wide variety of books to choose from either in the classroom or go to the library.</p>	<p>Widen/stretch vocabulary</p>
10:00	<p><b>Brain Break (story)</b> Read aloud</p>	<p>Listen to reading</p>	<p>The book <i>Hatchet</i> by Gary Paulsen</p>	<p>Listen to fluent reading</p>
10:05	<p><b>Focus Lesson: Your Specific Reading Skill/ Strategy</b></p> <p>Teach strategies specific to the class or grade level of the students. Strategies from CAFE and other resources can be used</p>	<p>Learn reading strategies</p>	<p>Book boxes or bags with appropriate books for each student according to their interests and reading level.</p> <p>a book to model with</p>	<p>Learn, practice, and apply reading strategies</p>
10:15	<p><b>Brain Break (poem)</b>  read aloud</p>	<p>Read poem aloud together</p> <p>Take turns reading a line</p>	<p><i>Growing</i> By Kristen Voller</p> <p>The internet</p>	<p>Give students a break so they can focus on the next lesson. Exposure to poetry Practice reading aloud</p>
10:20	<p><b>Sharing</b> Ask students to share Listen for feedback and informal assessment of student's progress</p>	<p>Listen and share</p>		<p>Practice listening to others. Practice communicating with others.</p>
10:25	<p><b>Review</b> what we did today and the plan for tomorrow</p>	<p>Motivate students to be independent, create goals and achieve them.</p>		<p>Self-awareness of reading stamina Create goals for building stamina</p>