

Kelsey MacLeod
Heather Scott
EDUC 5413 C
Thursday October 7, 2014

Section 1 Final Project

Lesson plan structure Outline for the first two weeks in a grade 5 class

Time: one hour and a half literacy block (90 minutes)

Literacy Block Structure:

For my literacy block I have chosen the Daily 5 structure because it is easier for me to understand and students have choices of what order they do their reading and writing activities. I believe in fostering independence and a desire to learn in my students. Daily 5 is also sensitive to the attention span of children, switching up activities and giving the students the necessary brain and body breaks they need so they can learn to the best of their ability.

Posters:

- I-charts
- Word Wall
- I PICK Good Fit Books
- Creative Writing Wall (I will post students' most current writing projects or poetry)
- Who am I? wall (picture of the student and a few sentences describing them, for example their hobbies)

Resources

- The Daily 5 Second Edition book by Boushey and Moser
- Teaching Reading and Writing by Templeton and Gehsmann
- Books ranging from transitional and intermediate levels
- Books of various genres and interest including: Narrative, informational, poetry, biographies, etc
- NB curriculum for grade 5
- NB curriculum for all grades

Classroom Set-up

- smartboard at the front of the classroom
- white boards at the front and on one wall of the classroom
- Bulletin Board
- tables with 4 chairs at each table or desks arranged in groups of 4
- Mini classroom library: a bookshelf with books
- Book boxes for each student with their name on it
- Reading corner: comfy chairs and a rug in a corner of the classroom

- Computer or electronic device and headphones that students can listen to reading

Classroom Management Plan

- bathroom blocks
- Quiet signal for changing stations: a chime or soft bells
- To get students attention: rhythmic clap-back, flick the lights, raising of hands

Weekly structure plan:

Launch the Daily 5

Monday: First Class:

Ice breaker activities: Get to know you: oral and interactive activities

Have students write a paragraph about themselves

Group Discussion about routines and rules for literacy block

- Have students write down 2 rules and the reason behind it
- Have them discuss in pairs
- Have class discussion about rules and form a few class rules that will fulfil what students have proposed

Launch the Daily 5

8:45 **Foundation Lesson.** Read to Self: Three Ways to Read a Book

8:53 **Brain Break:** Discuss with a partner what you just learned

8:55 **Introduce Read to Self:** use the 10 steps to Independence

- create I-Charts
- Desired reading behaviours

9:20 **Foundation Lesson.** Read to Self: I PICK Good-Fit Books

9:30 **Review:** Read to Self I-chart and practice again: goal 3-4 minutes, aim for 1 minute more than last practice and build stamina. *

9:45 **Foundation Lesson:** Read to Someone: Check for Understanding

9:55 **Brain Break** (activity or song)

10:00 **Focus Lesson:** Reading Skill/Strategy Lesson.

10:10 **Foundation Lesson.** Read to Self: Review the first two ways to read a book then add the third way to read a book.

10:20 **Brain Break** (have students talk with a partner about the 3 ways to read a book)

10:25 **Review** of what we accomplished today and goals for tomorrow

*If students are able to read for longer than 3-4 minutes I would not stop them. Since they are grade 5 students they may have a longer stamina than this, but after summer vacation they may have to build it up, so this area needs to be flexible throughout these first 10 days.

Day 2: Tuesday

8:45 Review. Read to-Self I chart and build stamina (have students model good and bad reading behaviours and aim for 4 minutes of reading)

9:05 Foundation Lesson. Read to Self: Review Three Ways to Read a Book and I PICK Good-Fit Books

9:15 Build Read-to-Self stamina again (aim for 5 minutes)

9:25 Foundation Lesson. Work on Writing: Underline Words

9:35 Brain Break (song)

9:40 Foundation Lesson. Work on Writing: Set Up a Notebook

9:50 Brain Break (poem)

9:55 Foundation Lesson. Word Work: Set Up Materials

10:05 Brain Break (story)

10:10 Foundation Lesson. Read to Someone: EEKK

10:20 Brain Break (Hand jive)

10:25 Review of today's reading stamina and set goals for tomorrow

Day 3 Wednesday

8:45 Foundation Lesson. Read to Self: Three Ways to Read a Book and I PICK Good-Fit Books

8:55 Review: Read to Self I-chart and build stamina

9:15 Foundation Lesson. Read to Self: I PICK Good-Fit Books

9:25 Build Read-to-Self stamina again

9:35 Foundation Lesson: Work on Writing: Underline Words

9:45 Brain Break (song)

9:50 Foundation Lesson: Read to Someone: Review EEKK/ I Read, You Read

10:00 Brain Break (poem)

10:05 Foundation Lesson. Word Work: Set Up and Clean Up Materials

10:15 Brain Break (song)

10:20 Focus Lesson: Reading Skill/Strategy. Back Up and Reread

10:25 Review today's accomplishments in stamina and set goals for tomorrow

Day 4: Thursday

8:45 Foundation Lesson. Read to Self: I PICK Good-Fit Books

8:55 Review: Read to Self I-chart and build stamina (aim for 1 more minute than last time)

9:10 Foundation Lesson. Work on Writing: Underline Words/What to write about

9:20 Build Read-to-Self stamina again (aim for 1 more minute than the last time)

9:35 Foundation Lesson: Read to Somone: I Read, You Read

9:45 Brain Break (song)

9:50 Foundation Lesson: Read to Self: How to Book Shop

10:00 Brain Break (poem)

10:05 Foundation Lesson. Word Work: Review Set Up and Clean Up Materials
10:15 Brain Break (song)
10:20 Focus Lesson: Reading Skill/Strategy. Back Up and Reread (have students create strategy cards for I-charts)
10:25 Review today's accomplishments in stamina and set goals for tomorrow

Day 5: Friday

8:45 Foundation Lesson. Read to Self: Review I PICK Good-Fit Books/ Three Ways to Read a Book
8:55 Review: Read to Self I-chart and build stamina (aim for 10 minutes or 1 more minute than last time)
9:10 Introduce Work on Writing using the 10 Steps to Independence (then have students practice writing)
9:25 Foundation Lesson: Work on Writing: What to Write About
9:35 Work-on -Writing I-chart and practice again, aim to build stamina, write for 1 minute longer than last time
9:50 Foundation Lesson: Read to Someone: Review EEKK and I Read, You Read
10:00 Brain Break (song)
10:05 Foundation Lesson. Word Work: Review Set Up and Clean Up Materials
10:15 Brain Break (poem)
10:20 Sharing have students share what they did during the Daily 5 today
10:25 Review today's accomplishments in stamina and set goals for tomorrow

Day 6: Monday

8:45 Focus Lesson: Reading Skill/ Strategy(use prior knowledge to understand)
8:55: Read to Self build stamina (aim for 11-12 minutes or 1 more minute than last time) meet with students to assess and set goals
9:10 Foundation Lesson. Core Belief: Review Chimes and Transitions as Brain and Body Breaks. (create I-chart for transition times)
9:20 Review Work-on -Writing I-chart build stamina, aim for 1 more minute than last time
9:35 Reading Skill/Strategy (check for understanding and reread strategy)
9:45 Build Writing Stamina again (aim for 1 more minute than earlier today)
9:55 Foundation Lesson. Listen to Reading: Set Up the Technology
10:05 Brain Break (song)
10:10 Focus Lesson: Your Specific Reading Skill/ Strategy
10:22 Sharing have students share what they did during the Daily 5 today
10:30 Review what we did today and the plan for tomorrow

Day 7: Tuesday

8:45 Focus Lesson: Reading Skill/ Strategy (use prior knowledge to understand)

8:55: Read to Self build stamina (aim 1 more minute than last time) meet with students individually to assess and set goals
9:10 Foundation Lesson. Work on Writing (notebooks, writing date, and picking a topic and starting right away)
9:20 Review Work-on -Writing I-chart build stamina, aim for 1 more minute than last time
9:35 Focus Lesson: Reading Skill/Strategy (interesting words)
9:45 Build Writing Stamina again (aim for 9 minutes or 1 more minute than earlier today)
9:55 Focus Lesson: Your Specific Reading Skill/ Strategy
10:05 Brain Break (song)
10:10 Focus Lesson: Reading Skill/Strategy (review: Check for Understanding, I Read, you Read)
10:22 Sharing have students share what they did during the Daily 5 today
10:30 Review what we did today and the plan for tomorrow

Day 8: Wednesday

8:45 Focus Lesson: Reading Skill/ Strategy (interesting words)
8:55: Read to Self build stamina (aim 1 more minute than last time) meet with students individually to assess and set goals
9:15 Focus Lesson: Reading Skill/ Strategy (play guess my strategy)
9:25 Review Work-on -Writing I-chart build stamina, aim for 1 more minute than last time
9:40 Foundation Lesson. Read to Someone: How to choose a good partner
9:50 Brain Break (story)
9:55 Foundation Lesson. Read to Someone: (coaching or time)
10:05 Brain Break (song)
10:10 Focus Lesson: Your Specific Reading Skill/ Strategy (teach what is specific to your class)
10: 15 Brain Break (poem)
10:20 Sharing have students share what they did during the Daily 5 today
10:25 Review what we did today and the plan for tomorrow

Day 9: Thursday

Introduce Choice!

8:45 Focus Lesson: Reading Skill/ Strategy (read texts at your level)
8:55: Round 1 of Daily 5—Introduce Choice (students choose to read or write first, record their choice on the chart. 15 minutes of stamina, meet with students individually)
9:20 Foundation Lesson. Read to Someone: Review: (coaching or time?)
9:30 Round 2 of Daily 5 (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
9:50 Foundation Lesson. Read to Someone: Review How to choose a good partner, Talk about voice level and tone

10:00 Brain Break (story)

10:10 Focus Lesson: Your Specific Reading Skill/ Strategy (teach what is specific to your class)

10: 15 Brain Break (poem)

10:20 Sharing have students share what they did during the Daily 5 today

10:25 Review what we did today and the plan for tomorrow

Day 10: Friday

8:45 Focus Lesson: Reading Skill/ Strategy (read texts at your level)

8:55: Round 1 of Daily 5 (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)

9:20 Focus Lesson: Reading Skill/ Strategy (Check for Understanding/Back Up and Reread-with a partner)

9:30 Round 2 of Daily 5 (students choose the other option, if they read, now they will write. Record their choice on the chart) **Review Work-on -Writing I-chart** build stamina, aim for 1 more minute than last time

9:50 Focus Lesson: Reading Skill/Strategy (interesting words)

10:00 Brain Break (story)

10:05 Focus Lesson: Your Specific Reading Skill/ Strategy (teach what is specific to your class)

10: 15 Brain Break (poem)

10:20 Sharing have students share what they did during the Daily 5 today

10:25 Review what we did today and the plan for tomorrow

Ideas that I would like to implement into my literacy block:

I would like to have something a bit different on Friday to shake things up a bit, add variety and give students a little break from the routine. After I launched the Daily 5, On Fridays I would probably have them do their Reading and Writing. The last 15-30 minutes of the literacy block I would do a selection of the following activities:

- dictations (of a grade level or a little below grade level book they have not read yet): dictation, pair-share, group discussion, students self-correct work with peer and teacher guidance
- quick writes
- word sorts (sorting according to similar sounds, prefixes, suffixes, etc).
- play literacy/communication games such as: scrabble, banana grams, taboo, catch phrase, dictionary, gestures, telephone (oral and on paper), group fragmented storytelling
- Using technology in literacy: story bird, Vocaroo, Paper Rater, etc
- Listening to songs-analyzing lyrics and how the words fit the rhythm in the music
- Look at Art: read about the artist, or write about the artist and/or their painting
- Listen to Music: write about the musician, the piece, etc