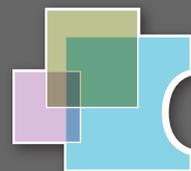


GRADE 1

8 WEEK

INSTRUCTIONAL
PLAN

Fountas & Pinnell
Classroom™



Fountas & Pinnell

Classroom™

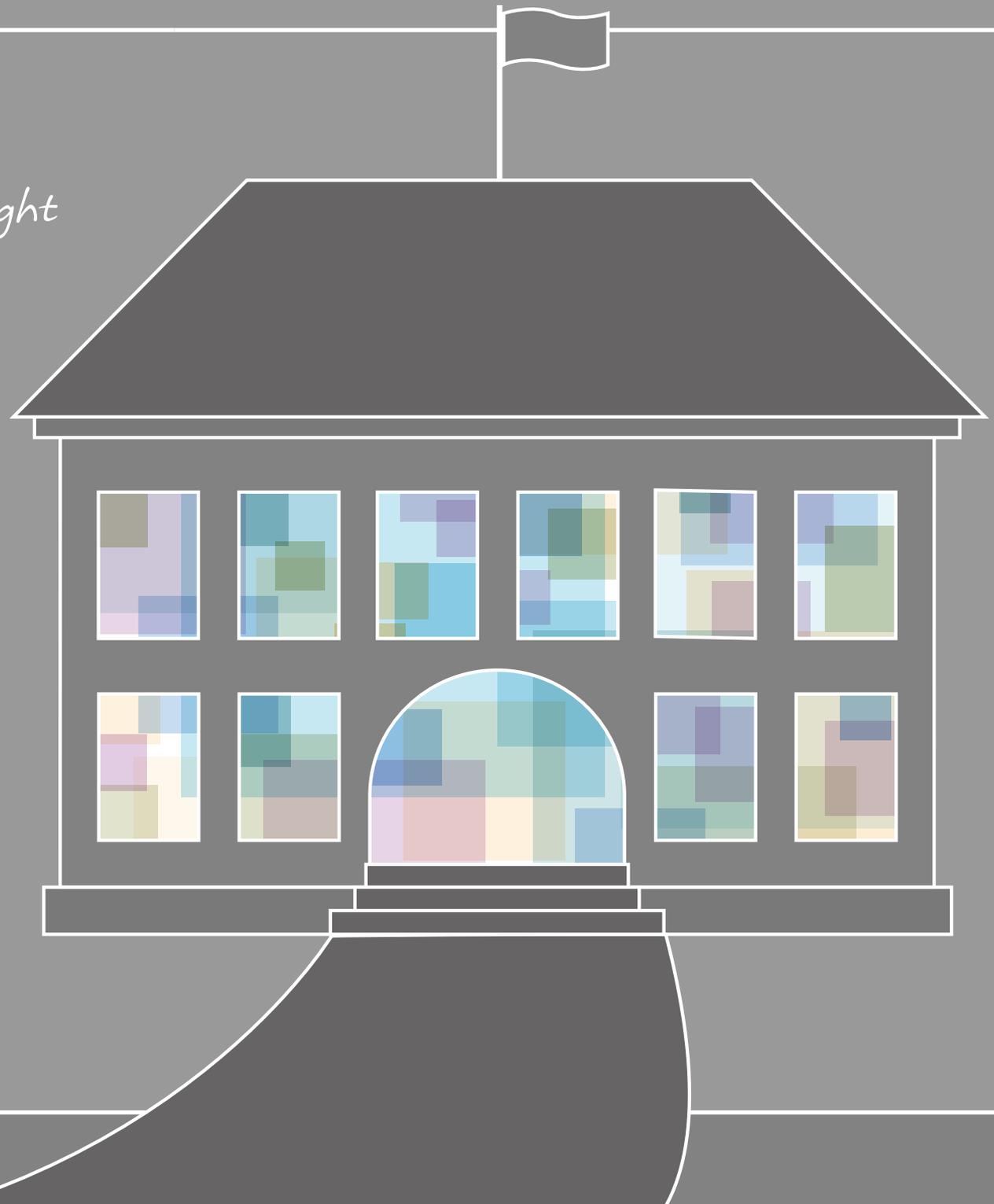
AN INSTRUCTIONAL PLAN
FOR THE FIRST 8 WEEKS



Fountas & Pinnell
LITERACY™

ELEVATING TEACHER EXPERTISE

*Every child has the right
to live a literate life
every day, in every
classroom.*

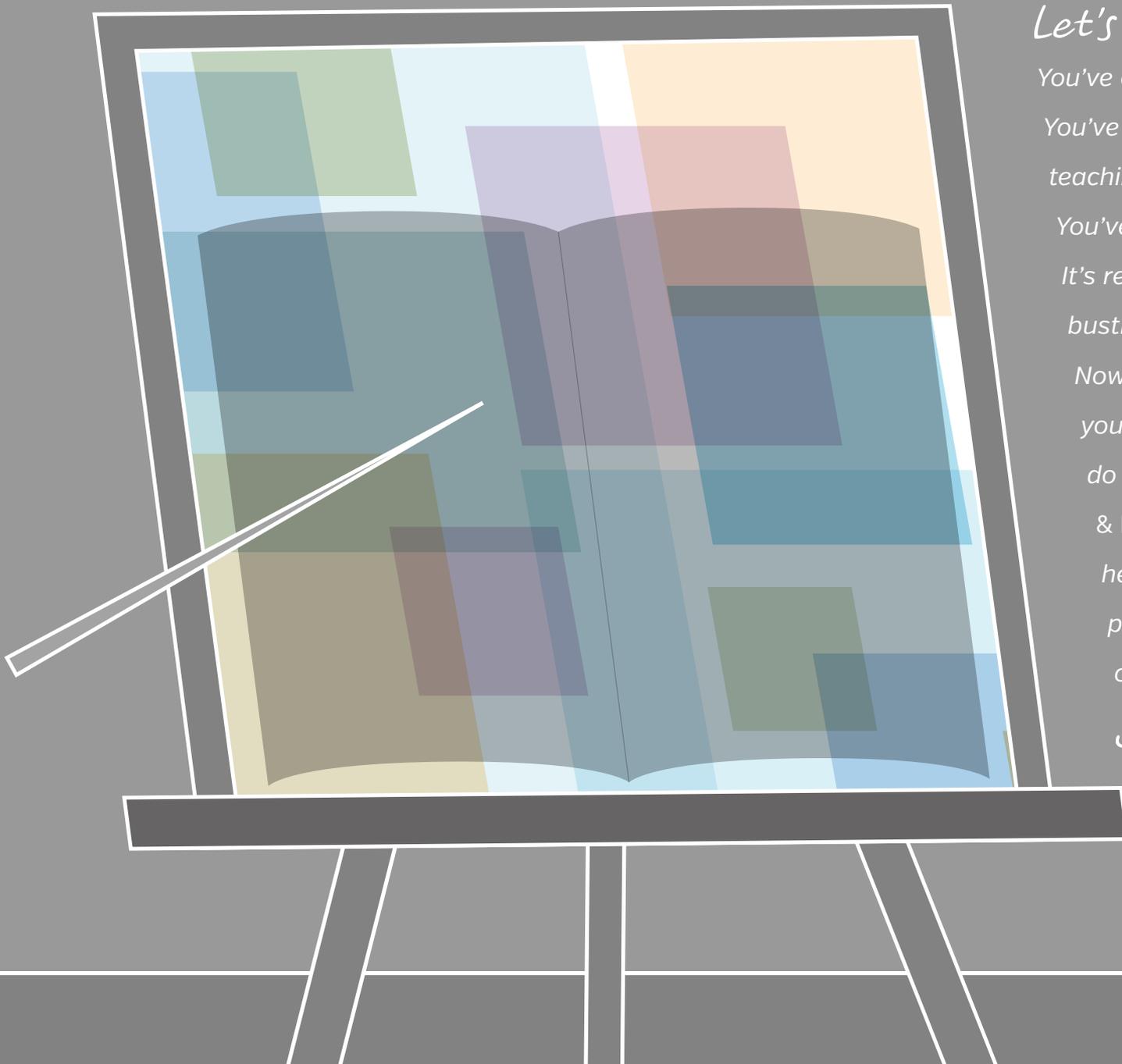


WELCOME TO FOUNTAS & PINNELL CLASSROOM™

AND THE POWER OF RESPONSIVE TEACHING

The moment-to-moment instructional decisions that teachers make, based on their observations and analysis of students' learning behaviors, are honored and supported by Fountas & Pinnell Classroom™. In this system, you teach individual children, not a program, and not a bunch of books. Consider each lesson a blueprint, and each book an opportunity to best support the learners in your classroom. Let your teaching be what it is intended to be—authentic and responsive to the children in your classroom.

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Let's get started!

You've opened the boxes.

You've organized your books and teaching resources.

You've set up your classroom.

It's ready for the hustle and bustle of learning to begin.

*Now, you may be asking yourself, "But how and where do I get started with Fountas & Pinnell Classroom™?" Start here, with this instructional plan—follow it, lean on it, and shape it into **your own.***

ABOUT THIS INSTRUCTIONAL PLAN

What is it?	THE BLUEPRINT	One example of the first eight weeks of instruction.
When do I use it?	AS NEEDED	Use it to get started, gain momentum, or simply as reference during the first eight weeks.
Why do I use it?	BUILD FAMILIARITY	Get started with <i>FPC</i> —build familiarity and a rhythm with the system.
Who uses it?	FPC EDUCATORS	Teachers, administrators, staff developers, literacy coaches, interventionists.
How do I use it?	AS A GUIDE	Follow it, lean on it, shape it into your own.
What should I do first?	LISTEN AND LEARN	<p>Watch a Video Overview to see how to use this 8-Week Instructional Plan to get started with <i>Fountas & Pinnell Classroom™</i>. To view, visit fp.pub/FPCpreview or scan the QR code.</p> 

A few things to note:

The FPC Preview Pack

If you are using this Instructional Plan in conjunction with the FPC Preview Pack, you will see those resources pictured throughout.

Planning Tools

Maintain momentum with digital resources and planning tools to sustain your success with Fountas & Pinnell Classroom™. See page 46 for more information.

Student Listening Library



All Shared Reading texts are available as audio books in the FPC Online Resources. See page 47 for more information.

THE BIG PICTURE

A Plan for the First Eight Weeks

The first eight weeks of school is a critical and important time—time to get to know your students, introduce the classroom learning spaces, establish routines and expectations, and plan priority instructional actions.

The culture of a classroom is often very different from any environment that children have experienced outside of school. In the classroom, children must learn how to work together to become a community of learners. The shift from kindergarten to first grade can sometimes be an overwhelming transition for children. The additional routines, possible larger class size, and higher expectations may take time getting used to. That is why a specialized plan for the first eight weeks of school is critical to establishing a productive and positive classroom community.

Fountas & Pinnell Classroom™ is a system that allows you to operationalize the vision and goals of responsive teaching—teaching that responds to the needs, capabilities, and interests of each individual child. The calendar at right provides an overview (the milestones) of the instructional plan that follows. View it as a blueprint for creating a successful “getting started” period with *FPC*. Of course, adjust the first eight-week blueprint that follows to fit the competencies of your students.

THE FIRST EIGHT WEEKS GRADE 1

PREVIEW PACK RESOURCES FOR DAYS 1-5

WEEK 1 DAYS 1-5

- Establish morning meeting and routines.
- **MANAGEMENT UMBRELLA 1:** Teach how to retrieve, use, and return simple materials, e.g., crayons, paper, glue, scissors.
- **MANAGEMENT UMBRELLA 3:** Take a tour of the room to name the areas and centers (and have children do it). Introduce four permanent centers: **Read a Book, Listen to a Book, Work on Writing,** and **Letter/Word Work.**
- **MANAGEMENT UMBRELLA 2:** Teach children routines for using the classroom library for **INDEPENDENT READING.**
- **MANAGEMENT UMBRELLA 1:** Practice moving between meeting area, centers, and home table.
- Make a name chart with children.
- Use mostly whole group or individual table activities.
- Introduce **INTERACTIVE READ-ALoud** and **SHARED READING.**
- Give children a product that they can take home and read (for example, simple poems you have read together)

WEEK 2 DAYS 6-10

- **MANAGEMENT UMBRELLA 3:** Teach children routines for using the **Read a Book** and **Listen to a Book** centers.
- Begin using Alphabet Linking Chart and Name Chart.
- Involve children in simple shared or interactive writing.
- When children are involved in independent literacy work or table activities, conduct assessment conferences.

		PREVIEW PACK RESOURCES FOR DAYS 26–30	
WEEK 3 DAYS 11–15	WEEK 4 DAYS 16–20	WEEKS 5–6 DAYS 21–30	WEEKS 7–8 DAYS 31–40
<ul style="list-style-type: none"> ■ MANAGEMENT UMBRELLA 3: Teach children routines for using the Letter/Word Work center. ■ Continue to read aloud and use shared reading and shared and interactive writing to establish the learning community and build up common reading materials and models for writing. ■ Continue assessment conferences any time children are working independently. 	<ul style="list-style-type: none"> ■ MANAGEMENT UMBRELLA 3: Teach children routines for using the Work on Writing center. ■ Work with children toward rotations of two or three centers as you interact and encourage them. ■ MANAGEMENT UMBRELLA 3: Teach children to use “browsing boxes,” the tubs or baskets of books that you create for children to browse through and choose a book to read. ■ Teach children how to work with a partner using simple applications that children do simultaneously at tables. ■ Complete individual assessments and form tentative guided reading groups to begin in week 5. 	<ul style="list-style-type: none"> ■ Establish the routine of working in small groups and rotating between centers for a period of time, working toward 60 minutes. ■ Emphasize independence during the morning meeting. ■ MANAGEMENT UMBRELLA 3: Begin personal poetry books with one poem that children illustrate. Don’t have them decorate the front cover right away; they need to think about the poetry and the importance of the cover art. ■ Teach children how and where to store their personal poetry books. ■ Explain the Guided Reading area to children and what they will be doing there. The idea is to establish the routine of the reading table. Explain why you need no interruptions. With short lessons, you can take a quick walk around the room after each group. Practice with the children. ■ Hold at least four very short (10 minutes) GUIDED READING groups a day. Since you are teaching the routine, you can use any book that children can read quickly, even ones they have previously read in shared reading. ■ Establish writing folders for each student and teach them how to use them. 	<ul style="list-style-type: none"> ■ WRITING ABOUT READING UMBRELLA 1: Introduce the reader’s notebook. ■ Teach children how to store their writing folders, Reader’s Notebooks, and their personal poetry books. ■ Fully implement writer’s workshop. ■ Continue the full schedule of activities. ■ Go over the schedule as refined so that children understand how the weeks will now go. ■ MANAGEMENT UMBRELLA 1: Continue to monitor independent work and help children self-assess and problem-solve as needed. Revise center work as needed. ■ Continue GUIDED READING groups, increasing time but still keeping them short. Regroup as needed.

TRANSFORMING LITERACY EDUCATION

Every Day

Fountas & Pinnell Classroom™ is based on responsive teaching—this 8 Week Instructional Plan is just one example of how you might begin instruction in your own classroom.

FPC was not designed to supplant teacher expertise, but rather to elevate and honor your expertise and instructional decision making. Use this instructional plan/suggested sequence to get started, as a model, or to build familiarity with the system, BUT rely on your observations to guide your next teaching move.

RML

READING MINILESSONS • Get started with this suggested sequence of umbrellas, but the needs of your students always take priority when selecting the right minilesson for the right time.

IRA

INTERACTIVE READ-ALOUD • Establish the foundation of instruction with the text set Inquiry Overview Cards, Lesson Folders and accompanying books chosen to align with this suggested sequence.

SR

SHARED READING • Build community with Big Books that reflect this suggested sequence with a few adjustments to accommodate observations this teacher made to strengthen connections with interactive read-aloud.

Support independent reading with small copies of each Big Book for students to revisit and reread.

Expand children's oral and written language abilities with *Words That Sing: Poetry Charts for Shared Reading*—selected here to apply principles learned in other instructional contexts.

PWS

PHONICS, SPELLING, AND WORD STUDY • Dive into letters, words and how language works with lessons that reflect the suggested sequence with some modifications to accommodate observed classroom needs.

GR

GUIDED READING • Use the time you will eventually allot to guided reading to assess your students and determine their instructional reading level in the first few weeks of school followed by instruction within guided reading groups.

BC

BOOK CLUBS • Activate student agency and connect to learning with books that stir captivating discussion and correspond to the text sets in Interactive Read-Aloud.

IR

INDEPENDENT READING • Children choose books from the classroom library based on their interests: topics, authors, genres, etc. and spend time daily reading and writing independently. Create a daily/weekly schedule to confer with individual students.

FOUNTAS & PINNELL CLASSROOM™	
<h1>DAY 38</h1>	
WHOLE CLASS	<p>RML LITERARY ANALYSIS UMBRELLA 14 UNDERSTANDING CHARACTERS IN STORIES LA.U14.RML3: <i>The words and pictures help you understand how a character feels.</i></p>
	<p>IRA TEXT SET 4 TAKING CARE OF EACH OTHER: FAMILY TEXT: <i>Max and the Tag-Along Moon</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.</p>
	<p>SR TEXT: <i>Kate's Party</i> SUPPLEMENTARY RESOURCE POETRY CHART: <i>Two Little Blackbirds</i></p>
	<p>PWS Review previously taught lesson.</p>
SMALL GROUP	<p>GR Individual Assessments: Text Reading Level, High-Frequency Words, Word Writing</p>
	<p>BC TEXT SET THE IMPORTANCE OF FRIENDSHIP TEXT: <i>The Baby Sister</i></p>
INDEPENDENT	<p>IR Student choice and confer with individual students.</p>

Lessons/books/resources are identified by name on the day they are taught the first time.

Thumbnails serve as a visual queue to try out that lesson/day/week from the FPC Preview Pack.

When the instructional plan calls for "Revisit previously taught lesson" refer to a previous week's resources.

Instructional Plan pages showing a single, full-width table identify the instructional resources that are provided as samples in the FPC Preview Pack for you to use in conducting the day's instruction.

Your classroom

is a place where students learn how to read, write, and expand their language skills, but it is so much more. It is a place where they learn how to be confident, self-determined, curious, kind, literate members of a community. Here, they grow as thoughtful users of literacy, engage in learning that extends beyond the walls of the classroom, and see themselves and the world reflected in the books they read, write, think about, and talk about every day.

As you prepare to implement or “experience a few weeks” in *Fountas & Pinnell Classroom™*, consider how this sequence of books may impact your decision making and use of this instructional plan.

IRA

INTERACTIVE READ-ALoud • Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year.

SR

SHARED READING • Big Books are in a recommended sequence based on genre and/or connecting topics.

GR

GUIDED READING • Books are organized by text level according to the F&P Text Level Gradient™. Language structures and high-frequency words were considered in providing a recommended sequence.

BC

BOOK CLUBS • Text Sets are in a recommended sequence and are related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both.

IR

INDEPENDENT READING • There is no sequence of books for Independent Reading as children select books to read based on their interests. However, it is important to provide support and guidance for productive choices through book talks, minilessons, and quick individual conferences.

“Texts are the tools of your craft.”

The goal is to continuously select the right texts for the many precise jobs that are required to sustain and expand children’s literacy learning.

FOUNTAS & PINNELL CLASSROOM™			
DAY 26			
WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML3: Turn and talk to share your thinking		
	IRA TEXT SET 4 MEMORY STORIES TEXT: <i>Aunt Flossie's Hats (and Crab Cakes Later)</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.		
	SR TEXT: <i>The Amazing Seahorse</i>		
	PWS SPELLING PATTERNS 3: Recognize and Use Phonograms with a VCe Pattern		
	GR Groups A, B, C		
SMALL GROUP	BC TEXT SET AUTHOR/ILLUSTRATOR STUDY: TOMIE DEPAOLA Using book talks, introduce each book to the whole class. Have children select a book to read in preparation for book club the following week.		
	IR Student choice and confer with individual students.		
INDEPENDENT			
	DAY 27		
	RML LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML4: When you read, mark places you want to talk about		
	IRA TEXT SET 4 MEMORY STORIES TEXT: <i>I Love Saturdays y domingos</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.		
	SR TEXT: <i>The Amazing Seahorse</i>		
	PWS SPELLING PATTERNS 4: Recognize and Use Phonograms with a VCe Pattern		
	GR Groups C, A, D		
SMALL GROUP	BC Students read the book they selected in preparation for their upcoming book club.		
	IR Student choice and confer with individual students.		
INDEPENDENT			

The instructional plan highlights opportunities to include the shared or interactive writing activity.

Use the right-hand column for notes and observations.

Use the pages with multiple tables per page to follow the progression of teaching suggested by this 8-week instructional plan.

EXPERIENCE A NEW FRONTIER IN LITERACY EDUCATION

THE FOUNTAS & PINNELL CLASSROOM™ Preview Pack

👥 **Whole Group Instruction**

WHAT'S IN THE BOX?

SR **Shared Reading Big Books**
🔊 See p. 47 for details on accessing the audio book for each Shared Reading book in the Preview Pack.

i **Independent Reading**

WHAT'S IN THE BOX?

IR Sample Conferencing Cards to use in conjunction with the corresponding book from your own classroom library collection or your school/local library

👥 **Whole Group Instruction**

WHAT'S IN THE BOX?

PWS Phonics, Spelling, and Word Study Lesson Folders

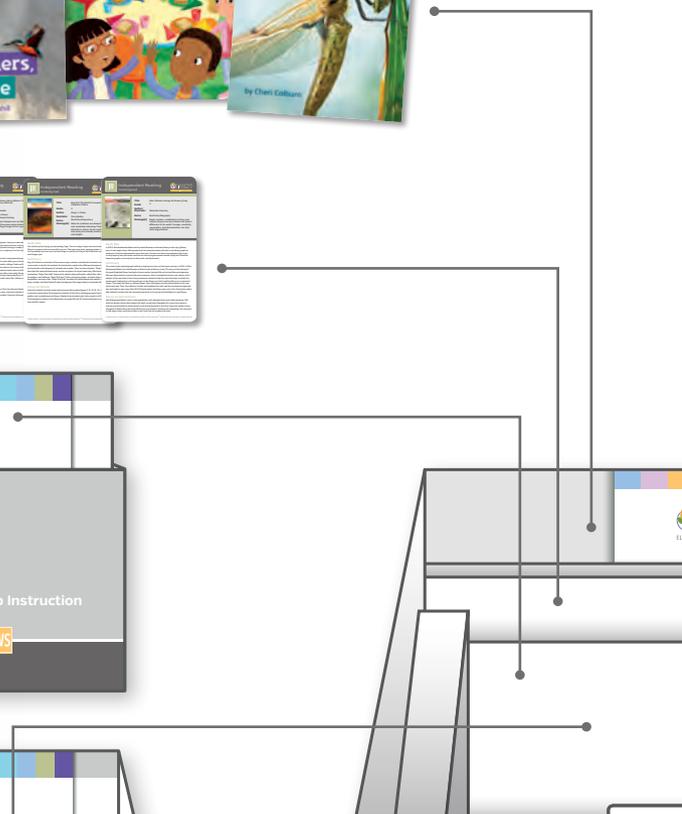
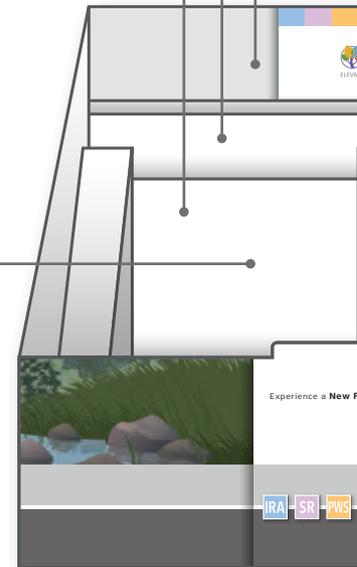
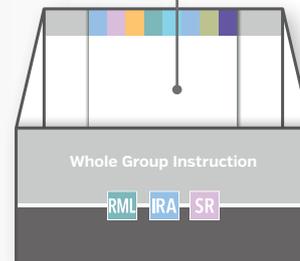
👥 **Whole Group Instruction**

WHAT'S IN THE BOX?

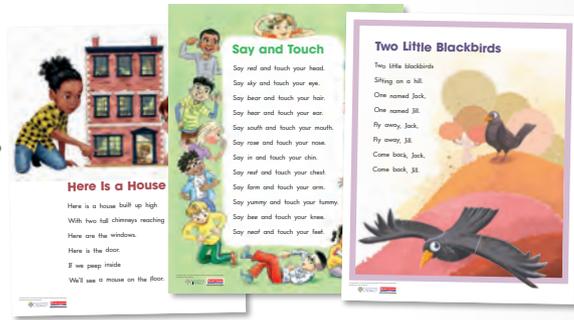
RML A sampling of *The Reading Minilessons Book* that contains the reading minilessons identified for the two-week preview

IRA Interactive Read-Aloud Books, Inquiry Overview Cards, and Lesson Folders

SR Small Book versions [six copies of each title] of the accompanying Big Books and Lesson Folders



If you are using this instructional plan in conjunction with the FPC Preview Pack, use this diagram to familiarize yourself with the resources provided for you to “try out” two full weeks of instruction in Fountas & Pinnell Classroom™



Whole Group Instruction

WHAT'S IN THE BOX?

SR Words That Sing Poetry Charts for Shared Reading
[Available for grades PreK–2 only]

Small Group Instruction

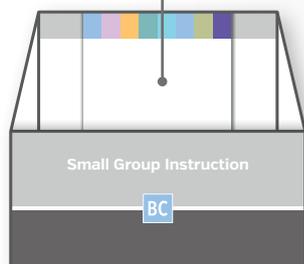
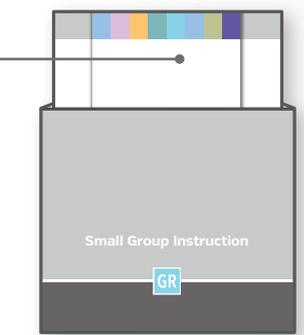
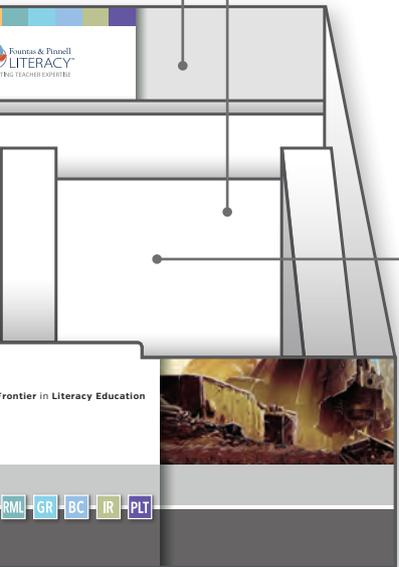
WHAT'S IN THE BOX?

GR A mix of engaging fiction/nonfiction books that span the text levels on the F&P Text Level Gradient™ for each grade collection—1 title [6-pack] per text level and accompanying Lesson Folder

Small Group Instruction

WHAT'S IN THE BOX?

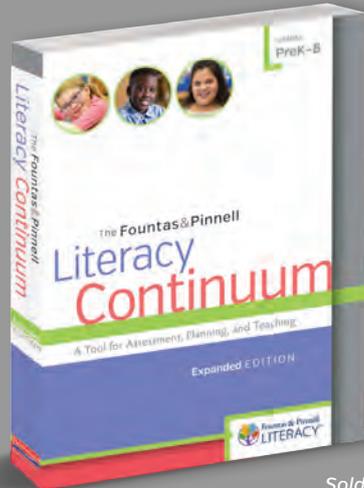
BC Inquiry Overview Card, Discussion Cards, and one title [6 copies] to conduct one of the book clubs from the identified text set



THE INSTRUCTIONAL ANCHOR

The Fountas & Pinnell Literacy Continuum is the foundation for every lesson, goal and book in Fountas

& Pinnell Classroom™. But The Continuum (like this instructional plan) is not prescriptive. It doesn't dictate a static scope and sequence, but rather is descriptive: it describes, with precision, the characteristics of texts and the observable behaviors and understandings of proficient readers, writers, and language users.



Sold separately

Refer to *The Literacy Continuum* as you plan your lessons, identify specific teaching goals, observe the children in your classroom, and assess the effectiveness of your teaching and the extent of children's learning.

THE LITERACY CONTINUUM: PAGE 37

GRADE 1

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support (cont.)
Interactive Read-Aloud and Literature Discussion

NONFICTION TEXTS

General

- Ask questions to deepen understanding of a text
- Notice and ask questions when meaning is lost or understanding is interrupted
- Refer to important information and details and use as evidence in discussion to support opinions and statements
- Understand and talk about everyday activities: e.g., playing, making things, eating, getting dressed, bathing, cooking, shopping
- Understand content that reflects beginning understandings of physical world and social world: e.g., health, social studies, science, mathematics, arts
- Notice and respond to stress and tone of voice while listening and afterward
- Join in on refrains or repeated words, phrases, and sentences after hearing them several times
- Tell the important information in a text after hearing it read
- Gain new information from both pictures and print
- Understand simple problems that occur in everyday life
- Give reasons (either text based or from personal experience) to support thinking
- Use background knowledge of content to understand nonfiction topics
- Relate texts to their own lives
- Recognize and understand that nonfiction texts may be about a variety of places and that customs and people's behavior may reflect those places
- Use evidence from the text to support statements about the text
- Use evidence from the text to support predictions
- Use basic conceptual understandings to understand a nonfiction text: e.g., colors, shapes, counting, sorting, size, alphabet, positions, textures
- Recognize that an author or illustrator may write or illustrate several books
- Identify and discuss interesting information in a text
- Express opinions about a text: e.g., interesting, funny, and exciting
- Articulate why they like a text
- Form opinions about authors and illustrators and state the basis for those opinions
- Connect texts by obvious categories: e.g., author, character, topic, genre, illustrator

Genre

- Understand that there are different types of texts and that you can notice different things about them
- Notice and understand when a book is nonfiction (true information)
- Notice and understand the characteristics of some nonfiction genres: e.g., expository text, narrative biography, memoir, procedural text, persuasive text
- Notice and understand texts that take the form of nursery rhymes, rhymes, and songs
- Notice when a writer is describing a step-by-step
- Notice when a writer is trying to persuade readers
- Recognize informational texts with some examples: argument and persuasion

Organization

- Follow and understand nonfiction texts with clear overall structure and simple categories
- Understand that some nonfiction books are like a (narrative) structure
- Notice that some nonfiction books tell information like a story (narrative structure)
- Notice when a writer uses a question-and-answer
- Identify the organization of a text: e.g., time order sequences such as numbers, time of day, days of seasons
- Notice when a writer is telling information in order
- Understand that a writer can tell about something happens in the same order (temporal sequence)
- Notice that a nonfiction writer puts together information to the same topic (category)

You Will Need

- What Do You Do When Something Wants to Eat You?
- Drawing paper and crayons
- Pencils
- Chart paper
- Marker
- Paper of various colors
- Glue
- Nonfiction Books chart from lesson for Tools

Book What Do You Do When Something Wants to Eat You?
Grade 1
Author/Illustrator Steve Jenkins
Genre Nonfiction/Expository
Text Set Exploring Nonfiction
Tools
• What If You Had Animal Teeth?
• Surprising Sharks
• What Do You Do When Something Wants to Eat You?

Summary
Steve Jenkins illustrates and describes the unique ways animals react to and escape predators. He depicts fourteen different animals using their special means of self-defense.

Messages
Animals have different ways to protect themselves in the wild. Living things have body parts and ways of behaving that help them survive.

Goals
Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 1 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Inquiry

- Notice and ask questions when meaning is lost or understanding is interrupted.
- Form opinions about the author/illustrator, and state the basis for the opinion.

Communication

- Identify and discuss interesting information in the text.
- Follow the topic and add to the discussion.
- Talk with confidence.

Comprehension

- Refer to important information and details, and use as evidence in discussion to support statements.
- Relate the text to one's own life. Think about how humans protect themselves from danger.

Vocabulary

- Notice and acquire understanding of new vocabulary from read-aloud content (avoid this fate, predators, enemies, mimicking, ottocker).
- Use new vocabulary in discussion of the text.

About This Book

GENRE FOCUS This informational text presents a series of examples to answer the title question about how animals in the wild protect themselves from predators.

HOW THE BOOK WORKS Created by author/illustrator Steve Jenkins, this science picture book addresses the title question with a series of fourteen visually focused examples, each explained by brief but complex statements. Each animal's problem leads to a solution on the next page.

IMPORTANT TEXT CHARACTERISTICS

- A Steve Jenkins' book that develops the question stated in the title
- Illustrations of how animals deal with danger
- Textured, cut, and torn-paper illustrations of accurately shaped animals in their environment
- Text on page 2 with the main idea and the author's purpose for writing this book

Refer to important information and details and use as evidence in discussion to support opinions and statements.

Relate texts to their own lives

Every FPC resource addresses selected goals and multiple teaching points directly from The Literacy Continuum.

IRA Interactive Read-Aloud

© 2018 by Irene C. Fountas and Gay Su Pinnell from Fountas & Pinnell Classroom, Portsmouth, NH Heinemann.

FPC INTERACTIVE READ-ALoud LESSON FOLDER, GRADE 1

THE LITERACY CONTINUUM: PAGE 469

LEVEL J

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support (cont.)

THINKING BEYOND THE TEXT

PREDICTING

- Use sentences with varied placement of subject, verb, adjectives, and adverbs, variety in placement of clauses, and some compound sentences to anticipate the text
- Make predictions based on information in illustrations and graphics
- Make predictions based on background knowledge and experience in reading texts
- Predict events of the plot, behavior of characters, and the ending of a story based on understanding of the setting, problem, and characters
- Make predictions based on understanding of narrative structure
- Make predictions based on knowledge from personal experiences and from reading: e.g., food, cooking, pets, animals of the world, health and the human body, community, the environment, machines
- Make predictions based on knowledge of underlying text structures: e.g., description, temporal sequence, question and answer, chronological sequence
- Make predictions based on a temporal sequence: e.g., plants growing, eggs hatching, making something, the water cycle

MAKING CONNECTIONS

- Make connections between personal experience and texts
- Use prior knowledge to understand the content in a nonfiction text
- Make connections among books in a series
- Use background knowledge to understand settings
- Make connections between a text and an illustration that supports interpretation, enhances enjoyment, or sets mood
- Use background knowledge of traditional literature to recognize common characters and events in a folktale
- Use background knowledge (from experience and reading) to understand settings in stories
- Make connections among texts on the same topic or with similar content
- Access background knowledge to understand description or temporal sequence

SYNTHESIZING

- Talk about what the reader knows about the topic before reading the text and identify new knowledge gained from reading
- Talk about the text, showing understanding of events, topic, or content
- Talk about what is learned from the characters, the problem, and the resolution of the problem

INFERRING

- Infer meaning of story or content from pictures that add meaning to the text
- Notice aspects of the setting from the text and pictures and make inferences about setting to help understand the story
- Talk about characters' feelings based on inferences from pictures and text, especially dialogue
- Talk about the pictures, revealing interpretation of a problem or of characters' feelings
- Infer obvious humor: e.g., humorous characters, language, and story pictures
- Infer ideas about familiar content
- Infer temporal sequences and reasons for each step

GUIDED READING
LEVEL J

Guided Reading 469

◆ Infer meaning of story or content from pictures that add meaning to the text.

◆ Make connections among books in a series.

Teaching goals from each FPC lesson align with The Literacy Continuum. Remember to choose or modify goals that match the learning needs of your students and that will lead them forward in their ability to process and talk about texts in a meaningful way.

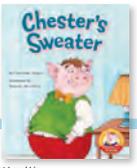
You Will Need

- Chester's Sweater, Level J
- whiteboards
- wipe-off markers

Visit: resources.fountasandpinnell.com to download online resources to support this lesson, including:

- Recording Form

Book Chester's Sweater
Level J
Author Catherine Nichols
Illustrator Hannah McCaffery
Genre Fiction/Animal Fantasy
Series Chester and Friends Series



Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level J in The Fountas & Pinnell Literacy Continuum. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Reread to search for and use information from language or meaning.
- Use word parts to problem solve new words.
- Notice periods, quotation marks, commas, exclamation marks, and question marks, and begin to reflect them with the voice through intonation and pausing.
- Understand the meanings of adjectives describing a sweater (soft, wool).
- Make connections among books in a series.
- Infer meaning of content from pictures that add meaning to the text.

Phonics/Letter and Word Work

- Take apart compound words and notice parts that appear in many compound words.

Writing About Reading

- Discuss a problem in a story and the solution.
- Express opinions about how a character acts.

Analysis of Book Characteristics Chester's Sweater, Level J

How The Book Works This animal fantasy is told in third-person narrative in chronological sequence over two days. The problem arises when the main character gets his new sweater caught on a nail as he goes out to see his friend. The sweater unravels completely, but he has no idea. His friend Dolly gives him a new one, but it snags on the same nail and unravels, too.

Genre/Form	Language and Literary Features	Words
<ul style="list-style-type: none"> Fiction Animal fantasy Series book 	<ul style="list-style-type: none"> Descriptive language Plot that includes multiple episodes Clear evidence of character attributes Elements of fantasy (animals talking) 	<ul style="list-style-type: none"> Many two- and three-syllable words (present, perfectly, another) One four-syllable word (anybody) Plurals (peas, friends) A variety of high-frequency words (said, from, down) Contractions and possessives (didn't, couldn't, Dolly's) Compound words (outside)
Text Structure	Sentence Complexity	Illustrations
<ul style="list-style-type: none"> Narrative text with straightforward structure (beginning, series of episodes, and an ending) 	<ul style="list-style-type: none"> Some sentences beginning with subordinate clauses (When Dolly opened the door, Chester twirled around for her.) Sentences with simple common connectives 	<ul style="list-style-type: none"> Illustrations of the important content and ideas in the text Illustrations that enhance and extend meaning in the text
Content	Vocabulary	Book and Print Features
<ul style="list-style-type: none"> Familiar content (friendship, presents) 	<ul style="list-style-type: none"> Most vocabulary words known by children through oral language, listening to stories, or reading 	<ul style="list-style-type: none"> Many lines of text on a page of print Italics for emphasis Embedded handwritten note Periods, commas, quotation marks, question marks, and exclamation marks
Themes and Ideas		
<ul style="list-style-type: none"> Ideas close to students' experience (giving gifts, surprising others, problem solving) Concrete themes close to students' experience (friendship, feelings) 		

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1

FPC GUIDED READING LESSON FOLDER, GRADE 1

You're ready to go.

Activate responsive teaching

Remember, this instructional plan is just one variation of the first eight weeks in FPC. As you use it, lean on it and adapt it to implement each instructional context, regularly ask: What are my students showing that they know and can do? A thoughtful, informed response will guide the moment-to-moment instructional decisions that you make. Your instructional decisions should be based on the strengths and needs of your students.

Signposts to guide you



As you implement the lessons and books of FPC, be on the lookout for the "Continuum Connection" — a direct link to the goals and characteristics of texts from The Literacy Continuum.

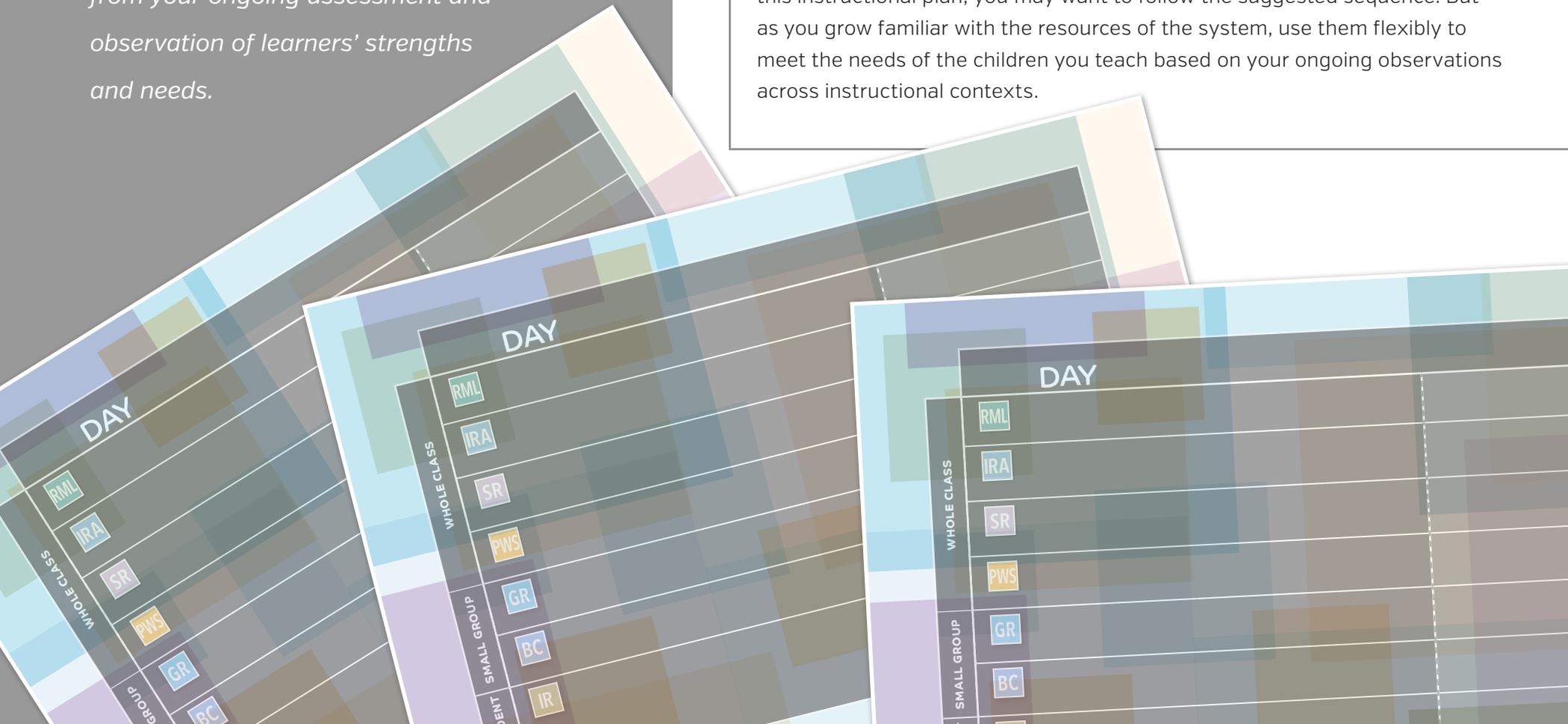
A blueprint for literacy instruction

We encourage you to adjust the sequence of, and vary, lessons in any way justified by information gathered from your ongoing assessment and observation of learners' strengths and needs.

MAKING THIS INSTRUCTIONAL PLAN YOUR OWN

Follow It, Lean on It, Shape It to Meet Your Needs

This instructional plan was created as one suggestion for working with children during the first eight weeks and was adapted from the *Fountas & Pinnell Classroom™ System Guide*. As you begin to work with the books and lessons in this instructional plan, you may want to follow the suggested sequence. But as you grow familiar with the resources of the system, use them flexibly to meet the needs of the children you teach based on your ongoing observations across instructional contexts.



No lesson plan can be written to fit all learners. Your decision making within and across the lessons is critical. While it wouldn't make sense to consistently eliminate lessons or components of lessons or to drastically slow down or speed up instruction, you should tailor lessons to meet your student's needs. Choose *Fountas & Pinnell Classroom™* resources according to the instructional needs of your class, and do not be concerned if you do not use them in this exact order throughout the first eight-weeks and across the year.

■ **OMIT** lessons that you think are not necessary for your students (based on assessment and your experiences with them in Interactive Read-Aloud.)

■ **REPEAT** lessons that you think need more time and instructional attention (based on observation of children across reading contexts.)

■ **MODIFY** lessons using different examples for a particularly rich literacy experience.

■ **MOVE** lessons to accommodate your observations of students strengths and needs and to make connections across instructional contexts.

■ **RESEQUENCE** lessons to be consistent with the curriculum that is adopted in your school or district.

Helpful Tips

Take a tour

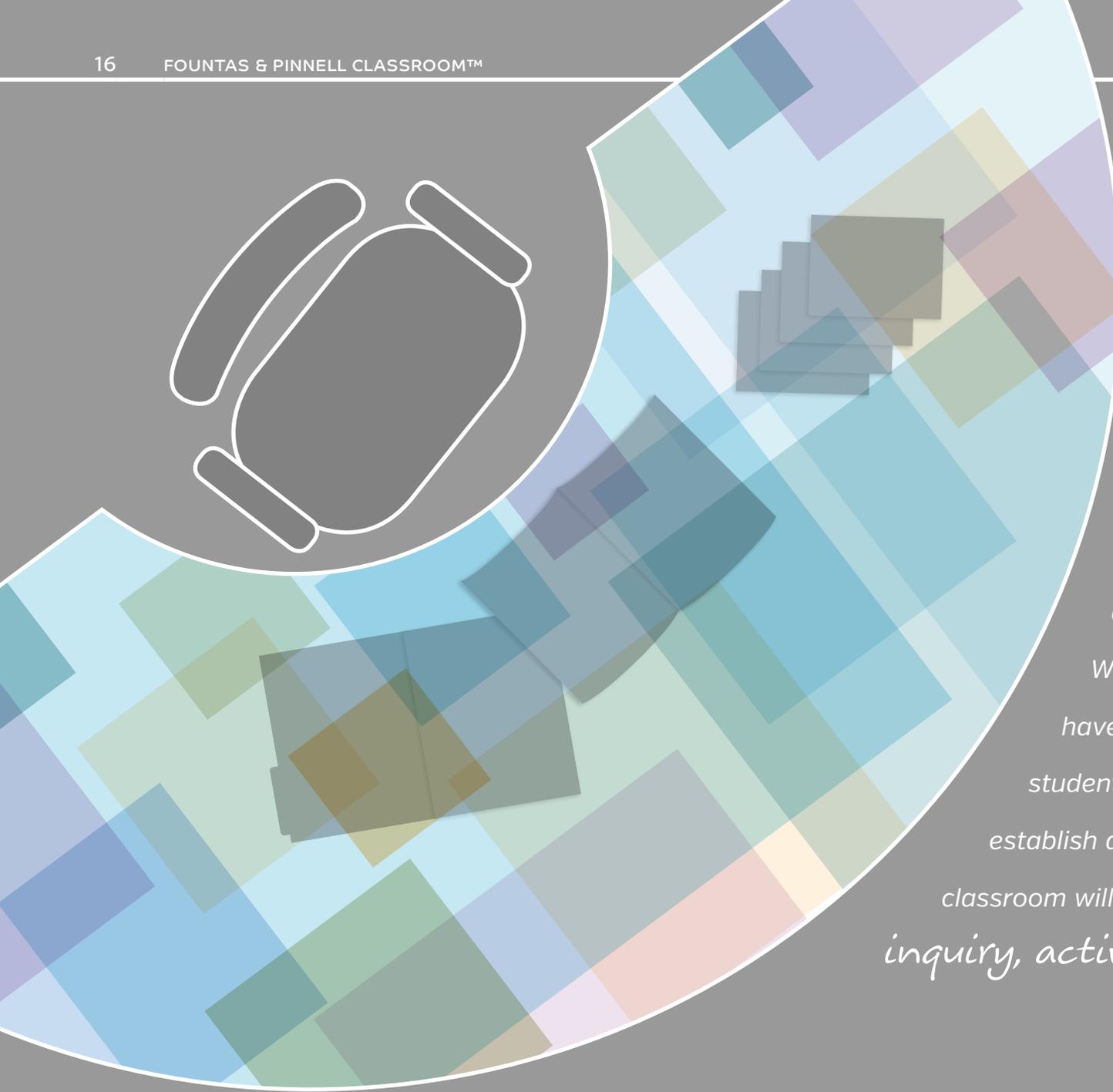
At the beginning of the year, take your students on a tour of the classroom. Introduce children to their classroom “home”—the books and resources, different areas of the classroom: whole-group meeting area, small-group area, and independent work areas.

Block your time

You may find it helpful to create blocks of instructional time on cards or stick-on notes and move them around “fixed” times, such as lunch and specials, until you have a workable daily schedule.

Create consistency

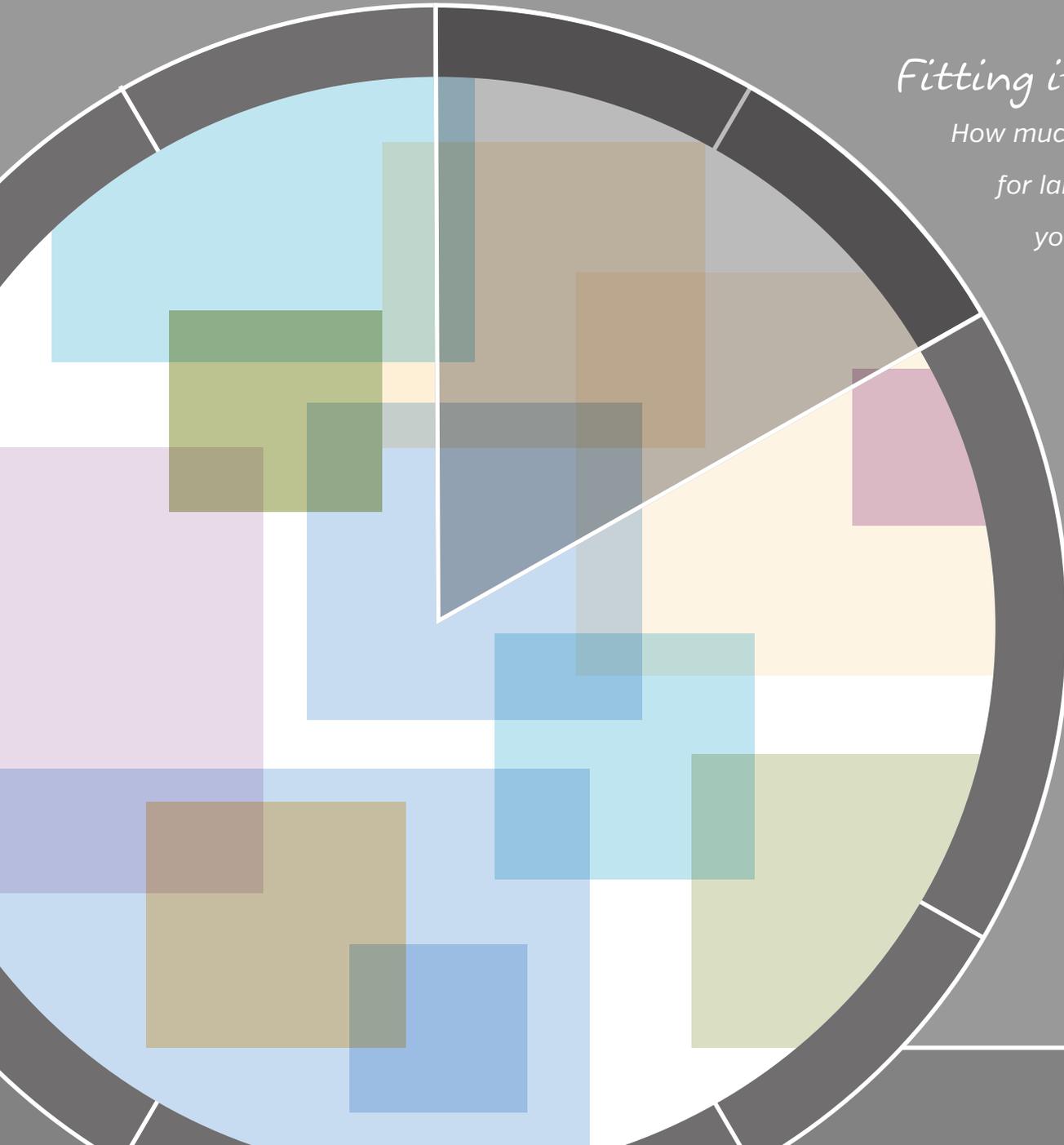
Once you've created an effective, smooth schedule, as much as possible, keep it consistent so that your children experience predictability and a rhythm to the day.



As you plan the layout of your classroom, consider how to incorporate three types of spaces for learning in whole-group, small-group, and independent settings. When all tools and resources have a place and are accessible, students can work efficiently and establish a sense of agency; and your classroom will become a place of continuous inquiry, activity, and joy.

LEARNING SPACES			
	WHOLE-GROUP AREA	SMALL-GROUP AREA	INDEPENDENT WORK AREA
DESCRIPTION	<ul style="list-style-type: none"> An area with enough space for all children to sit comfortably on the floor without touching each other. 	<ul style="list-style-type: none"> A quiet corner of the room containing a round or horseshoe table situated so that you can easily monitor children in other areas of the room. 	<ul style="list-style-type: none"> Children either choose from a list of literacy options and perform independent work at their tables or rotate to centers to work on various learning tasks.
PURPOSE	<ul style="list-style-type: none"> Whole-class meetings Read-alouds Minilessons 	<ul style="list-style-type: none"> Small-group reading instruction Small-group writing instruction Application of learning from whole-group lessons 	<ul style="list-style-type: none"> Exploration and play Choice reading Application of learning from whole- and small-group lessons
FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS	<ul style="list-style-type: none"> INTERACTIVE READ-ALOUD SHARED READING READING MINILESSONS PHONICS, SPELLING, AND WORD STUDY [Teach and Share] 	<ul style="list-style-type: none"> GUIDED READING BOOK CLUBS PHONICS, SPELLING, AND WORD STUDY [Apply] 	<ul style="list-style-type: none"> INDEPENDENT READING (and Confering) PHONICS, SPELLING, AND WORD STUDY [Apply]
ESSENTIAL AND HELPFUL MATERIALS AND RESOURCES	<ul style="list-style-type: none"> Large, colorful rug Teacher's chair Two easels, one for group writing and one for enlarged texts Big books, poetry charts, or other enlarged texts Long pointer Chart paper and markers Pocket chart Magnetic letters organized on a magnetic surface Stick-on notes Highlighter tape Masking card Name chart Alphabet Linking Chart White correction tape 	<ul style="list-style-type: none"> Plastic caddy, basket, or tub Leveled books and lessons Records of children's reading Paper and writing materials Thin markers and pencils Two sets of lower-case and one set of upper-case magnetic letters, organized for student use One set of lower-case and upper-case magnetic letters, organized alphabetically on a magnetic surface for demonstration Easel with chart paper Blank word cards White correction tape 	<ul style="list-style-type: none"> Work board for independent work areas or list of independent literacy activities Read a Book: wide variety of books in the classroom library Work on Writing: writing supplies such as a variety of types of paper, a stapler, pencils, markers, and crayons Letter/Word Work: word cards and magnetic letters Listen to a Book: an audio player, such as a tablet, and print books Dramatic play area enriched with functional print (e.g., menus, coupons), environmental print (e.g., signs, container labels), and literacy tools, including pencils, pens, and notepads

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Fitting it all in

How much time does your daily schedule allow for language and literacy teaching? Within your daily schedule, what is the best way to organize your instructional time to prioritize responsive teaching? The table at right provides suggestions for utilizing the instructional contexts of Fountas & Pinnell Classroom™ within your classroom. The instructional contexts do not have to be conducted in this order; you will want to arrange these to fit your own classroom schedule.

SUGGESTED DAILY FRAMEWORK

MINUTES EACH DAY	INSTRUCTIONAL CONTEXT	ACTIVITY OPTIONS
	GROUP MEETING	Bring the classroom community together to introduce/discuss the day and set goals.
	 INTERACTIVE READ-ALOUD	Teacher reads aloud a book from a text set and children share their thinking. The text experience often leads to writing about reading in the <i>Reader's Notebook</i> .
	 SHARED READING	Teacher engages children in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing.
BREAK		
	 READING MINI LESSON	Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing.
TOTAL TIME: 3.25 HOURS	 GUIDED READING	■ Teacher meets with Guided Reading groups each day.
	 BOOK CLUBS	■ Teacher initiates Book Clubs as appropriate, and they meet about once per month.
	 INDEPENDENT LITERACY WORK	■ Rotate through Literacy Centers OR engage in four tasks: <ol style="list-style-type: none"> 1. Read a book 2. Listen to a book 3. Work on writing 4. Work on letters/words (application from Phonics lesson)
	GROUP SHARE	Gather children together to reflect on and share learning.
BREAK		
	 PHONICS, SPELLING, AND WORD STUDY LESSON AND APPLICATION	Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing. Children apply their understanding of the principle.
	WRITERS' WORKSHOP	Teacher provides an explicit minilesson and then supports individual children as they work on their own writing or convenes a guided writing group.

DAY 1

OBSERVATIONS AND NOTES

WHOLE CLASS	<div data-bbox="170 320 247 395" data-label="Text">RML</div> <div data-bbox="275 320 541 344" data-label="Section-Header">MANAGEMENT UMBRELLA 1</div> <div data-bbox="268 352 661 376" data-label="Section-Header">WORKING TOGETHER IN THE CLASSROOM</div> <div data-bbox="268 391 663 446" data-label="Text"> <p>MGT.U1.RML1: Use an appropriate voice level</p> </div> <div data-bbox="766 320 1331 450" data-label="Image"> </div>	<p>Prepare to use the books in this text set by familiarizing yourself with the Inquiry Overview Card. Here you'll find the essential questions, big ideas, and critical thinking students will explore and investigate further as they engage with these texts.</p>	
	<div data-bbox="170 501 247 576" data-label="Text">IRA</div> <div data-bbox="275 501 390 526" data-label="Section-Header">TEXT SET 1</div> <div data-bbox="268 533 623 584" data-label="Section-Header">LEARNING AND WORKING TOGETHER: SCHOOL</div> <div data-bbox="268 600 491 628" data-label="Text"> <p>TEXT: <i>First Day Jitters</i></p> </div> <div data-bbox="766 501 1207 651" data-label="Image"> </div>		<p>In addition to the Big Book, there are six small books and audiobook versions provided for all Shared Reading titles.</p>
	<div data-bbox="170 703 247 778" data-label="Text">SR</div> <div data-bbox="268 703 478 730" data-label="Section-Header">TEXT: <i>Monster ABCs</i></div> <div data-bbox="268 738 686 825" data-label="Text"> <p>Respond to the SR text by using the Interactive Writing section on your lesson folder.</p> </div> <div data-bbox="201 788 239 847" data-label="Image"> </div> <div data-bbox="766 703 1438 850" data-label="Image"> </div>		
	<div data-bbox="170 903 247 978" data-label="Text">PWS</div> <div data-bbox="268 903 533 930" data-label="Text"> <p>Make a class Name Chart.</p> </div>		

SMALL GROUP	<div data-bbox="170 1054 247 1129" data-label="Text">GR</div> <div data-bbox="268 1050 701 1107" data-label="Text"> <p>Individual Assessments: Text Reading Level, High-Frequency Words, Word Writing</p> </div>	<p>Guided reading groups do not typically begin in the first few weeks of school. Use the time you will eventually allot to guided reading to conduct beginning-of-year individual assessments.</p>
	<div data-bbox="170 1198 247 1273" data-label="Text">BC</div>	<p>Book Clubs do not typically begin until after the first month of school when children are more familiar with how print "works."</p>

INDEPENDENT	<div data-bbox="170 1326 247 1401" data-label="Text">IR</div> <div data-bbox="268 1321 651 1377" data-label="Text"> <p>Establish a classroom community and routines.</p> </div>	<p>Use the time you will eventually allot to student choice/conferring to establish a classroom community and routines (through the Reading Minilessons) that children will use to work with one another and independently during independent work time.</p>
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DAY 2

WHOLE CLASS	<div data-bbox="170 320 254 395" data-label="Text">RML</div> <div data-bbox="275 316 665 341" data-label="Section-Header">MANAGEMENT UMBRELLA 1</div> <div data-bbox="268 347 665 373" data-label="Section-Header">WORKING TOGETHER IN THE CLASSROOM</div> <div data-bbox="268 387 655 443" data-label="Text"> <p>MGT.U1.RML2: <i>Listen carefully to each other</i></p> </div> <div data-bbox="768 320 1335 450" data-label="Image"> </div>	
	<div data-bbox="170 496 254 571" data-label="Text">IRA</div> <div data-bbox="275 491 394 517" data-label="Section-Header">TEXT SET 1</div> <div data-bbox="268 523 627 576" data-label="Section-Header">LEARNING AND WORKING TOGETHER: SCHOOL</div> <div data-bbox="205 580 239 639" data-label="Image"> </div> <div data-bbox="268 590 495 620" data-label="Text"> <p>TEXT: <i>First Day Jitters</i></p> </div> <div data-bbox="268 627 688 713" data-label="Text"> <p>Respond to the IRA text by using the Interactive Writing section on your lesson folder.</p> </div> <div data-bbox="768 496 1060 644" data-label="Image"> </div>	
	<div data-bbox="170 751 254 826" data-label="Text">SR</div> <div data-bbox="268 746 483 774" data-label="Text"> <p>TEXT: <i>Monster ABCs</i></p> </div> <div data-bbox="268 798 541 823" data-label="Section-Header">SUPPLEMENTARY RESOURCE</div> <div data-bbox="205 831 239 890" data-label="Image"> </div> <div data-bbox="268 829 434 887" data-label="Text"> <p>POETRY CHART: <i>My Little Toys</i></p> </div> <div data-bbox="768 751 1197 906" data-label="Image"> </div>	
	PWS	Do various activities focused on children's names using the class Name Chart.
SMALL GROUP	<div data-bbox="170 1054 254 1129" data-label="Text">GR</div> <div data-bbox="268 1054 512 1083" data-label="Text">Individual Assessments</div>	
	BC	
INDEPENDENT	<div data-bbox="170 1326 254 1401" data-label="Text">IR</div> <div data-bbox="268 1323 655 1380" data-label="Text">Establish a classroom community and routines.</div>	

DAY 3

WHOLE CLASS	<div data-bbox="170 320 254 395" data-label="Text">RML</div> <div data-bbox="277 320 548 344" data-label="Section-Header">MANAGEMENT UMBRELLA 1</div> <div data-bbox="270 352 665 376" data-label="Section-Header">WORKING TOGETHER IN THE CLASSROOM</div> <div data-bbox="270 391 646 448" data-label="Text"> <p>MGT.U1.RML3: <i>Move from one spot to another quickly and silently</i></p> </div> <div data-bbox="770 320 1335 448" data-label="Image"> </div>	
	<div data-bbox="170 491 254 566" data-label="Text">IRA</div> <div data-bbox="277 496 394 520" data-label="Section-Header">TEXT SET 1</div> <div data-bbox="270 528 625 576" data-label="Section-Header">LEARNING AND WORKING TOGETHER: SCHOOL</div> <div data-bbox="205 580 239 639" data-label="Image"> </div> <div data-bbox="270 595 514 622" data-label="Text"> <p>TEXT: <i>David's Drawings</i></p> </div> <div data-bbox="270 630 686 715" data-label="Text"> <p>Respond to the IRA text by using the Interactive Writing section on your lesson folder.</p> </div> <div data-bbox="770 496 1045 643" data-label="Image"> </div>	
	<div data-bbox="170 751 254 826" data-label="Text">SR</div> <div data-bbox="270 751 480 775" data-label="Text"> <p>TEXT: <i>Monster ABCs</i></p> </div> <div data-bbox="770 751 1031 898" data-label="Image"> </div>	
	<div data-bbox="170 943 254 1018" data-label="Text">PWS</div> <div data-bbox="270 943 693 1000" data-label="Text"> <p>Do various activities focused on children's names using the class Name Chart.</p> </div>	
SMALL GROUP	<div data-bbox="170 1082 254 1157" data-label="Text">GR</div> <div data-bbox="270 1082 512 1107" data-label="Text"> <p>Individual Assessments</p> </div>	
	<div data-bbox="170 1214 254 1289" data-label="Text">BC</div>	
INDEPENDENT	<div data-bbox="170 1358 254 1433" data-label="Text">IR</div> <div data-bbox="270 1358 655 1414" data-label="Text"> <p>Establish a classroom community and routines.</p> </div>	

DAY 4

WHOLE CLASS	<div data-bbox="170 320 254 395" data-label="Text">RML</div> <div data-bbox="275 316 665 418" data-label="Text"> <p>MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML4: Do your best work</p> </div> <div data-bbox="770 320 1335 450" data-label="Image"> </div>	
	<div data-bbox="170 491 254 566" data-label="Text">IRA</div> <div data-bbox="275 491 630 576" data-label="Text"> <p>TEXT SET 1 LEARNING AND WORKING TOGETHER: SCHOOL</p> </div> <div data-bbox="205 579 239 638" data-label="Image"> </div> <div data-bbox="275 588 564 619" data-label="Text"> <p>TEXT: Jamaica's Blue Marker</p> </div> <div data-bbox="275 627 688 711" data-label="Text"> <p>Respond to the IRA text by using the Interactive Writing section on your lesson folder.</p> </div> <div data-bbox="770 494 1073 643" data-label="Image"> </div>	
	<div data-bbox="170 746 254 821" data-label="Text">SR</div> <div data-bbox="275 743 560 774" data-label="Text"> <p>TEXT: Tap, Tap, Tappity-Tap!</p> </div> <div data-bbox="275 798 541 823" data-label="Text"> <p>SUPPLEMENTARY RESOURCE</p> </div> <div data-bbox="205 831 239 890" data-label="Image"> </div> <div data-bbox="275 829 434 887" data-label="Text"> <p>POETRY CHART: <i>Say and Touch</i></p> </div> <div data-bbox="770 746 1398 904" data-label="Image"> </div>	
	<div data-bbox="170 938 254 1013" data-label="Text">PWS</div>	
SMALL GROUP	<div data-bbox="170 1074 254 1149" data-label="Text">GR</div> <div data-bbox="275 1074 512 1102" data-label="Text"> <p>Individual Assessments</p> </div>	
	<div data-bbox="170 1214 254 1289" data-label="Text">BC</div>	
INDEPENDENT	<div data-bbox="170 1353 254 1428" data-label="Text">IR</div> <div data-bbox="275 1351 655 1410" data-label="Text"> <p>Establish a classroom community and routines.</p> </div>	

DAY 5

WHOLE CLASS	<div data-bbox="170 320 254 395" data-label="Text"> <p>RML</p> </div> <div data-bbox="275 320 548 344" data-label="Section-Header"> <p>MANAGEMENT UMBRELLA 1</p> </div> <div data-bbox="268 351 665 376" data-label="Section-Header"> <p>WORKING TOGETHER IN THE CLASSROOM</p> </div> <div data-bbox="268 389 705 448" data-label="Text"> <p>MGT.U1.RML5: Find ways to solve problems when your teacher is busy</p> </div> <div data-bbox="768 320 1335 448" data-label="Image"> </div>	
	<div data-bbox="170 496 254 571" data-label="Text"> <p>IRA</p> </div> <div data-bbox="275 496 394 521" data-label="Section-Header"> <p>TEXT SET 1</p> </div> <div data-bbox="268 528 627 580" data-label="Section-Header"> <p>LEARNING AND WORKING TOGETHER: SCHOOL</p> </div> <div data-bbox="268 596 531 624" data-label="Text"> <p>TEXT: <i>A Fine, Fine School</i></p> </div> <div data-bbox="768 496 1050 647" data-label="Image"> </div>	
	<div data-bbox="170 692 254 767" data-label="Text"> <p>SR</p> </div> <div data-bbox="268 695 560 724" data-label="Text"> <p>TEXT: <i>Tap, Tap, Tappity-Tap!</i></p> </div> <div data-bbox="268 730 688 817" data-label="Text"> <p>Respond to the SR text by using the Interactive Writing section on your lesson folder.</p> </div> <div data-bbox="205 778 239 836" data-label="Image"> </div> <div data-bbox="768 692 1041 842" data-label="Image"> </div>	
	<div data-bbox="170 890 254 965" data-label="Text"> <p>PWS</p> </div>	
SMALL GROUP	<div data-bbox="170 1034 254 1109" data-label="Text"> <p>GR</p> </div> <div data-bbox="268 1034 512 1062" data-label="Text"> <p>Individual Assessments</p> </div>	
	<div data-bbox="170 1177 254 1252" data-label="Text"> <p>BC</p> </div>	
INDEPENDENT	<div data-bbox="170 1321 254 1396" data-label="Text"> <p>IR</p> </div> <div data-bbox="268 1321 686 1380" data-label="Text"> <p>Student choice and confer with individual students.</p> </div>	<p>Options for student choice include:</p> <ul style="list-style-type: none"> • Read a book from the classroom library • Listen to a book • Work on writing • Work on letters/words [phonics application]

DAY 6

WHOLE CLASS	 MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML6: Take good care of classroom materials	The final minilesson of this umbrella (MGT.U1.RML6) is included in the Preview Pack for reference to show the progression of minilessons within this umbrella.
	 TEXT SET 1 LEARNING AND WORKING TOGETHER: SCHOOL Revisit books from text set 1.	
	 TEXT: The Elephant	
	 LITERARY KNOWLEDGE 1: Understand That Words Are Formed with Letters	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 7

WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML.1: Read silently so everyone can enjoy reading	
	 TEXT SET 1 LEARNING AND WORKING TOGETHER: SCHOOL Revisit books from text set 1	
	 TEXT: The Elephant Respond to the SR text by using the Interactive Writing section on your lesson folder.   SUPPLEMENTARY RESOURCE POETRY CHART: Five Little Sparrows	
	 LITERARY KNOWLEDGE 2: Recognize and Name Letters in Words	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 8

WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML2: <i>The classroom library is organized so you can make good book choices</i>	
	 TEXT SET 1 LEARNING AND WORKING TOGETHER: SCHOOL Revisit books from text set 1.	
	 TEXT: <i>The Elephant</i>	
	 LITERARY KNOWLEDGE 2: <i>Recognize and Name Letters in Words</i>	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 9

WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML3: <i>Choose books that you will want to read</i>	
	 TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS TEXT: <i>Mrs. McNosh Hangs Up Her Wash</i>	
	 TEXT: <i>Dance and Twirl</i> Respond to the SR text by using the Interactive Writing section on your lesson folder.  SUPPLEMENTARY RESOURCE  POETRY CHART: <i>Ring-a-Ring</i>	
	 LITERARY KNOWLEDGE 3: <i>Recognize and Name Letters in Words</i>	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 10

WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML4: <i>Take good care of the books in the classroom library</i>	
	 TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS  TEXT: <i>Sitting Down to Eat</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.	
	 TEXT: <i>Dance and Twirl</i>	
	 LITERARY KNOWLEDGE 3: <i>Recognize and Name Letters in Words</i>	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 11

WHOLE CLASS	 MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML1: <i>Read a book on your own</i>	
	 TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS  TEXT: <i>The Day the Goose Got Loose</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.	
	 TEXT: <i>Dance and Twirl</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>Five Bananas</i>	
	 EARLY LITERACY CONCEPTS 1: <i>Understand the Concept of a Word</i>	
SMALL GROUP	 Individual Assessments	
	 TEXT SET THE IMPORTANCE OF FRIENDSHIP Introduce the books.	<i>Using book talks, introduce each book in the text set to the whole class. Have children select a book to read in preparation for book club the following week.</i>
INDEPENDENT	 Student choice and confer with individual students.	

DAY 12	
WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML2: <i>Listen to a book in the listening center</i>
	IRA TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS  TEXT: <i>The Giant Jam Sandwich</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.
	SR Revisit previously read SR book of choice.
	PWS EARLY LITERACY CONCEPTS 1: <i>Understand the Concept of a Word</i>
SMALL GROUP	GR Individual Assessments
	BC Students read the book they selected in preparation for their upcoming book club.
INDEPENDENT	IR Student choice and confer with individual students.

DAY 13	
WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML3: <i>Work on words in the word work center</i>
	IRA TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS  TEXT: <i>One of Each</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.
	SR TEXT: <i>Silly and Fun Poems to Make You Smile</i>
	PWS EARLY LITERACY CONCEPTS 2: <i>Locate the First and Last Letters of Words in Continuous Text</i>
SMALL GROUP	GR Individual Assessments
	BC Students read the book they selected in preparation for their upcoming book club.
INDEPENDENT	IR Student choice and confer with individual students.

DAY 14

WHOLE CLASS	 MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML4: Write and draw in the writing center	
	 TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS Revisit books from text set 2.	
	 TEXT: Silly and Fun Poems to Make You Smile	
	 EARLY LITERACY CONCEPTS 2: Locate the First and Last Letters of Words in Continuous Text	
SMALL GROUP	 Individual Assessments	
	 Students read the book they selected in preparation for their upcoming book club.	
INDEPENDENT	 Student choice and confer with individual students.	

DAY 15

WHOLE CLASS	 MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML6: Read and illustrate a poem in your poetry notebook	
	 TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS Revisit books from text set 2.	
	 TEXT: Silly and Fun Poems to Make You Smile Respond to the SR text by using the Interactive Writing section on your lesson folder.   SUPPLEMENTARY RESOURCE POETRY CHART: Ball-bouncing Rhymes	
	 EARLY LITERACY CONCEPTS 2: Locate the First and Last Letters of Words in Continuous Text	
SMALL GROUP	 Individual Assessments	
	 Students read the book they selected in preparation for their upcoming book club.	
INDEPENDENT	 Student choice and confer with individual students.	

DAY 16	
WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML7: <i>Read around the room using a pointer</i>
	IRA TEXT SET 2 HAVING FUN WITH LANGUAGE: RHYMING TEXTS Revisit books from text set 2.
	SR TEXT: <i>Silly and Fun Poems to Make You Smile</i> Respond to the SR text by using the Shared Writing section on your lesson folder.
	PWS LITERARY KNOWLEDGE 4: <i>Recognize the Distinctive Features of Letter Forms</i>
SMALL GROUP	GR Form initial GR groups and establish GR routines.
	BC TEXT SET THE IMPORTANCE OF FRIENDSHIP Prepare to facilitate book clubs for this text set on days 17–20.
INDEPENDENT	IR Student choice and confer with individual students.

DAY 17	
WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML8: <i>Read and put together a story, song, or poem in the pocket chart</i>
	IRA TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>The Magic Rabbit</i>
	SR TEXT: <i>Jumping Into the Leaves</i>
	PWS LITERARY KNOWLEDGE 4: <i>Recognize the Distinctive Features of Letter Forms</i>
SMALL GROUP	GR Form initial GR groups and establish GR routines.
	BC TEXT SET THE IMPORTANCE OF FRIENDSHIP Facilitate one book club.
INDEPENDENT	IR Student choice and confer with individual students.

DAY 18

WHOLE CLASS	 MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML10: Look at your list of what to do during reading time	
	 TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>Chester's Way</i>	
	 TEXT: <i>Jumping Into the Leaves</i> Respond to the SR text by using the Shared Writing section on your lesson folder.	
	 LITERARY KNOWLEDGE 5: <i>Recognize the Distinctive Features of Letter Forms</i>	
SMALL GROUP	 Form initial GR groups and establish GR routines.	
	 TEXT SET THE IMPORTANCE OF FRIENDSHIP Facilitate one book club.	
INDEPENDENT	 Student choice and confer with individual students.	

DAY 19

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML1: <i>The title tells what the book is about</i>	
	 TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>Wallace's Lists</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>The Big Green, Scary Monster</i>	
	 LITERARY KNOWLEDGE 6: <i>Recognize the Distinctive Features of Letter Forms</i>	
SMALL GROUP	 Form initial GR groups and establish GR routines.	
	 TEXT SET THE IMPORTANCE OF FRIENDSHIP Facilitate one book club.	
INDEPENDENT	 Student choice and confer with individual students.	

DAY 20

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML2: <i>The author wrote the book. The illustrator created the pictures</i>	
	 TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>Leon and Bob</i>	
	 TEXT: <i>The Big Green, Scary Monster</i> Respond to the SR text by using the Interactive Writing section on your lesson folder.	
	 LITERARY KNOWLEDGE 7: <i>Recognize Letters and State Their Names</i>	
SMALL GROUP	 Form initial GR groups and establish GR routines.	
	 TEXT SET THE IMPORTANCE OF FRIENDSHIP Facilitate one book club.	
INDEPENDENT	 Student choice and confer with individual students.	

DAY 21

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML3: <i>Think about the books you read and share your thinking with others</i>	
	 TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>Mr. George Baker</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>The Big Mix-Up</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>My Favorite Toys</i>	
	 LITERARY KNOWLEDGE 7: <i>Recognize Letters and State Their Names</i>	
SMALL GROUP	 Groups A, B, C	
	 TEXT SET TAKING CARE OF EACH OTHER: FAMILY Using book talks, introduce each book to the whole class. Have children select a book to read in preparation for book club the following week.	See Day 26 for details on books and discussion cards.
INDEPENDENT	 Student choice and confer with individual students.	

DAY 22

WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML4: <i>Turn and Talk to share your thinking</i>	
	IRA TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP Revisit books from text set 3.	
	SR TEXT: <i>The Big Mix-Up</i> Respond to the SR text by using the Interactive or Shared Writing section on your lesson folder.	
	PWS LITERARY KNOWLEDGE 8: <i>Recognize Letters and State Their Names</i>	
SMALL GROUP	GR Groups C, A, D	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 23

WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML5: <i>When you read, mark places you want to talk about</i>	
	IRA TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP Revisit books from text set 3.	
	SR TEXT: <i>The Hippo</i>	
	PWS LITERARY KNOWLEDGE 8: <i>Recognize Letters and State Their Names</i>	
SMALL GROUP	GR Groups D, B, A	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 24

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML6: Read the book again to enjoy it and learn more	
	 TEXT SET 3 THE IMPORTANCE OF FRIENDSHIP Revisit books from text set 3.	
	 TEXT: <i>The Hippo</i> Respond to the SR text by using the Shared Writing section on your lesson folder.	
	 LITERARY KNOWLEDGE 9: Recognize the Sequence of Letters in a Word	
SMALL GROUP	 Groups A, C, B	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 25

WHOLE CLASS	 WRITING ABOUT READING UMBRELLA 1 INTRODUCING A READER'S NOTEBOOK WAR.U1.RML1: Collect your thinking in your reader's notebook	The first minilesson of this umbrella (WAR.U1.RML1) is included for reference to show the progression of minilessons within this umbrella.
	 TEXT SET 4 TAKING CARE OF EACH OTHER: FAMILY  TEXT: <i>A Birthday Basket for Tia</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>The Giraffe</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>Papa's Glasses</i>	
	 LITERARY KNOWLEDGE 9: Recognize the Sequence of Letters in a Word	
SMALL GROUP	 Groups B, A, D	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 26

WHOLE CLASS	<div data-bbox="170 320 247 395" data-label="Text">RML</div> <div data-bbox="273 320 646 343" data-label="Section-Header">WRITING ABOUT READING UMBRELLA 1</div> <div data-bbox="268 352 636 376" data-label="Section-Header">INTRODUCING A READER'S NOTEBOOK</div> <div data-bbox="266 391 642 448" data-label="Text"> <p>WAR.U1.RML2: Draw and write about yourself and the things you love</p> </div> <div data-bbox="768 320 1331 448" data-label="Image"> </div>	
	<div data-bbox="170 485 247 560" data-label="Text">IRA</div> <div data-bbox="273 488 392 510" data-label="Section-Header">TEXT SET 4</div> <div data-bbox="268 517 636 542" data-label="Section-Header">TAKING CARE OF EACH OTHER: FAMILY</div> <div data-bbox="266 558 636 587" data-label="Text"> <p>TEXT: <i>Max and the Tag-Along Moon</i></p> </div> <div data-bbox="266 593 716 652" data-label="Text"> <p>Respond to the IRA text by using the Shared Writing section on your lesson folder.</p> </div> <div data-bbox="768 488 1184 638" data-label="Image"> </div>	
	<div data-bbox="170 683 247 758" data-label="Text">SR</div> <div data-bbox="266 686 449 713" data-label="Text"> <p>TEXT: <i>The Giraffe</i></p> </div> <div data-bbox="768 676 1381 823" data-label="Image"> </div>	
	<div data-bbox="170 858 247 933" data-label="Text">PWS</div> <div data-bbox="266 852 596 880" data-label="Text"> <p>Revisit previously taught lesson.</p> </div> <div data-bbox="768 845 1178 981" data-label="Image"> </div>	<p><i>Lessons from previous days are included in the Preview Pack. Choose one to "review" or adapt generative lessons to develop understandings your students need to experience over time.</i></p>
SMALL GROUP	<div data-bbox="170 1018 247 1093" data-label="Text">GR</div> <div data-bbox="266 1013 420 1042" data-label="Text"> <p>Groups A, B, C</p> </div> <div data-bbox="768 1005 1381 1169" data-label="Image"> </div>	<p><i>The Preview Pack contains one title per text level from the Grade 1 Guided Reading Collection to try with a small group of students. [6 copies of each title provided.]</i></p>
	<div data-bbox="170 1214 247 1289" data-label="Text">BC</div> <div data-bbox="273 1209 373 1232" data-label="Section-Header">TEXT SET</div> <div data-bbox="268 1238 636 1264" data-label="Section-Header">TAKING CARE OF EACH OTHER: FAMILY</div> <div data-bbox="266 1278 703 1337" data-label="Text"> <p>Prepare to facilitate book clubs for this text set on days 27–30.</p> </div> <div data-bbox="768 1201 1428 1348" data-label="Image"> </div>	<p><i>The Preview Pack contains the Inquiry Overview Card, the Discussion Card for each title in the set, and six complimentary copies of one of the text set titles.</i></p>
INDEPEND.	<div data-bbox="170 1385 247 1460" data-label="Text">IR</div> <div data-bbox="266 1378 686 1436" data-label="Text"> <p>Student choice and confer with individual students.</p> </div>	

DAY 27

WHOLE CLASS	<div data-bbox="170 320 254 395" data-label="Text"> <p>RML</p> </div> <div data-bbox="273 320 651 378" data-label="Text"> <p>WRITING ABOUT READING UMBRELLA 1 INTRODUCING A READER'S NOTEBOOK</p> </div> <div data-bbox="266 392 695 450" data-label="Text"> <p>WAR.U1.RML3: Draw and write about your family</p> </div> <div data-bbox="768 320 1335 450" data-label="Image"> </div>	
	<div data-bbox="170 499 254 574" data-label="Text"> <p>IRA</p> </div> <div data-bbox="273 499 636 558" data-label="Text"> <p>TEXT SET 4 TAKING CARE OF EACH OTHER: FAMILY</p> </div> <div data-bbox="266 572 583 601" data-label="Text"> <p>TEXT: <i>When I Am Old With You</i></p> </div> <div data-bbox="768 499 1079 651" data-label="Image"> </div>	
	<div data-bbox="170 699 254 774" data-label="Text"> <p>SR</p> </div> <div data-bbox="266 700 653 823" data-label="Text"> <p>TEXT: <i>The Camping Trip</i> Respond to the SR text by using the Shared Writing section on your lesson folder.</p> </div> <div data-bbox="768 699 1407 850" data-label="Image"> </div>	
	<div data-bbox="170 895 254 970" data-label="Text"> <p>PWS</p> </div> <div data-bbox="266 895 596 925" data-label="Text"> <p>Revisit previously taught lesson.</p> </div>	
SMALL GROUP	<div data-bbox="170 1018 254 1093" data-label="Text"> <p>GR</p> </div> <div data-bbox="266 1018 420 1046" data-label="Text"> <p>Groups C, A, D</p> </div>	
	<div data-bbox="170 1141 254 1216" data-label="Text"> <p>BC</p> </div> <div data-bbox="273 1141 636 1200" data-label="Text"> <p>TEXT SET TAKING CARE OF EACH OTHER: FAMILY</p> </div> <div data-bbox="266 1214 432 1241" data-label="Text"> <p>TEXT: <i>So Much!</i></p> </div> <div data-bbox="768 1141 1251 1278" data-label="Image"> </div>	<p><i>Six copies of this title are included in the Preview Pack.</i></p>
INDEPENDENT	<div data-bbox="170 1337 254 1412" data-label="Text"> <p>IR</p> </div> <div data-bbox="266 1329 686 1386" data-label="Text"> <p>Student choice and confer with individual students.</p> </div>	

DAY 28

WHOLE CLASS	<div data-bbox="170 320 247 395" data-label="Text">RML</div> <div data-bbox="273 320 646 343" data-label="Section-Header">WRITING ABOUT READING UMBRELLA 1</div> <div data-bbox="268 352 636 376" data-label="Section-Header">INTRODUCING A READER'S NOTEBOOK</div> <div data-bbox="266 392 695 448" data-label="Text"> <p>WAR.U1.RML4: Draw and write about your friends</p> </div> <div data-bbox="768 320 1335 451" data-label="Image"> </div>	
	<div data-bbox="170 485 247 560" data-label="Text">IRA</div> <div data-bbox="273 485 392 509" data-label="Section-Header">TEXT SET 4</div> <div data-bbox="268 517 636 542" data-label="Section-Header">TAKING CARE OF EACH OTHER: FAMILY</div> <div data-bbox="268 558 472 585" data-label="Text"> <p>TEXT: <i>Papá and Me</i></p> </div> <div data-bbox="266 593 653 679" data-label="Text"> <p>Respond to the IRA text by using the Shared Writing section on your lesson folder.</p> </div> <div data-bbox="768 485 1037 636" data-label="Image"> </div>	
	<div data-bbox="170 715 247 790" data-label="Text">SR</div> <div data-bbox="268 715 512 743" data-label="Text"> <p>TEXT: <i>The Camping Trip</i></p> </div> <div data-bbox="768 715 1037 866" data-label="Image"> </div>	
	<div data-bbox="170 906 247 981" data-label="Text">PWS</div> <div data-bbox="268 901 596 932" data-label="Text"> <p>Revisit previously taught lesson.</p> </div>	
SMALL GROUP	<div data-bbox="170 1034 247 1109" data-label="Text">GR</div> <div data-bbox="268 1031 420 1059" data-label="Text"> <p>Groups D, B, A</p> </div>	
	<div data-bbox="170 1166 247 1241" data-label="Text">BC</div> <div data-bbox="273 1166 375 1190" data-label="Section-Header">TEXT SET</div> <div data-bbox="268 1197 636 1220" data-label="Section-Header">TAKING CARE OF EACH OTHER: FAMILY</div> <div data-bbox="268 1236 533 1265" data-label="Text"> <p>TEXT: <i>Penny and Her Doll</i></p> </div> <div data-bbox="768 1166 856 1305" data-label="Image"> </div> <div data-bbox="890 1166 1402 1305" data-label="Image"> </div>	<p>While the Discussion Card for this title is included in the Preview Pack, copies of the book are not. Give this Book Club a try by gathering the copies you need from your classroom or school libraries.</p>
	<div data-bbox="170 1353 247 1428" data-label="Text">IR</div> <div data-bbox="268 1350 686 1407" data-label="Text"> <p>Student choice and confer with individual students.</p> </div>	
INDEPENDENT		

DAY 29

WHOLE CLASS	<div data-bbox="170 320 247 395" data-label="Image"> </div> <div data-bbox="275 320 653 376" data-label="Section-Header"> <p>WRITING ABOUT READING UMBRELLA 1 INTRODUCING A READER'S NOTEBOOK</p> </div> <div data-bbox="275 395 680 448" data-label="Text"> <p>WAR.U1.RML5: Draw and write about the things you like to do at home</p> </div> <div data-bbox="772 320 1344 448" data-label="Image"> </div>	
	<div data-bbox="170 501 247 576" data-label="Image"> </div> <div data-bbox="275 501 636 557" data-label="Section-Header"> <p>TEXT SET 4 TAKING CARE OF EACH OTHER: FAMILY</p> </div> <div data-bbox="275 576 653 695" data-label="Text"> <p>TEXT: <i>The Relatives Came</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.</p> </div> <div data-bbox="772 501 1062 651" data-label="Image"> </div>	
	<div data-bbox="170 730 247 805" data-label="Image"> </div> <div data-bbox="275 730 541 805" data-label="Section-Header"> <p>TEXT: <i>Up, Up, and Away</i> SUPPLEMENTARY RESOURCE</p> </div> <div data-bbox="275 818 472 871" data-label="Text"> <p>POETRY CHART: <i>'Round and 'Round</i></p> </div> <div data-bbox="772 730 1419 880" data-label="Image"> </div>	
	<div data-bbox="170 930 247 1005" data-label="Image"> </div> <div data-bbox="275 930 596 962" data-label="Text"> <p>Revisit previously taught lesson.</p> </div>	
SMALL GROUP	<div data-bbox="170 1050 247 1125" data-label="Image"> </div> <div data-bbox="275 1050 420 1082" data-label="Text"> <p>Groups A, C, B</p> </div>	
	<div data-bbox="170 1166 247 1241" data-label="Image"> </div> <div data-bbox="275 1166 636 1267" data-label="Section-Header"> <p>TEXT SET TAKING CARE OF EACH OTHER: FAMILY TEXT: <i>Penny and Her Song</i></p> </div> <div data-bbox="772 1166 861 1305" data-label="Image"> </div> <div data-bbox="898 1166 987 1305" data-label="Image"> </div> <div data-bbox="1010 1190 1360 1275" data-label="Text"> <p>Facilitate this Book Club using your own copies of <i>Penny and Her Song</i> by Kevin Henkes.</p> </div>	<p>While the Discussion Card for this title is included in the Preview Pack, copies of the book are not. Give this Book Club a try by gathering the copies you need from your classroom or school libraries.</p>
INDEPENDENT	<div data-bbox="170 1342 247 1417" data-label="Image"> </div> <div data-bbox="275 1342 686 1396" data-label="Text"> <p>Student choice and confer with individual students.</p> </div>	

DAY 30

WHOLE CLASS	<div data-bbox="163 320 247 395" data-label="Text">RML</div> <div data-bbox="262 320 646 376" data-label="Text"> <p>WRITING ABOUT READING UMBRELLA 1 INTRODUCING A READER'S NOTEBOOK</p> </div> <div data-bbox="262 392 674 448" data-label="Text"> <p>WAR.U1.RML6: Draw and write about the things you like to do at school</p> </div> <div data-bbox="762 320 1325 448" data-label="Image"> </div>	
	<div data-bbox="163 496 247 571" data-label="Text">IRA</div> <div data-bbox="262 496 630 552" data-label="Text"> <p>TEXT SET 4 TAKING CARE OF EACH OTHER: FAMILY</p> </div> <div data-bbox="262 568 560 595" data-label="Text"> <p>Revisit books from text set 4.</p> </div> <div data-bbox="762 496 1409 639" data-label="Image"> </div>	<p>Books and lessons from previous days' instruction are included in the Preview Pack. Choose one to "revisit" with your class. Use the Inquiry Overview Card to help students bring together what they have learned and explore a topic through the suggested projects.</p>
	<div data-bbox="163 687 247 762" data-label="Text">SR</div> <div data-bbox="262 687 512 719" data-label="Text"> <p>TEXT: <i>Up, Up, and Away</i></p> </div> <div data-bbox="262 727 646 812" data-label="Text"> <p>Respond to the SR text by using the Shared Writing section on your lesson folder.</p> </div> <div data-bbox="199 775 235 834" data-label="Image"> </div> <div data-bbox="762 687 1024 839" data-label="Image"> </div>	
	<div data-bbox="163 879 247 954" data-label="Text">PWS</div> <div data-bbox="262 879 590 911" data-label="Text"> <p>Revisit previously taught lesson.</p> </div>	
SMALL GROUP	<div data-bbox="163 1007 247 1082" data-label="Text">GR</div> <div data-bbox="262 1007 415 1038" data-label="Text"> <p>Groups B, A, D</p> </div>	
	<div data-bbox="163 1134 247 1209" data-label="Text">BC</div> <div data-bbox="262 1134 630 1190" data-label="Text"> <p>TEXT SET TAKING CARE OF EACH OTHER: FAMILY</p> </div> <div data-bbox="262 1206 489 1238" data-label="Text"> <p>TEXT: <i>Mama Elizabeti</i></p> </div> <div data-bbox="762 1134 1388 1278" data-label="Image"> </div>	<p>Facilitate this Book Club using your own copies of <i>Mama Elizabeti</i> Stephanie Stuve-Bodeen.</p> <p>While the Discussion Card for this title is included in the Preview Pack, copies of the book are not. Give this Book Club a try by gathering the copies you need from your classroom or school libraries.</p>
INDEPENDENT	<div data-bbox="163 1326 247 1401" data-label="Text">IR</div> <div data-bbox="262 1326 680 1386" data-label="Text"> <p>Student choice and confer with individual students.</p> </div>	

DAY 31

WHOLE CLASS	RML WRITING ABOUT READING UMBRELLA 1 INTRODUCING A READER'S NOTEBOOK WAR.U1.RML7: <i>Draw and write about the places you like to go</i>	
	IRA TEXT SET 4 TAKING CARE OF EACH OTHER: FAMILY Revisit books from text set 4	
	SR TEXT: <i>Scram!</i>	
	PWS HIGH-FREQUENCY WORDS 1: <i>Recognize and Use High-Frequency Words with One, Two, or Three Letters</i>	
SMALL GROUP	GR Groups A, B, C	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 32

WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 2 STUDYING AUTHORS AND ILLUSTRATORS LA.U2.RML1: <i>Learn more about authors by reading many of their books</i>	
	IRA TEXT SET 3 AND 4 THE IMPORTANCE OF FRIENDSHIP / TAKING CARE OF EACH OTHER: FAMILY Revisit books from text sets 3 and 4.	
	SR TEXT: <i>Scram!</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>The Queen of Hearts</i>	
	PWS HIGH-FREQUENCY WORDS 1: <i>Recognize and Use High-Frequency Words with One, Two, or Three Letters</i>	
SMALL GROUP	GR Groups D, B, A	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 33

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 2 STUDYING AUTHORS AND ILLUSTRATORS LA.U2.RML2: Learn more about illustrators by reading many of their books	
	 TEXT SET 3 AND 4 THE IMPORTANCE OF FRIENDSHIP / TAKING CARE OF EACH OTHER: FAMILY Revisit books from text sets 3 and 4.	
	 Revisit previously read SR book of choice.	
	 HIGH-FREQUENCY WORDS 1: Recognize and Use High-Frequency Words with One, Two, or Three Letters	
SMALL GROUP	 Groups D, B, A	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 34

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 2 STUDYING AUTHORS AND ILLUSTRATORS LA.U2.RML3: Sometimes authors write several books with the same characters	
	 TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS  TEXT: <i>Chrysanthemum</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>The Flamingo!</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>Peter Piper</i>	
	 HIGH-FREQUENCY WORDS 2: Recognize and Use High-Frequency Words with One, Two, or Three Letters	
SMALL GROUP	 Groups A, C, B	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 35

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 2 STUDYING AUTHORS AND ILLUSTRATORS LA.U2.RML4: <i>An author has a special way of writing</i>	
	 TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS  TEXT: <i>Julius the Baby of the World</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>The Flamingo!</i>	
	 HIGH-FREQUENCY WORDS 2: <i>Recognize and Use High-Frequency Words with One, Two, or Three Letters</i>	
SMALL GROUP	 Groups B, A, D	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 36

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 19 UNDERSTANDING CHARACTERS AND THEIR FEELINGS LA.U19.RML1: <i>Stories have important characters</i>	
	 TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS  TEXT: <i>Lilly's Big Day</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>In My Bag</i>	
	 HIGH-FREQUENCY WORDS 3: <i>Locate and Read High-Frequency Words in Continuous Text</i>	
SMALL GROUP	 Groups A, B, C	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 37

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 19 UNDERSTANDING CHARACTERS AND THEIR FEELINGS LA.U19.RML2: <i>The characters' faces and bodies show how they feel</i>	
	 TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS  TEXT: <i>Sheila Rae, the Brave</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>In My Bag</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>There Was an Old Man of Peru</i>	
	 HIGH-FREQUENCY WORDS 3: <i>Locate and Read High-Frequency Words in Continuous Text</i>	
SMALL GROUP	 Groups C, A, D	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 38

WHOLE CLASS	 LITERARY ANALYSIS UMBRELLA 19 UNDERSTANDING CHARACTERS AND THEIR FEELINGS LA.U19.RML3: <i>What the characters say and do shows how they are feeling</i>	
	 TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS Revisit books from text set 5.	
	 Revisit previously read SR book of choice.	
	 HIGH-FREQUENCY WORDS 4: <i>Locate and Read High-Frequency Words</i>	
SMALL GROUP	 Groups D, B, A	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 39

WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 19 UNDERSTANDING CHARACTERS AND THEIR FEELINGS LA.U19.RML4: <i>What the characters say and do shows how they feel about other characters</i>	
	IRA TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS Revisit books from text set 5.	
	SR Revisit previously read SR book of choice.	
	PWS HIGH-FREQUENCY WORDS 4: <i>Locate and Read High-Frequency Words</i>	
SMALL GROUP	GR Groups A, C, B	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 40

WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 19 UNDERSTANDING CHARACTERS AND THEIR FEELINGS LA.U19.RML5: <i>Sometimes you feel the same way as a character in a story</i>	
	IRA TEXT SET 5 KEVIN HENKES: EXPLORING CHARACTERS Revisit books from text set 5.	
	SR Revisit previously read SR book of choice.	
	PWS HIGH-FREQUENCY WORDS 5: <i>Locate and Read High-Frequency Words</i>	
SMALL GROUP	GR Groups B, A, D	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

ASSESS TO INFORM INSTRUCTION

OBSERVATION TOOLS	WHAT TO OBSERVE	WHAT TO LOOK FOR—DOES THE STUDENT:
 <ul style="list-style-type: none"> • OBSERVATIONAL NOTES • READER'S NOTEBOOK • WRITING SAMPLES • INTERACTIVE READ-ALOUD RECORD KEEPING FORM 	<ul style="list-style-type: none"> • Children's Talk • Writing About Reading 	<ul style="list-style-type: none"> • Respond to the text's meaning? • Share their thinking after reading that indicates understanding? • Use some of the language from the book? • Respond to the reading through writing that demonstrates understanding? • Actively participate in conversation about the book with the group and other students?
 <ul style="list-style-type: none"> • OBSERVATIONAL NOTES • READER'S NOTEBOOK • WRITING SAMPLES 	<ul style="list-style-type: none"> • Children's Talk • Writing About Reading 	<ul style="list-style-type: none"> • Join in on the reading using appropriate intonation and phrasing? • Notice visual signposts, details and use of nonfiction text features? • Revisit the text when working independently? • Talk about the text in a meaningful way? • Show evidence of written language in independent writing?
 <ul style="list-style-type: none"> • READING RECORD • OBSERVATIONAL NOTES • READER'S NOTEBOOK • GUIDED READING RECORD KEEPING FORM 	<ul style="list-style-type: none"> • Oral Reading • Children's Talk • Writing About Reading 	<ul style="list-style-type: none"> • Read with accuracy and fluency? • Display significant behaviors such as pauses, repetitions, errors, and self-corrections? • Show evidence of understanding of the text — beyond simply retelling? • Talk about the “bigger” ideas of the text? • Articulate understandings and critical thinking through writing/drawing?
 <ul style="list-style-type: none"> • INDEPENDENT READING • RECORD KEEPING FORM • READER'S NOTEBOOK 	<ul style="list-style-type: none"> • Oral Reading • Children's Talk • Writing About Reading 	<ul style="list-style-type: none"> • Summarize the story, covering essential parts? • Demonstrate sustained attention by reading the entire book? • Use language appropriate to the book? • Demonstrate ability to talk about and write about the book? • Notice patterns and make connections?
 <ul style="list-style-type: none"> • OBSERVATIONAL NOTES • READER'S NOTEBOOK 	<ul style="list-style-type: none"> • Children's Talk • Writing About Reading 	<ul style="list-style-type: none"> • Make comments that indicate an understanding of the book? • Listen to other students' comments and follow along in their book? • Share their own thinking and build upon the thinking of others? • Participate in a sustained discussion for a period of time? • Respond to the meaning of the text?
 <ul style="list-style-type: none"> • OBSERVATIONAL NOTES • APPLICATION ACTIVITIES • ASSESSMENT GUIDE IN ONLINE RESOURCES 	<ul style="list-style-type: none"> • Oral Reading • Systematic Assessment Tasks 	<ul style="list-style-type: none"> • Notice similar patterns in words (sounds and/or letters?) • Apply principles in reading and writing successfully? • Use known words and word parts to solve new words? • Continue to acquire a repertoire of known words? • Use understandings of phonics and core of words to monitor reading?

Keep it going!

Maintain momentum with these digital resources and planning tools for sustained success in implementing Fountas & Pinnell Classroom™.



ADDITIONAL ONLINE TOOLS AND

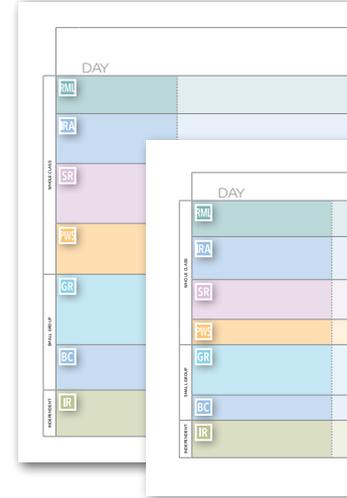
VIDEO QUICK-START

- Watch a video overview to see how to use this eight-week Instructional Plan and to get started with *FPC*.



PLANNING

- Download a reproducible Template to map out literacy classroom for the days/w



RESOURCES ALL AVAILABLE AT [FP.PUB/FPCpreview](https://www.fountasandpinnell.com/FP-Public-Resources)

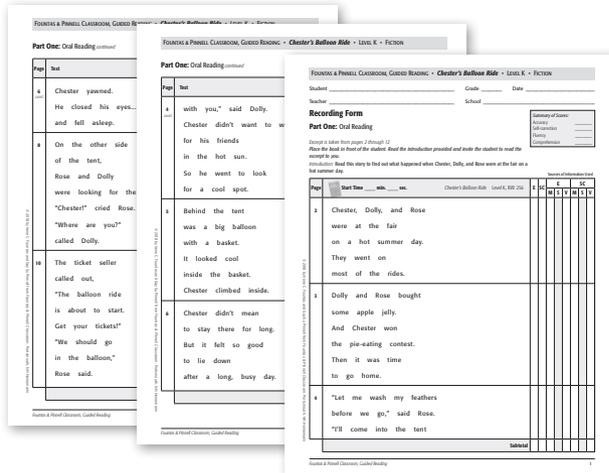
TOOLS

Daily Planning
 Literacy learning in your
 weeks/months ahead.



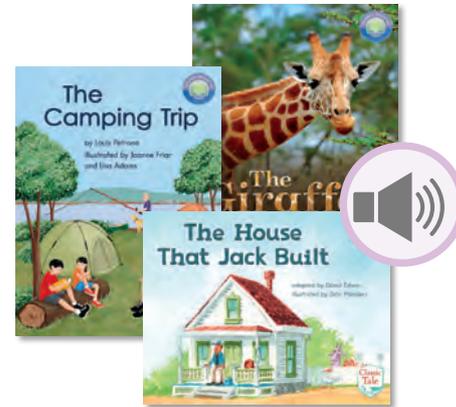
GUIDED READING RECORDING FORMS

- A recording form for each *FPC* Guided Reading book can be downloaded from the *FPC* Online Resources. Monitor progress with recording forms for each title identified in this Instructional Plan.



SHARED READING AUDIO BOOKS

- All texts for Shared Reading are available as audio books in the *FPC* Online Resources. Listen in to the audio files for the titles identified in this Instructional Plan.



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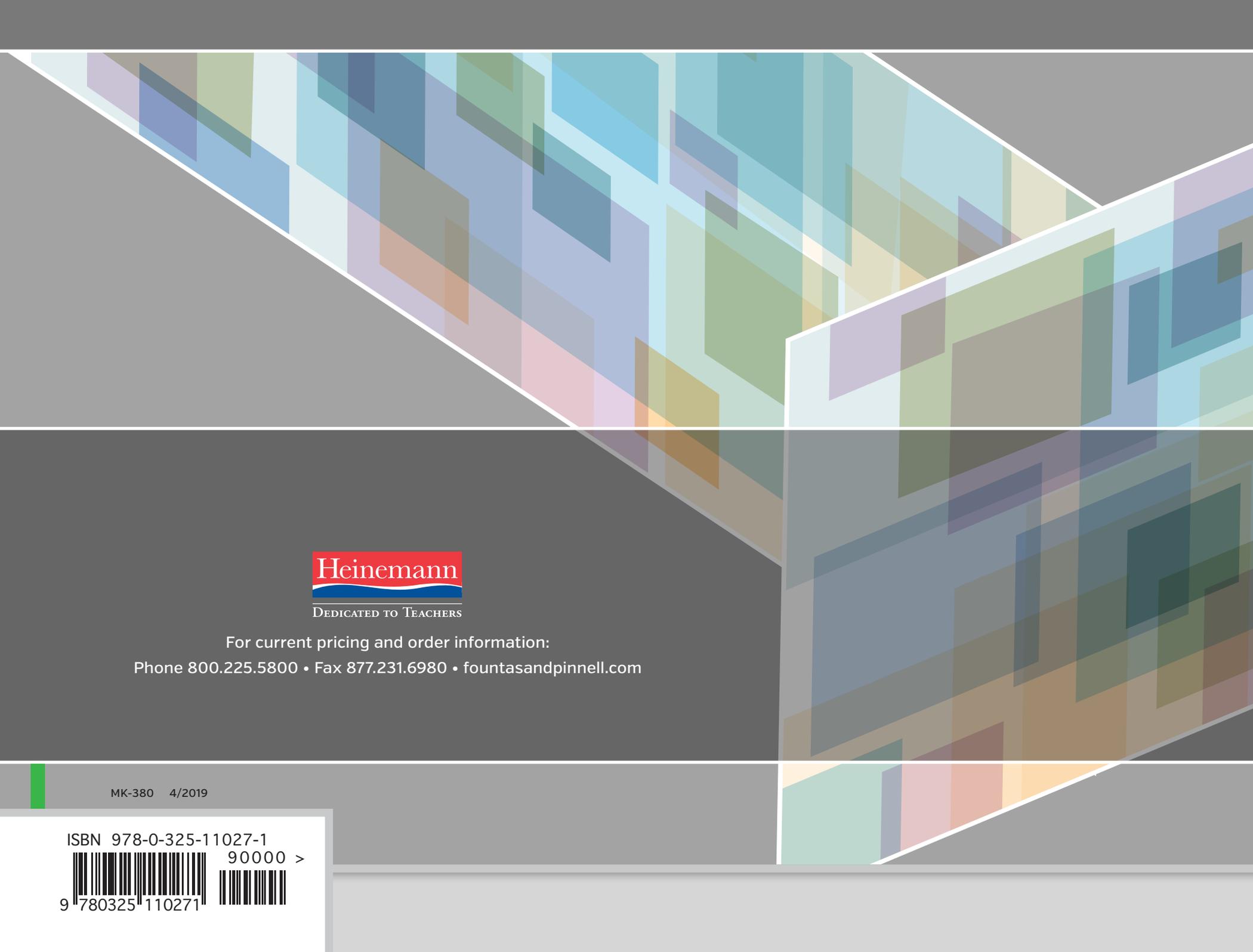
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