

GRADE **2**

8 WEEK

INSTRUCTIONAL
PLAN

Fountas & Pinnell
Classroom™



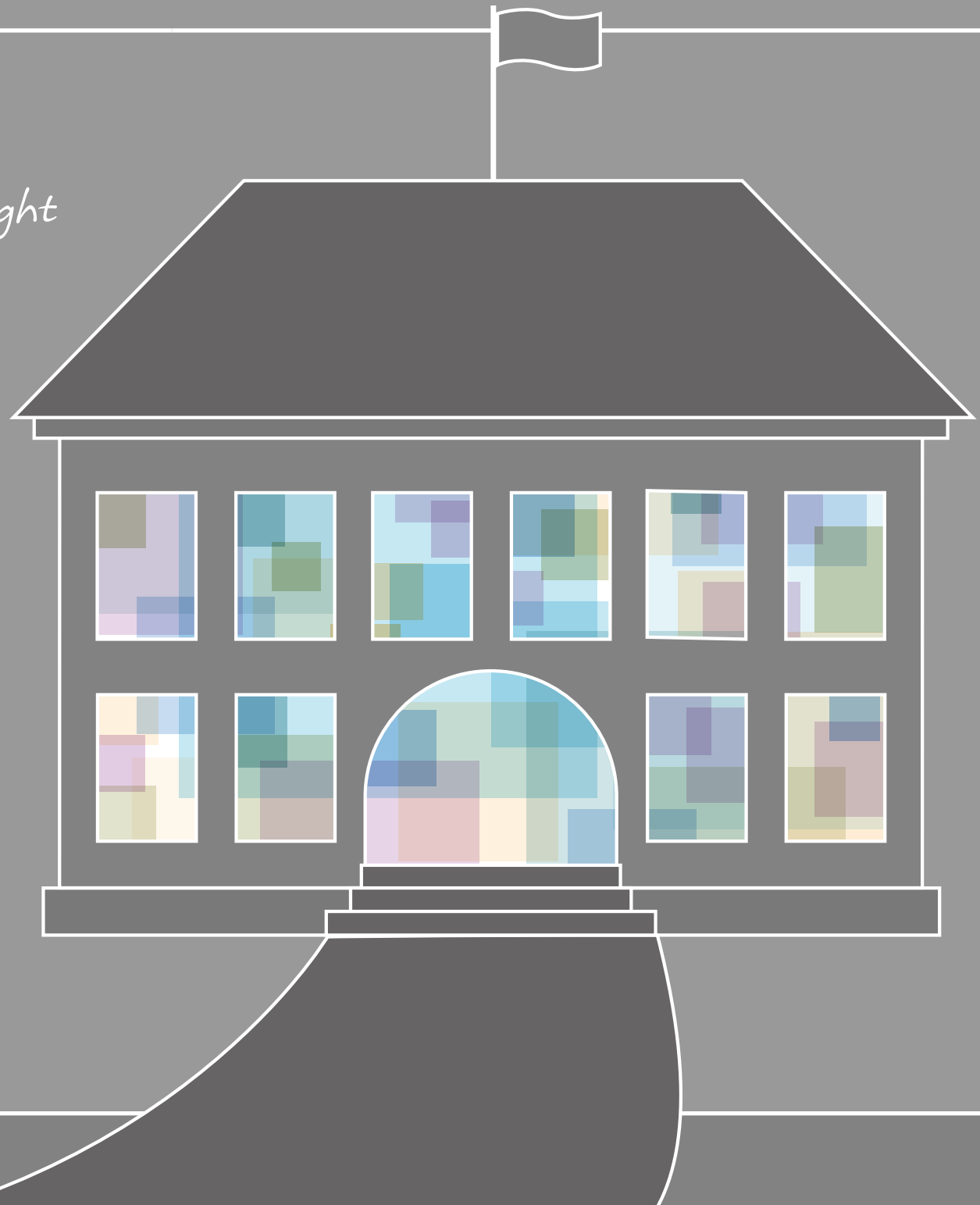
Fountas & Pinnell
Classroom™

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.*

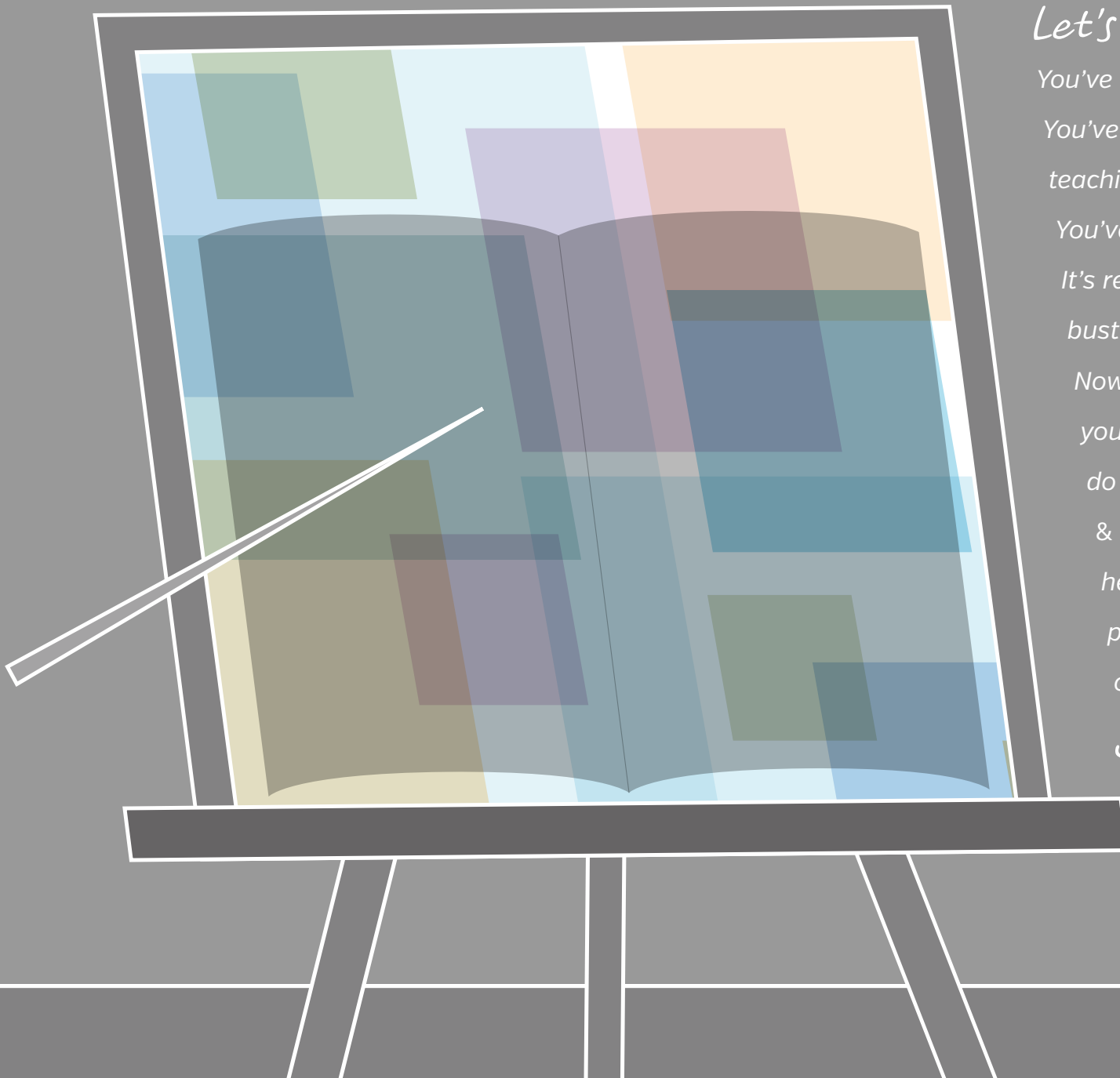


WELCOME TO FOUNTAS & PINNELL CLASSROOM™

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

<i>What is it?</i>	THE BLUEPRINT	One example of the first eight weeks of instruction.
<i>When do I use it?</i>	AS NEEDED	Use it to get started, gain momentum, or simply as reference during the first eight weeks.
<i>Why do I use it?</i>	BUILD FAMILIARITY	Get started with <i>FPC</i> —build familiarity and a rhythm with the system.
<i>Who uses it?</i>	FPC EDUCATORS	Teachers, administrators, staff developers, literacy coaches, interventionists.
<i>How do I use it?</i>	AS A GUIDE	Follow it, lean on it, shape it into your own.
<i>What should I do first?</i>	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 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 2

PREVIEW PACK RESOURCES FOR DAYS 1–5

WEEK 1 DAYS 1–5

- Establish morning meeting and routines.
- **MANAGEMENT UMBRELLA 1:** Teach children responsible use of classroom materials.
- Take a tour of the room to identify areas.
- **MANAGEMENT UMBRELLA 2:** Introduce tubs of books in the classroom library for **INDEPENDENT READING**.
- Help children learn how to select books to read and return them to the classroom library.
- Show children how to make good book choices.
- Introduce **INTERACTIVE READ-ALOUD** and **SHARED READING**.
- **LITERARY ANALYSIS UMBRELLAS 1 AND 2:** Help children talk with others about their thinking about books.

WEEK 2 DAYS 6–10

- Involve children in Shared Writing.
- Teach children the guidelines for Reader's Workshop.
- **MANAGEMENT UMBRELLA 2:** Help children understand that they can abandon a book if they have a reason.
- **LITERARY ANALYSIS UMBRELLA 6:** Help children understand that there are different genres of fiction and nonfiction books and that they can choose books from a variety of genres.
- **WRITING ABOUT READING UMBRELLA 1:** Introduce the *Reader's Notebook* to children and teach them to keep a record of their reading.
- When children are involved in independent literacy work or table activities, conduct assessment conferences.

PREVIEW PACK RESOURCES FOR DAYS 31–35			
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"> ■ Continue to read aloud and use shared reading and shared writing to establish the learning community and build up common reading materials and mentor text for writing. ■ Continue to introduce new books to children and develop the habit of reading silently for a period of time. ■ LITERARY ANALYSIS UMBRELLA 1: Teach children how to turn and talk to each other in response to reading. ■ WRITING ABOUT READING UMBRELLA 3: Ask children to write a short letter to you in the <i>Reader's Notebook</i>. Respond to their letters and invite children to talk about your response. ■ Complete individual assessments and form tentative guided reading groups to begin in week 4. ■ Teach children the routines for Writers' Workshop. ■ Help children understand that there are a variety of topics they can write about. ■ Begin PHONICS/SPELLING/WORD STUDY lessons. 	<ul style="list-style-type: none"> ■ WRITING ABOUT READING UMBRELLA 2: Teach children to create a list of their reading interests. ■ LITERARY ANALYSIS UMBRELLA 4 and WRITING ABOUT READING UMBRELLA 2: Teach children how to make book recommendations to others. ■ Help children understand that there are a variety of topics they can write about. ■ Teach children ways of responding to text through talk to support writing in the <i>Reader's Notebook</i>. ■ 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. ■ Hold at least three short GUIDED READING groups a day for a few days. 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. 	<ul style="list-style-type: none"> ■ Begin to convene a few guided reading groups each day. Help children learn the routines of the lesson. ■ STRATEGIES AND SKILLS UMBRELLA 1: Help children notice when they lose understanding of a text. Teach them to stop, problem-solve, and search for information. ■ STRATEGIES AND SKILLS UMBRELLA 2: Teach children how to solve unknown words. ■ Teach children how to derive the meaning of new vocabulary words. ■ LITERARY ANALYSIS UMBRELLA 7: Help children infer the writer's message from the texts they are reading. ■ LITERARY ANALYSIS UMBRELLA 1: Teach children to use stick-on notes to mark places to talk about during share time. ■ LITERARY ANALYSIS UMBRELLA 6: Help children understand the characteristics of genres. 	<ul style="list-style-type: none"> ■ Continue the full schedule of activities. ■ MANAGEMENT UMBRELLA 1: Continue to monitor independent work and help children self-assess and problem-solve.

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™			Lessons/books/ resources are identified by name on the day they are taught the first time.
DAY 38			
WHOLE CLASS	RML	<div>LITERARY ANALYSIS UMBRELLA 14</div> <div>UNDERSTANDING CHARACTERS IN STORIES</div> <div>LA.U14.RML3: <i>The words and pictures help you understand how a character feels.</i></div> <div></div>	Thumbnails serve as a visual queue to try out that lesson/day/week from the FPC Preview Pack.
	IRA	<div>TEXT SET 4</div> <div>TAKING CARE OF EACH OTHER: FAMILY</div> <div>TEXT: <i>Max and the Tag-Along Moon</i></div> <div>Respond to the IRA text by using the Interactive Writing section on your lesson folder.</div> <div></div>	
	SR	<div>TEXT: <i>Kate's Party</i></div> <div>SUPPLEMENTARY RESOURCE</div> <div>POETRY CHART: <i>Two Little Blackbirds</i></div> <div></div>	When the instructional plan calls for “Revisit previously taught lesson” refer to a previous week’s resources.
	PWS	Review previously taught lesson.	
SMALL GROUP	GR	Individual Assessments: Text Reading Level, High-Frequency Words, Word Writing	
	BC	<div>TEXT SET</div> <div>THE IMPORTANCE OF FRIENDSHIP</div> <div>TEXT: <i>The Baby Sister</i></div> <div></div>	
INDEPENDENT	IR	Student choice and confer with individual students.	

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.
DAY 27		
WHOLE CLASS	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.

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.



Independent Reading

WHAT'S IN THE BOX?

IR

Sample Conferring 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

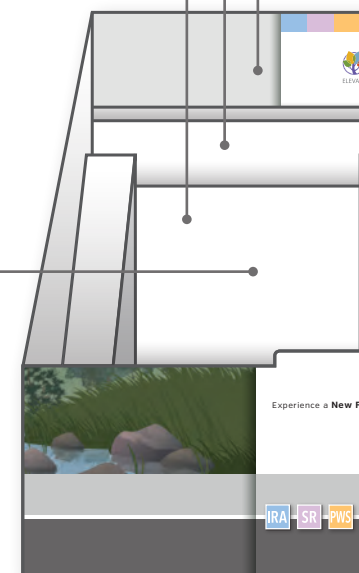
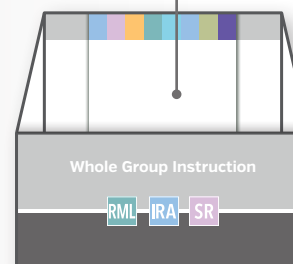
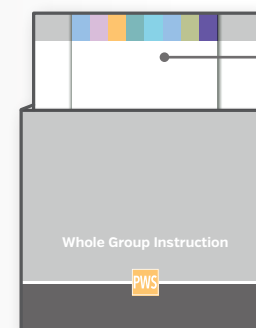
A sampling of *The Reading Minilessons Book* that contains the reading minilessons identified for the two-week preview

IRA

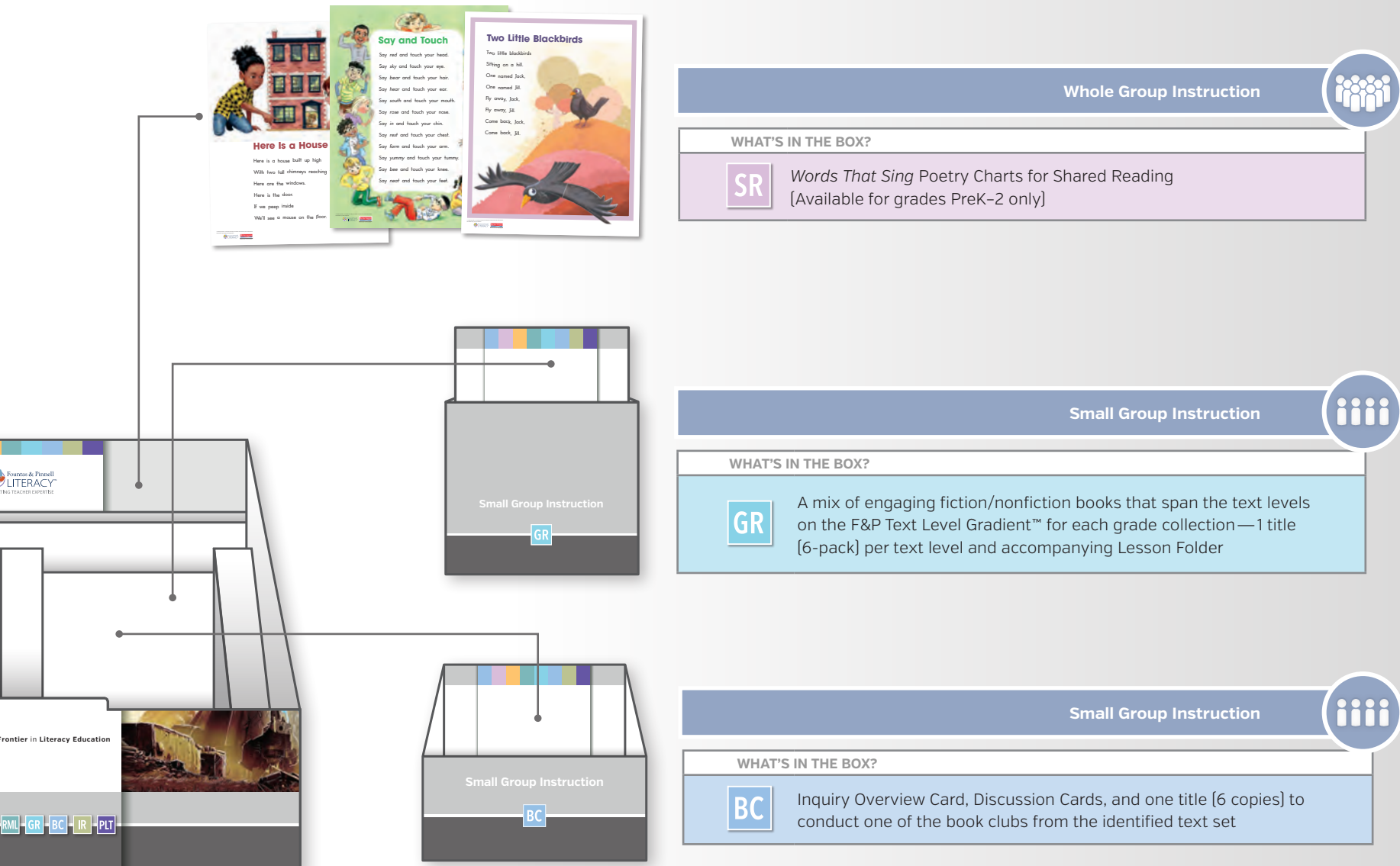
Interactive Read-Aloud Books, Inquiry Overview Cards, and Lesson Folders

SR

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

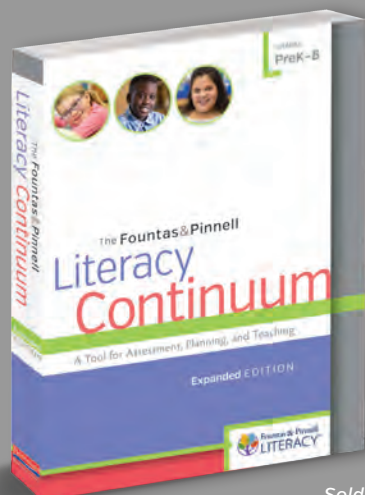


If you are using this instructional plan in conjunction with the FPC Preview Pack, use this diagram to familiarize yourself with the resources provided for you to “try out” two full weeks of instruction in Fountas & Pinnell Classroom™



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

INTERACTIVE READ-ALOUD AND LITERATURE DISCUSSION

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)

Grade 1

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
- Water: Up, Down, and All Around
- 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.

Vocabulary

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

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.

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

Use The Literacy Continuum to tailor instruction and set goals for your classroom's specific needs. Swap out goals as needed depending upon what students still need to master.

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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 problems
- 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

- Fiction
- Animal fantasy
- Series book

Text Structure

- Narrative text with straightforward structure (beginning, series of episodes, and an ending)

Content

- Familiar content (friendship, presents)

Themes and Ideas

- Concrete themes close to students' experience (friendship, feelings)
- Ideas close to students' experience (giving gifts, surprising others, problem solving)

Language and Literary Features

- Descriptive language
- Plot that includes multiple episodes
- Clear evidence of character attributes
- Elements of fantasy (animals talking)

Sentence Complexity

- Some sentences beginning with subordinate clauses (When Dolly opened the door, Chester twirled around for her.)
- Sentences with simple common connectives

Vocabulary

- Most vocabulary words known by children through oral language, listening to stories, or reading

Words

- 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)

Illustrations

- Illustrations of the important content and ideas in the text
- Illustrations that enhance and extend meaning in the text

Book and Print Features

- Many lines of text on a page of print
- Italics for emphasis
- Embedded handwritten note
- Periods, commas, quotation marks, question marks, and exclamation marks

GR Guided Reading

Chester's Sweater Level J



FPC GUIDED READING LESSON FOLDER, GRADE 1

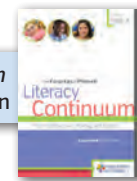
You're ready to go.

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

Continuum Connection



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.

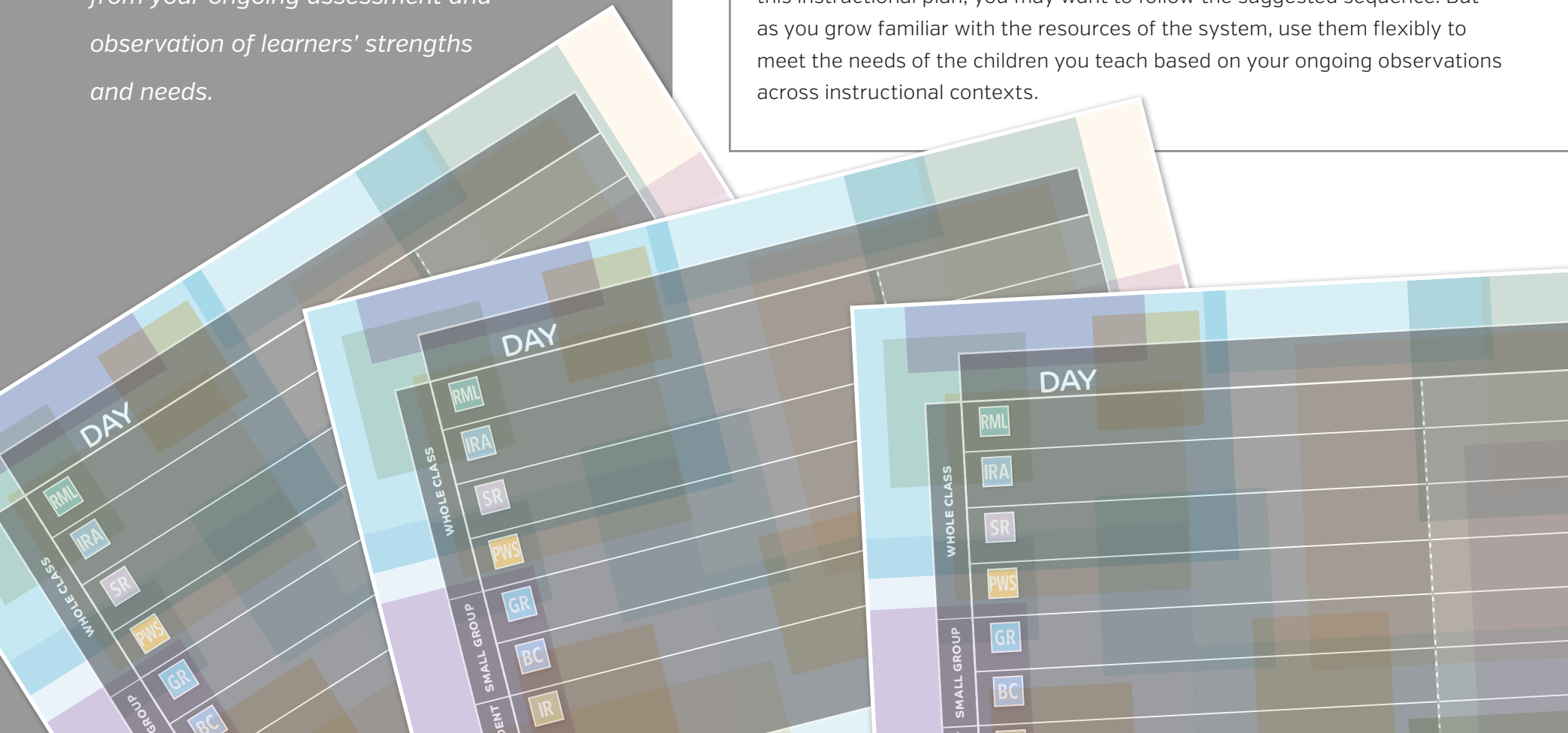
A blueprint for literacy instruction

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.

<p>■ OMIT lessons that you think are not necessary for your students (based on assessment and your experiences with them in Interactive Read-Aloud.)</p>	<p>■ REPEAT lessons that you think need more time and instructional attention (based on observation of children across reading contexts.)</p>	<p>■ MODIFY lessons using different examples for a particularly rich literacy experience.</p>	<p>■ MOVE lessons to accommodate your observations of students strengths and needs and to make connections across instructional contexts.</p>	<p>■ RESEQUENCE lessons to be consistent with the curriculum that is adopted in your school or district.</p>
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Helpful Tips

Take a tour

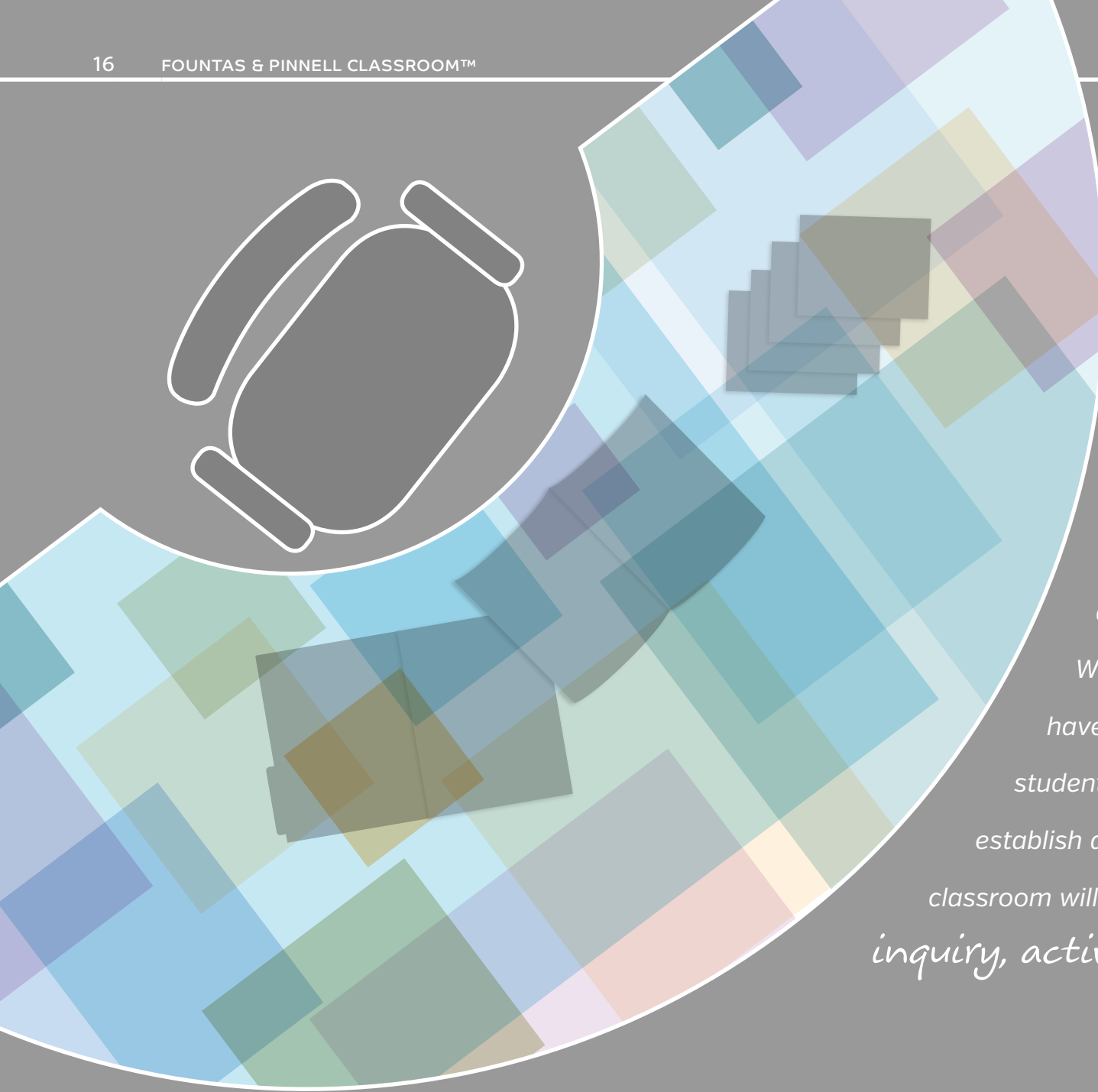
At the beginning of the year, take your students on a tour of the classroom. Introduce children to their classroom “home”—the books and resources, different areas of the classroom: whole-group meeting area, small-group area, and independent work areas.

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.

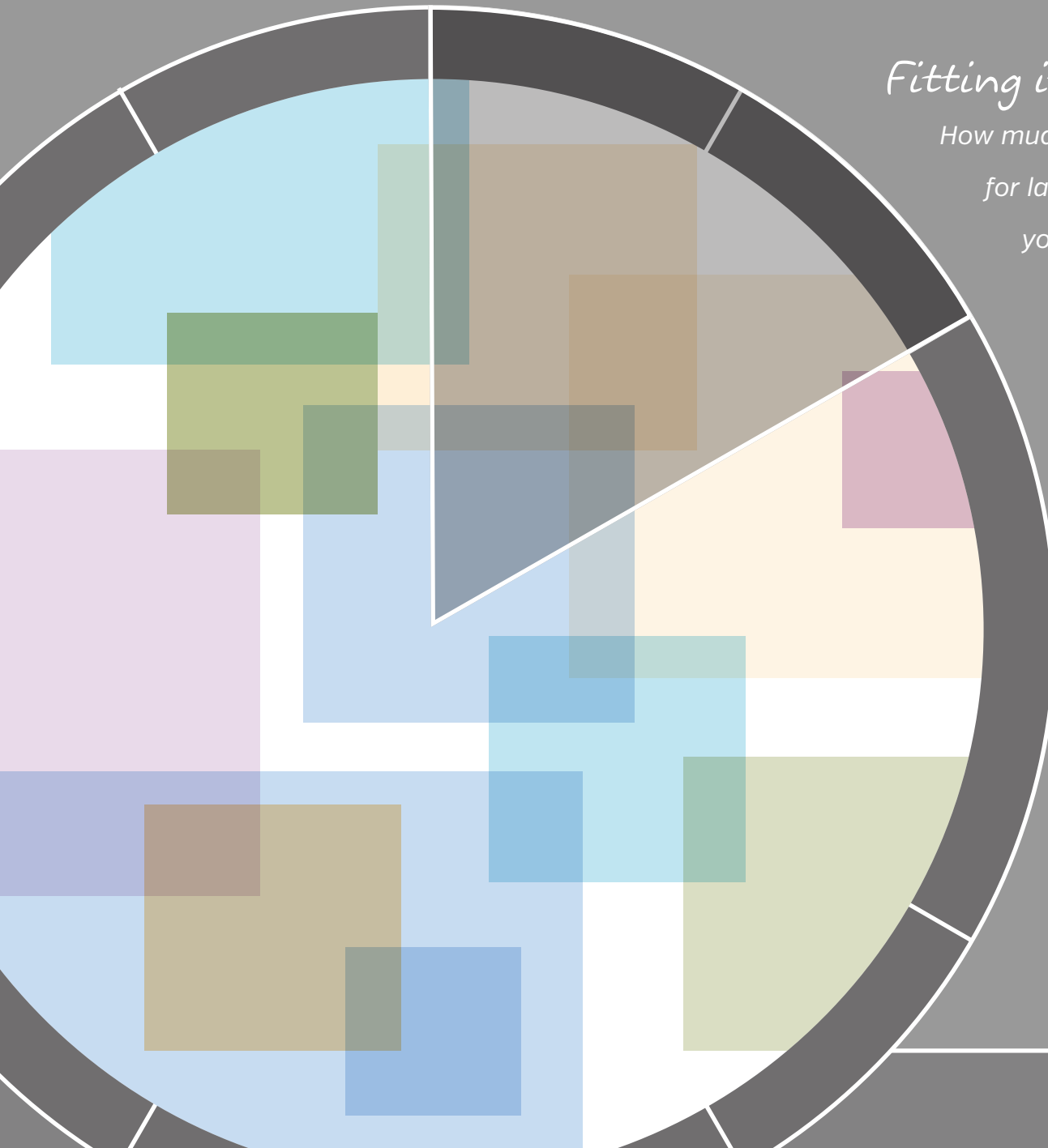
Create consistency

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 Conferring] 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



Fitting it all in










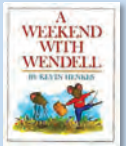





How much time does your daily schedule allow for language and literacy teaching? Within your daily schedule, what is the best way to organize your instructional time to prioritize responsive teaching? The table at right provides suggestions for utilizing the instructional contexts of Fountas & Pinnell 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
TOTAL: 3.25 HOURS		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. <i>[Science and social studies topics and themes are integrated into the IRA and SR lessons.]</i>
	BREAK			
	 	READING MINILESSON		Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing.
	   	GUIDED READING BOOK CLUBS INDEPENDENT LITERACY WORK		<ul style="list-style-type: none">Teacher meets with Guided Reading groups each day.Teacher initiates Book Clubs as appropriate, and they meet about once per month.Students engage in:<ul style="list-style-type: none">Independent readingWriting about reading in the <i>Reader's Notebook</i>Work on projects
		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	 MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML1: Listen carefully to each other	    	
	 TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>A Weekend with Wendell</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	  	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.
			
			
SMALL GROUP	 Individual Assessments: Text Reading Level, High-Frequency Words, Vocabulary		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.
			Book Clubs do not typically begin until after the first month of school.
INDEPENDENT	 Establish a classroom community and routines.		Use the time you will eventually allot to student choice/confering 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.

DAY 2

WHOLE CLASS	RML MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML2: Use an appropriate voice level	    	
	IRA TEXT: Horace and Morris but Mostly Dolores Respond to the IRA text by using the Shared Writing section on your lesson folder.	 	
	SR SUPPLEMENTARY RESOURCE POETRY CHART: Down by the Bay		
	PWS		
SMALL GROUP	GR Individual Assessments		
	BC		
INDEPENDENT	IR Establish a classroom community and routines.		






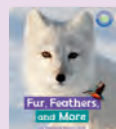



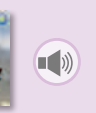

DAY 3

WHOLE CLASS	RML <p>MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML3: Do your best work</p>    	
	IRA <p>TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP TEXT: This is Our House</p>  	
	SR	
	PWS	
SMALL GROUP	GR <p>Individual Assessments</p>	
	BC	
INDEPENDENT	IR <p>Establish a classroom community and routines.</p>	

DAY 4

WHOLE CLASS	RML MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML4: Find ways to solve problems when the teacher is working with others	   	
	IRA TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>First Come the Zebra</i>	 	
	SR		
	PWS		
SMALL GROUP	GR Individual Assessments		
	BC		
INDEPENDENT	IR Establish a classroom community and routines.		

DAY 5








WHOLE CLASS	RML	MANAGEMENT UMBRELLA 1 WORKING TOGETHER IN THE CLASSROOM MGT.U1.RML5: <i>Take good care of classroom materials</i>	 	
	IRA	TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP TEXT: <i>The Old Woman Who Named Things</i>	 	
	SR	TEXT: <i>Fur, Feathers, and More</i>	      	In addition to the Big Book, there are six small books and audiobook versions provided for all Shared Reading titles.
	PWS			
SMALL GROUP	GR	Individual Assessments		
	BC			
INDEPENDENT	IR	Student choice and confer with individual students.		Options for student choice include: <ul style="list-style-type: none"> • Independent reading • Writing about reading in the Reader's Notebooks • Work on projects








DAY 6

WHOLE CLASS	RML	MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML1: Notice the classroom library is organized so you can make good book choices	
	IRA	TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP Revisit books from text set 1.	
	SR	SUPPLEMENTARY RESOURCE POETRY CHART: <i>They Walked the Lane Together</i>	
	PWS		
SMALL GROUP	GR	Individual Assessments	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	


DAY 7

WHOLE CLASS	RML	MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML2: Take good care of the books in the classroom library so everyone can enjoy them	
	IRA	TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP Revisit books from text set 1.	
	SR	TEXT: Fur, Feathers, and More Respond to the SR text by using the Shared Writing section on your lesson folder.	
	PWS		
SMALL GROUP	GR	Individual Assessments	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	


DAY 8		
WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML3: <i>Keep your books and materials organized in your personal box</i>	
	 TEXT SET 1 THE IMPORTANCE OF FRIENDSHIP Revisit books from text set 1.	
	 TEXT: <i>Fur, Feathers, and More</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.RML4: <i>Choose three or four books to keep in your book bag</i>	
	 TEXT SET 2 CARING FOR EACH OTHER: FAMILY TEXT: <i>Pecan Pie Baby</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>Fur, Feathers, and More</i> SUPPLEMENTARY RESOURCE POETRY CHART: <i>Eye Rhymes</i>	
		
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	








DAY 10

WHOLE CLASS	RML	MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML5: Choose books that are just right for you	
	IRA 	TEXT SET 2 CARING FOR EACH OTHER: FAMILY TEXT: <i>Super-Completely and Totally the Messiest!</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	SR		
	PWS		
SMALL GROUP	GR	Individual Assessments	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 11

WHOLE CLASS	RML	MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML6: Choose books that you want to read	
	IRA 	TEXT SET 2 CARING FOR EACH OTHER: FAMILY TEXT: <i>Big Red Lollipop</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	SR	TEXT: <i>Paws and Claws</i>	
	PWS	LETTER-SOUND RELATIONSHIPS 1: <i>Recognize and Use Ending Consonant Sounds Sometimes Represented by Double Consonant Letters</i>	
SMALL GROUP	GR	Individual Assessments	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	









DAY 12		
WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML7: <i>Read a book and write your thoughts about your reading</i>	
	 TEXT SET 2 CARING FOR EACH OTHER: FAMILY TEXT: <i>Two Mrs. Gibsons</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>Paws and Claws</i>	
	 LETTER-SOUND RELATIONSHIPS 2: <i>Recognize and Use Medial Consonant Sounds and the Letters That Represent Them</i>	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 13		
WHOLE CLASS	 MANAGEMENT UMBRELLA 2 USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING MGT.U2.RML8: <i>After a good try, you may have a reason to abandon a book</i>	
	 TEXT SET 2 CARING FOR EACH OTHER: FAMILY TEXT: <i>The Wednesday Surprise</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>Paws and Claws</i> SUPPLEMENTARY RESOURCE POETRY CHART: <i>Good Morning, Merry Sunshine!</i>	
	 LETTER-SOUND RELATIONSHIPS 3: <i>Recognize and Say Consonant Clusters That Blend Two or Three Consonant Sounds (Onsets)</i>	
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 14		
WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML1: <i>Read books independently</i>	
	IRA TEXT SET 2 CARING FOR EACH OTHER: FAMILY Revisit books from text set 2.	
	SR TEXT: Paws and Claws Respond to the SR text by using the Shared Writing section on your lesson folder.	
	PWS LETTER-SOUND RELATIONSHIPS 4: <i>Recognize and Say Consonant Clusters That Blend Two or Three Consonant Sounds [Onsets]</i>	
SMALL GROUP	GR Individual Assessments	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 15		
WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML2: <i>Listen to books in the listening center</i>	
	IRA TEXT SET 2 CARING FOR EACH OTHER: FAMILY Revisit books from text set 2.	
	SR	
	PWS LETTER-SOUND RELATIONSHIPS 5: <i>Recognize and Say Consonant Clusters That Blend Two or Three Consonant Sounds [Onsets]</i>	
SMALL GROUP	GR Individual Assessments	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 16		
WHOLE CLASS	 MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML3: Work on words in the word work center	
	 TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE TEXT: <i>Grandfather Counts</i>	
	 TEXT: <i>Inside a Cow</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>When I Was One</i>	
	 LETTER-SOUND RELATIONSHIPS 6: <i>Hear and Identify Long Vowel Sounds in Words and the Letters that Represent Them</i>	
SMALL GROUP	 Form initial GR groups and establish GR routines.	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 17		
WHOLE CLASS	 MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML4: Write and draw in the writing center	
	 TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE  TEXT: <i>The Have a Good Day Café</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	 TEXT: <i>Inside a Cow</i>	
	 LETTER-SOUND RELATIONSHIPS 7: <i>Recognize and Use Long Vowel Sounds in Words with Silent e</i>	
SMALL GROUP	 Form initial GR groups and establish GR routines.	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 18

WHOLE CLASS	RML MANAGEMENT UMBRELLA 3 ENGAGING IN CLASSROOM LITERACY WORK MGT.U3.RML 5: <i>Complete your reading and writing work every day</i>	
	IRA TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE TEXT: <i>Home at Last</i>	
	SR TEXT: <i>Inside a Cow</i> Respond to the SR text by using the Interactive Writing section on your lesson folder.	
	PWS LETTER-SOUND RELATIONSHIPS 8: <i>Contrast Short and Long Vowel Sounds in Words</i>	
SMALL GROUP	GR Form initial GR groups and establish GR routines.	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 19

WHOLE CLASS	RML Revisit previously taught minilesson.	
	IRA TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE TEXT: <i>Roses for Gita</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	SR TEXT: <i>Inside a Cow</i>	
	PWS LETTER-SOUND RELATIONSHIPS 9: <i>Recognize and Use y as a Vowel Sound</i>	
SMALL GROUP	GR Form initial GR groups and establish GR routines.	
	BC	
INDEPENDENT	IR Student choice and confer with individual students.	

DAY 20		
WHOLE CLASS	RML	Revisit previously taught minilesson.
	IRA	TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE TEXT: <i>Mango, Abuela, and Me</i>
	SR	
	PWS	Review previously taught lesson.
SMALL GROUP	GR	Form initial GR groups and establish GR routines.
	BC	
INDEPENDENT	IR	Student choice and confer with individual students.

DAY 21		
WHOLE CLASS	RML	Revisit previously taught minilesson.
	IRA	TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE Revisit books from text set 3.
	SR	TEXT: <i>Night of the Ghost Crabs</i> SUPPLEMENTARY RESOURCE POETRY CHART: <i>The Owl and the Pussy-cat</i>
	PWS	Review previously taught lesson.
SMALL GROUP	GR	Groups A, B, C
	BC	
INDEPENDENT	IR	Student choice and confer with individual students.



DAY 22

WHOLE CLASS	RML	Revisit previously taught minilesson.	
	IRA	TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE Revisit books from text set 3.	
	SR	TEXT: <i>Night of the Ghost Crabs</i>	
	PWS	Review previously taught lesson.	
SMALL GROUP	GR	Groups C, A, D	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	


DAY 23

WHOLE CLASS	RML	Revisit previously taught minilesson.	
	IRA	TEXT SET 3 FINDING YOUR WAY IN A NEW PLACE Revisit books from text set 3.	
	SR	TEXT: <i>Night of the Ghost Crabs</i> Respond to the SR text by using the Shared Writing section on your lesson folder.	
	PWS	Review previously taught lesson.	
SMALL GROUP	GR	Groups D, B, A	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 24

WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML1: <i>The title, author, illustrator are on the front cover and title page of the book</i>	
	IRA 	TEXT SET 4 MEMORY STORIES TEXT: <i>When I Was Young in the Mountains</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	SR 	TEXT: <i>Night of the Ghost Crabs</i> SUPPLEMENTARY RESOURCE POETRY CHART: <i>The Tutor</i>	
	PWS	SPELLING PATTERNS 1: <i>Recognize and Use Phonograms with a VC Pattern</i>	
SMALL GROUP	GR	Groups A, C, B	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 25

WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS LA.U1.RML2: <i>Think about the books you read and share your thinking with others</i>	
	IRA 	TEXT SET 4 MEMORY STORIES TEXT: <i>Bigmama's</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	SR		
	PWS	SPELLING PATTERNS 2: <i>Recognize and Use Phonogram Patterns with a Short Vowel Sound in Single-Syllable Words</i>	
SMALL GROUP	GR	Groups B, A, D	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 26

WHOLE CLASS	RML	
	IRA <p>TEXT SET 4 MEMORY STORIES</p> <p>TEXT: <i>Aunt Flossie's Hats (and Crab Cakes Later)</i></p> <p>Respond to the IRA text by using the Shared Writing section on your lesson folder.</p>	
	SR <p>TEXT: <i>The Amazing Seahorse</i></p>	
	PWS <p>SPELLING PATTERNS 3: <i>Recognize and Use Phonograms with a VCe Pattern</i></p>	
SMALL GROUP	GR <p>Groups A, B, C</p>	
	BC <p>TEXT SET AUTHOR/ILLUSTRATOR STUDY: TOMMIE DEPAOLA</p> <p>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.</p>	See Day 31 for details on books and discussion cards.
INDEPEND.	IR <p>Student choice and confer with individual students.</p>	

DAY 27










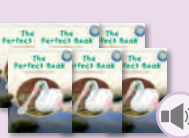








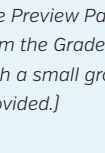
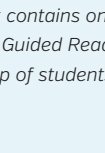
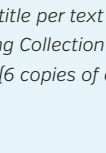
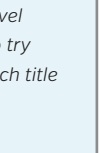





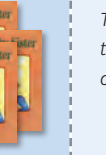
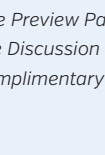
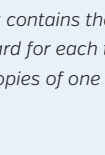
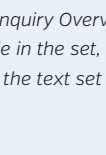
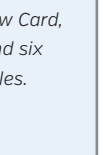
WHOLE CLASS	RML <p>LITERARY ANALYSIS UMBRELLA 1 THINKING AND TALKING ABOUT BOOKS</p> <p>LA.U1.RML4: <i>When you read, mark places you want to talk about</i></p>	
	IRA <p>TEXT SET 4 MEMORY STORIES</p> <p>TEXT: <i>I Love Saturdays y domingos</i></p> <p>Respond to the IRA text by using the Shared Writing section on your lesson folder.</p>	
	SR <p>TEXT: <i>The Amazing Seahorse</i></p>	
	PWS <p>SPELLING PATTERNS 4: <i>Recognize and Use Phonograms with a VCe Pattern</i></p>	
SMALL GROUP	GR <p>Groups C, A, D</p>	
	BC <p>Students read the book they selected in preparation for their upcoming book club.</p>	
INDEPENDENT	IR <p>Student choice and confer with individual students.</p>	

DAY 28		
WHOLE CLASS	RML LITERARY ANALYSIS UMBRELLA 22 UNDERSTANDING PLOT LA.U22.RML1: <i>Stories have a problem that gets solved</i>	
	IRA TEXT SET 4 MEMORY STORIES  TEXT: <i>The Rainbow Tulip</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	SR TEXT: <i>The Amazing Seahorse</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>Whether the Weather</i>	
	PWS SPELLING PATTERNS 5: <i>Recognize and Use Phonograms with a VCe Pattern</i>	
SMALL GROUP	GR Groups D, B, A	
	BC Students read the book they selected in preparation for their upcoming book club.	
INDEPENDENT	IR Student choice and confer with individual students.	










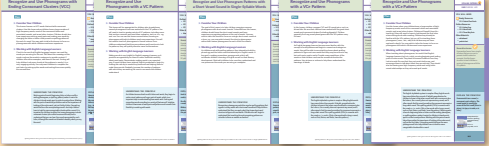




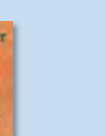
DAY 29		
	LITERARY ANALYSIS UMBRELLA 22 UNDERSTANDING PLOT LA.U22.RML2: <i>The high point of the story is the exciting part</i>	
	TEXT SET 4 MEMORY STORIES Revisit books from text set 4.	
	TEXT: <i>The Amazing Seahorse</i>  Respond to the SR text by using the Shared Writing section on your lesson folder.	
	SPELLING PATTERNS 6: <i>Recognize and Use Phonograms with a VCe Pattern</i>	
	Groups A, C, B	
	Students read the book they selected in preparation for their upcoming book club.	
	Student choice and confer with individual students.	

DAY 30		
	LITERARY ANALYSIS UMBRELLA 22 UNDERSTANDING PLOT LA.U22.RML3: <i>Stories have a beginning, series of events, high point, and ending</i>	
	TEXT SET 4 MEMORY STORIES Revisit books from text set 4.	
	SPELLING PATTERNS 7: <i>Recognize and Use Phonograms That End with a Double Consonant</i>	
	Groups B, A, D	
	Students read the book they selected in preparation for their upcoming book club.	
	Student choice and confer with individual students.	



















DAY 31

WHOLE CLASS	RML	STRATEGIES AND SKILLS UMBRELLA 1 MONITORING, SEARCHING, AND SELF-CORRECTING SAS.U1.RML1: Read the sentence again and think what would make sense, look right, and sound right	   	
	IRA	TEXT SET 4 MEMORY STORIES Revisit books from text set 4.	  	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 in more depth.
	SR	TEXT: <i>The Perfect Beak</i> SUPPLEMENTARY RESOURCE POETRY CHART: <i>Afternoon on a Hill</i>	   	
	PWS	SPELLING PATTERNS 8: Recognize and Use Phonograms That End with a Double Consonant		
	GR	Groups A, B, C	         	The Preview Pack contains one title per text level from the Grade 2 Guided Reading Collection to try with a small group of students. [6 copies of each title provided.]
SMALL GROUP	BC	TEXT SET AUTHOR/ILLUSTRATOR STUDY: TOMMIE DEPAOLA Prepare to facilitate book clubs for this text set on days 32–35.	         	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.
	IR	Student choice and confer with individual students.		






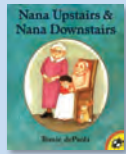


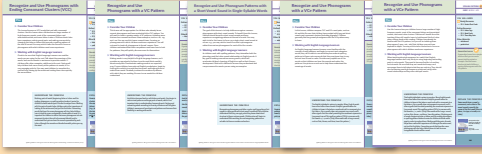


DAY 32

WHOLE CLASS	RML	STRATEGIES AND SKILLS UMBRELLA 1 MONITORING, SEARCHING, AND SELF-CORRECTING SAS.U1.RML2: Notice who is talking when you read dialogue	   	
	IRA	TEXT SET 4 MEMORY STORIES Revisit books from text set 4.	  	
	SR	TEXT: <i>The Perfect Beak</i> Respond to the SR text by using the Shared Writing section on your lesson folder.	 	
	PWS	Review previously taught lesson.		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.
SMALL GROUP	GR	Groups C, A, D		
	BC	TEXT SET AUTHOR/ILLUSTRATOR STUDY: TOMIE DEPAOLA TEXT: <i>The Baby Sister</i>	    	Six copies of this title are included in the Preview Pack.
INDEPEND.	IR	Student choice and confer with individual students.		








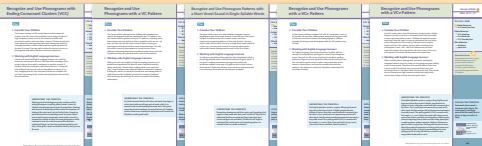


DAY 33

WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 3 STUDYING AUTHORS AND ILLUSTRATORS LA.U3.RML1: Learn about authors or illustrators by reading many of their books	    	
	IRA 	TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE TEXT: <i>The Art Lesson</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	  	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.
	SR	TEXT: <i>The Perfect Beak</i>	 	
	PWS	Review previously taught lesson.	    	
SMALL GROUP	GR	Groups D, B, A		
	BC	TEXT SET AUTHOR/ILLUSTRATOR STUDY: TOMIE DEPAOLA TEXT: <i>The Cloud Book</i>	 	Try this Book Club using your own copies of <i>The Cloud Book</i> . 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.
INDEPENDENT	IR	Student choice and confer with individual students.		

DAY 34

WHOLE CLASS	RML <p>LITERARY ANALYSIS UMBRELLA 3 STUDYING AUTHORS AND ILLUSTRATORS LA.U3.RML2: <i>Sometimes authors get ideas for their books from their own lives</i></p>    	
	IRA <p>TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE TEXT: <i>Nana Upstairs & Nana Downstairs</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.</p>  	
	SR <p>TEXT: <i>The Perfect Beak</i></p>  	
	PWS <p>Review previously taught lesson.</p> 	
SMALL GROUP	GR <p>Groups A, C, B</p>	
	BC <p>TEXT SET AUTHOR/ILLUSTRATOR STUDY: TOMIE DEPAOLA TEXT: <i>Stagestruck</i></p>   <p>Try this Book Club using your own copies of <i>Stagestruck</i>.</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	IR <p>Student choice and confer with individual students.</p>	

DAY 35

WHOLE CLASS	RML <p>LITERARY ANALYSIS UMBRELLA 3</p> <p>STUDYING AUTHORS AND ILLUSTRATORS</p> <p>LA.U3.RML3: <i>You can recognize some books by the author or illustrator</i></p>     	
	IRA <p>TEXT SET 5</p> <p>TOMIE DEPAOLA: WRITING FROM LIFE</p> <p>TEXT: <i>Strega Nona</i></p> <p>Respond to the IRA text by using the Shared Writing section on your lesson folder.</p>  	
	SR	
	PWS <p>Review previously taught lesson.</p> 	
SMALL GROUP	GR <p>Groups B, A, D</p>	
	BC <p>TEXT SET</p> <p>AUTHOR/ILLUSTRATOR STUDY: TOMIE DEPAOLA</p> <p>TEXT: <i>Strega Nona: Her Story</i></p>   <p>Try this Book Club using your own copies of <i>Strega Nona: Her Story</i>.</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	IR <p>Student choice and confer with individual students.</p>	

DAY 36

WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 23 UNDERSTANDING CHARACTERS' FEELINGS, MOTIVATIONS, AND INTENTIONS LA.U23.RML1: <i>What the characters say and do shows how they are feeling</i>	
	IRA	TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE TEXT: <i>Bill and Pete</i>	
	SR	TEXT: <i>Big Bites</i> SUPPLEMENTARY RESOURCE  POETRY CHART: <i>Sing Your Way Home</i>	
	PWS	WORD-SOLVING ACTIONS 13: <i>Use a Study Routine to Spell a Word: Choose, Write, Build, Mix, Fix, Mix [Partner Study 1]</i>	
SMALL GROUP	GR	Groups A, B, C	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 37

WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 23 UNDERSTANDING CHARACTERS' FEELINGS, MOTIVATIONS, AND INTENTIONS LA.U23.RML2: <i>What the characters think shows how they are feeling</i>	
	IRA	TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE TEXT: <i>Bill and Pete Go Down the Nile</i>	
	SR	TEXT: <i>Big Bites</i>	
	PWS	WORD-SOLVING ACTIONS 14: <i>Use a Study Routine to Spell a Word: Look, Say, Cover, Write, Check [Partner Study 2]</i>	
SMALL GROUP	GR	Groups C, A, D	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 38







WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 23 UNDERSTANDING CHARACTERS' FEELINGS, MOTIVATIONS, AND INTENTIONS LA.U23.RML3: <i>What the characters think and do helps you understand how they feel about each other</i>	
	IRA	TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE Revisit books from text set 5.	
	SR	TEXT: <i>Big Bites</i>	
	PWS	WORD-SOLVING ACTIONS 15: <i>Use Known Words to Spell an Unknown Word [Partner Study 3]</i>	
SMALL GROUP	GR	Groups D, B, A	
	BC		
INDEPENDENT	IR	Student choice and confer with individual students.	

DAY 39

WHOLE CLASS	RML	LITERARY ANALYSIS UMBRELLA 23 UNDERSTANDING CHARACTERS' FEELINGS, MOTIVATIONS, AND INTENTIONS LA.U23.RML4: <i>What the characters think and do shows what they really want</i>	
	IRA	TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE Revisit books from text set 5.	
	SR	TEXT: <i>Big Bites</i>	
	PWS	WORD-SOLVING ACTIONS 16: <i>Attempt to Spell an Unknown Word [Partner Study 4]</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 23 UNDERSTANDING CHARACTERS' FEELINGS, MOTIVATIONS, AND INTENTIONS LA.U23.RML5: <i>What you know about the character can help you predict what the character will do next</i>	
	IRA TEXT SET 5 TOMIE DEPAOLA: WRITING FROM LIFE Revisit books from text set 5.	
	SR	
	PWS Review previously taught lesson	
SMALL GROUP	GR Groups B, A, D	
	BC TEXT SET EXPLORING INSECTS Introduce text set.	
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

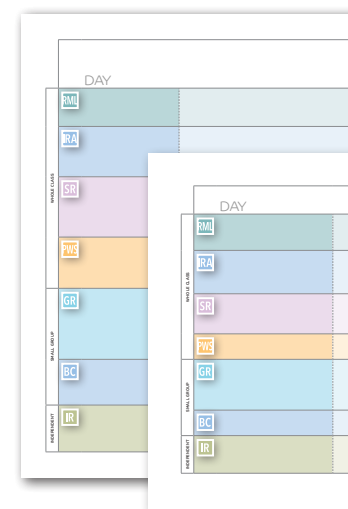
VIDEO QUICK-START

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

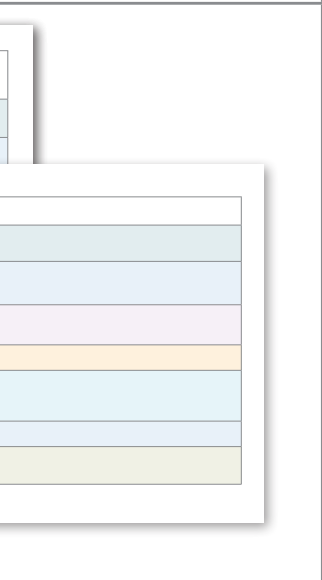
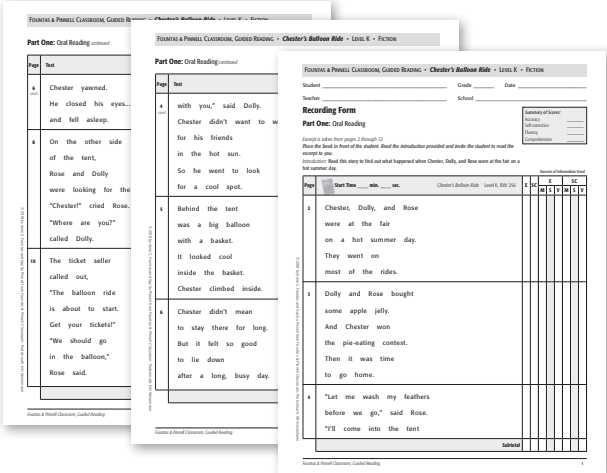



PLANNING

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




RESOURCES ALL AVAILABLE AT [FP.PUB/FPCpreview](https://fp.pub/fpcpreview)

TOOLS	GUIDED READING RECORDING FORMS	SHARED READING AUDIO BOOKS
<p>Daily Planning Literacy learning in your weeks/months ahead.</p>	<p>■ A recording form for each <i>FPC</i> Guided Reading book can be downloaded from the <i>FPC</i> Online Resources. Monitor progress with recording forms for each title identified in this Instructional Plan.</p>	<p>■ All texts for Shared Reading are available as audio books in the <i>FPC</i> Online Resources. Listen in to the audio files for the titles identified in this Instructional Plan.</p>
		

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PROFESSIONAL DEVELOPMENT

Fountas and Pinnell believe that teacher expertise is at the heart of student achievement. *Fountas & Pinnell Classroom™* is deeply rooted in continuous professional learning. The following professional learning opportunities are available to further develop the teaching craft and foster a climate of collegiality and community.

FOUNTAS & PINNELL CLASSROOM™ PROFESSIONAL LEARNING RESOURCES AND OPPORTUNITIES											
INCLUDED WITH YOUR FPC PURCHASE		IRA	SR	PWS	RML	GR	BC	IR	FPC OVERVIEW ALL CONTEXTS	FPC YEARLONG PARTNERSHIP	FPC ONLINE IMPLEMENTATION COURSE
EMBEDDED <i>RESOURCES INCLUDED AS PART OF YOUR FPC PURCHASE</i>	Online resources including a Getting Started video library and an online implementation course.	●	●	●	●	●	●	●			●
OPTIONAL FEE-BASED*											
ON-SITE <i>FOUNTAS & PINNELL-TRAINED CONSULTANTS COME TO YOU</i>	School-based seminars designed to meet your learning needs.	●	●	●	●	●	●	●	●	●	
OFF-SITE <i>YOU COME TO THE EXPERTS</i>	Multi-day institute designed and delivered by Fountas and Pinnell for extensive learning.								●		
ONLINE <i>INTERACT DIGITALLY WITH FOUNTAS & PINNELL-TRAINED CONSULTANTS</i>	Recorded webinar series that include chat, video demonstrations, and resources to support learning.	●	●	●	●	●	●		●		
 <p>*Required resource: All participants in Fee-Based Professional Development are required to have <i>The Fountas & Pinnell Literacy Continuum, Expanded Edition</i>. Available in print or digital format.</p>											

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