

GRADE 3

8 WEEK

INSTRUCTIONAL  
PLAN

Fountas & Pinnell  
Classroom™



Fountas & Pinnell

Classroom™

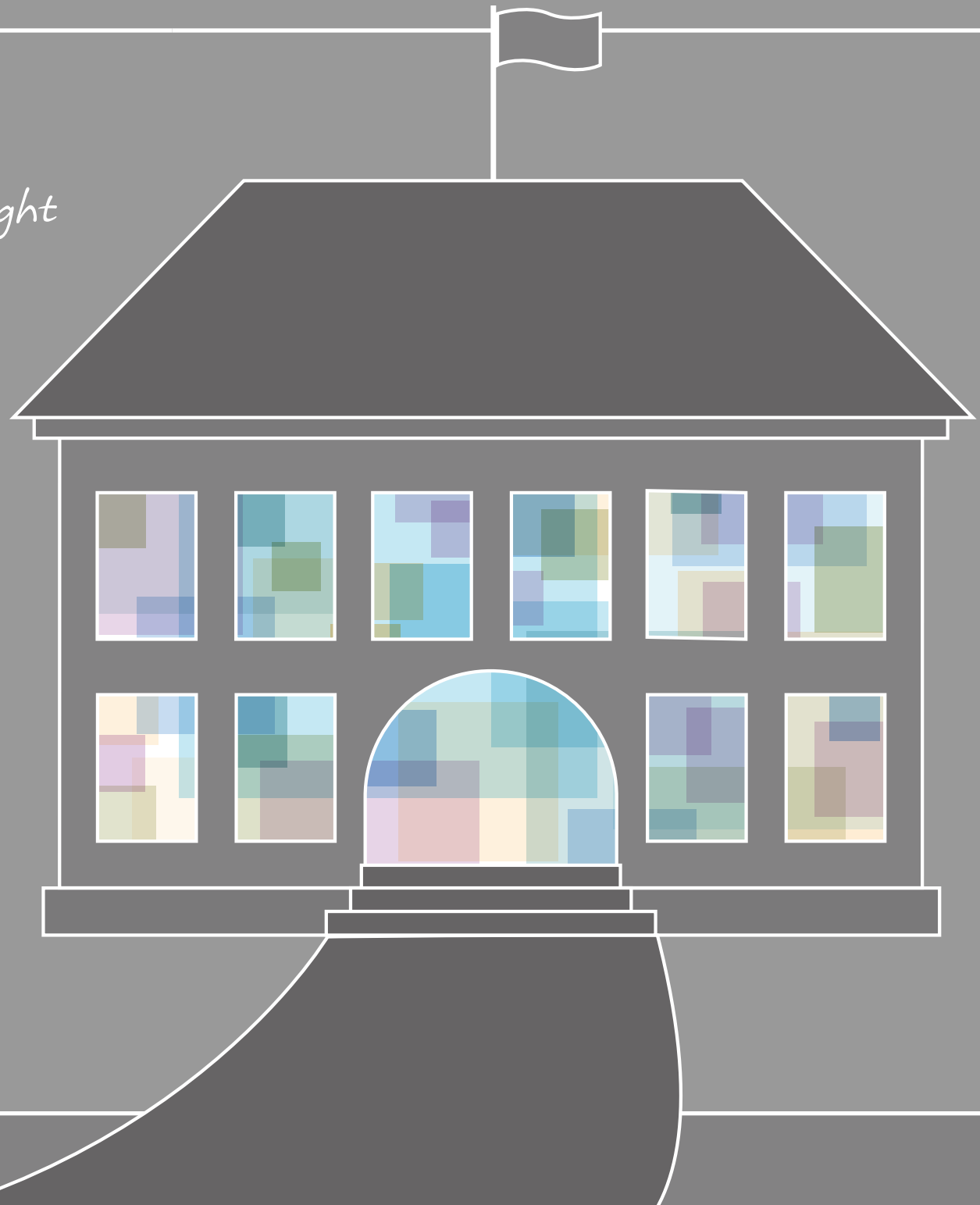
AN INSTRUCTIONAL PLAN  
FOR THE FIRST 8 WEEKS



Fountas & Pinnell  
LITERACY™

ELEVATING TEACHER EXPERTISE

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

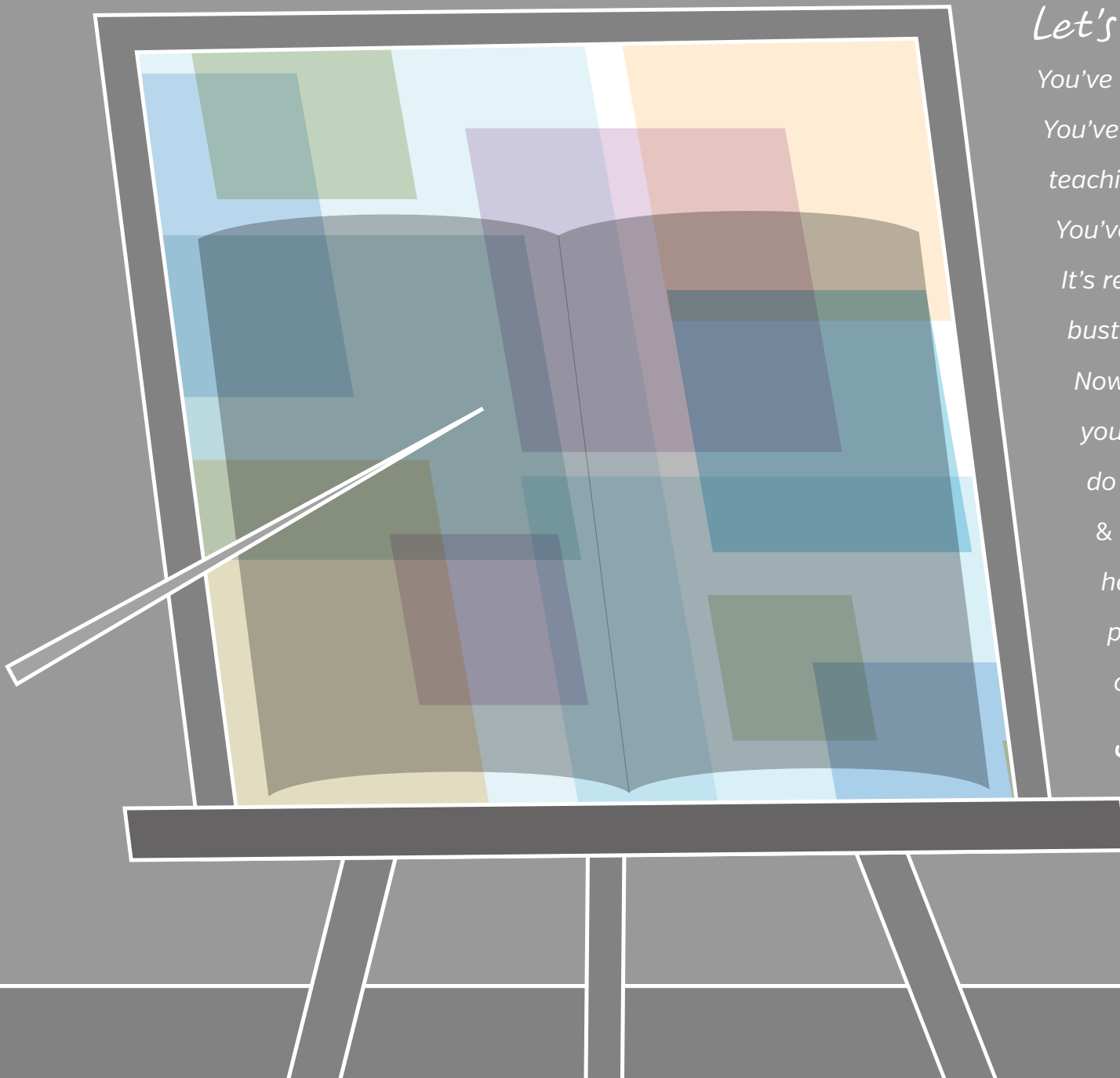


# WELCOME TO FOUNTAS & PINNELL CLASSROOM™

## 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

|                                       |                          |  |
|---------------------------------------|--------------------------|--|
| <b><i>What is it?</i></b>             | <b>THE BLUEPRINT</b>     | One example of the first eight weeks of instruction.   |
| <b><i>When do I use it?</i></b>       | <b>AS NEEDED</b>         | Use it to get started, gain momentum, or simply as reference during the first eight weeks.   |
| <b><i>Why do I use it?</i></b>        | <b>BUILD FAMILIARITY</b> | Get started with <i>FPC</i> —build familiarity and a rhythm with the system.   |
| <b><i>Who uses it?</i></b>            | <b>FPC EDUCATORS</b>     | Teachers, administrators, staff developers, literacy coaches, interventionists.  |
| <b><i>How do I use it?</i></b>        | <b>AS A GUIDE</b>        | Follow it, lean on it, shape it into your own.   |
| <b><i>What should I do first?</i></b> | <b>LISTEN AND LEARN</b>  | <p>Watch a Video Overview to see how to use this 8-Week Instructional Plan to get started with <i>Fountas &amp; Pinnell Classroom™</i>. To view, visit <a href="https://fp.pub/FPCpreview">fp.pub/FPCpreview</a> 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 students have experienced outside of school. In the classroom, students 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 student. 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 3

### PREVIEW PACK RESOURCES FOR DAYS 1-5

#### WEEK 1 DAYS 1-5

- Establish morning meeting and routines.
- **MANAGEMENT UMBRELLA 1:** Identify areas of the room, and teach students responsible use of classroom materials.
- **MANAGEMENT UMBRELLA 2:** Introduce tubs of books in the classroom library for **INDEPENDENT READING**.
- Help students learn how to select books to read and return them to the classroom library.
- **MANAGEMENT UMBRELLA 3:** Show students how to make good book choices.
- Introduce **INTERACTIVE READ-ALOUD** and **SHARED READING**.
- **LITERARY ANALYSIS UMBRELLA 1:** Help students talk with others about their thinking about books.

#### WEEK 2 DAYS 6-10

- Involve students in Shared Writing.
- Teach students the guidelines for Reader's Workshop.
- **MANAGEMENT UMBRELLA 3:** Help students understand that they can abandon a book if they have a reason.
- Show students that they can choose books from a variety of fiction and nonfiction genres.
- **WRITING ABOUT READING UMBRELLA 1:** Introduce the *Reader's Notebook* to the students and teach students to keep a record of their reading.
- When students are involved in independent literacy work, conduct assessment conferences.

| PREVIEW PACK RESOURCES FOR DAYS 21–25  |  |   |  |   |
|--|--|---|--|---|
| WEEK 3<br>DAYS 11–15   |  | WEEK 4<br>DAYS 16–20  |  | WEEKS 5–6<br>DAYS 21–30   |
| <ul style="list-style-type: none"> <li>Continue to read aloud and use shared reading and shared writing to establish the learning community and build up common reading materials and mentor texts for writing.</li> <li>Continue to introduce new books to students and develop the habit of reading silently for a period of time.</li> <li><b>LITERARY ANALYSIS UMBRELLA 1:</b> Teach students how to turn and talk to each other in response to reading.</li> <li><b>WRITING ABOUT READING UMBRELLA 3:</b> Ask students to write a short letter to you in the <i>Reader's Notebook</i>. Respond to their letters and invite students to talk about your response.</li> <li>Complete individual assessments and form tentative guided reading groups to begin in week 4.</li> <li>Teach students the routines for Writers' Workshop.</li> <li>Help students understand that there are a variety of topics they can write about.</li> <li>Begin <b>PHONICS/SPELLING/WORD STUDY</b> lessons.</li> </ul> |  | <ul style="list-style-type: none"> <li><b>WRITING ABOUT READING UMBRELLA 2:</b> Teach students to create a list of their reading interests.</li> <li>Teach students to remember their thinking to prepare for writing in the <i>Reader's Notebook</i>.</li> <li>Teach students how to make book recommendations to others.</li> <li>Teach students ways of responding to text through talk to support writing in the <i>Reader's Notebook</i>.</li> <li>Explain the Guided Reading area to students and what they will be doing there. The idea is to establish the routine of the reading table. Explain why you need no interruptions.</li> <li>Hold at least three short <b>GUIDED READING</b> groups a day for a few days. Since you are teaching the routine, you can use any book that students can read quickly, even ones they have previously read.</li> </ul> |  | <ul style="list-style-type: none"> <li>Begin to convene a few guided reading groups each day. Help students learn the routines of the lesson.</li> <li><b>STRATEGIES AND SKILLS UMBRELLA 1:</b> Help students notice when they lose understanding of a text. They need to search for information.</li> <li><b>STRATEGIES AND SKILLS UMBRELLA 2:</b> Teach students how to solve unknown words.</li> <li>Help students expand the ways they can write about their reading in the <i>Reader's Notebook</i>.</li> <li>Teach students effective ways to derive the meaning of new vocabulary words.</li> <li><b>LITERARY ANALYSIS UMBRELLA 7:</b> Help students infer the writer's message from the texts they are reading.</li> <li><b>LITERARY ANALYSIS UMBRELLA 4:</b> Teach students to use stick-on notes to mark places to talk about during share time.</li> <li><b>LITERARY ANALYSIS UMBRELLAS 5, 6:</b> Help students understand the characteristics of genres.</li> </ul> |
|  |  |   |  | WEEKS 7–8<br>DAYS 31–40   |
|  |  |   |  | <ul style="list-style-type: none"> <li>Continue to monitor independent work and help students self-assess and problem-solve as needed.</li> <li><b>LITERARY ANALYSIS UMBRELLA 4:</b> Teach students how to participate in a <b>BOOK CLUB</b>.</li> </ul>  |

# 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















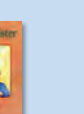
**GUIDED READING** • Use the time you will eventually allot to guided reading to assess your students and determine their instructional reading level in the first few weeks of school followed by instruction within guided reading groups.

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

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

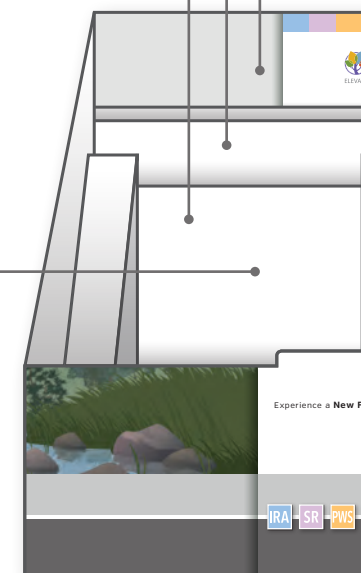
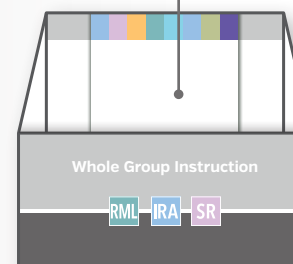
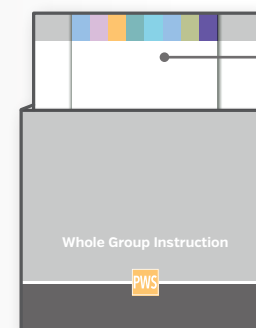
A sampling of *The Reading Minilessons Book* that contains the reading minilessons identified for the two-week preview

IRA

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

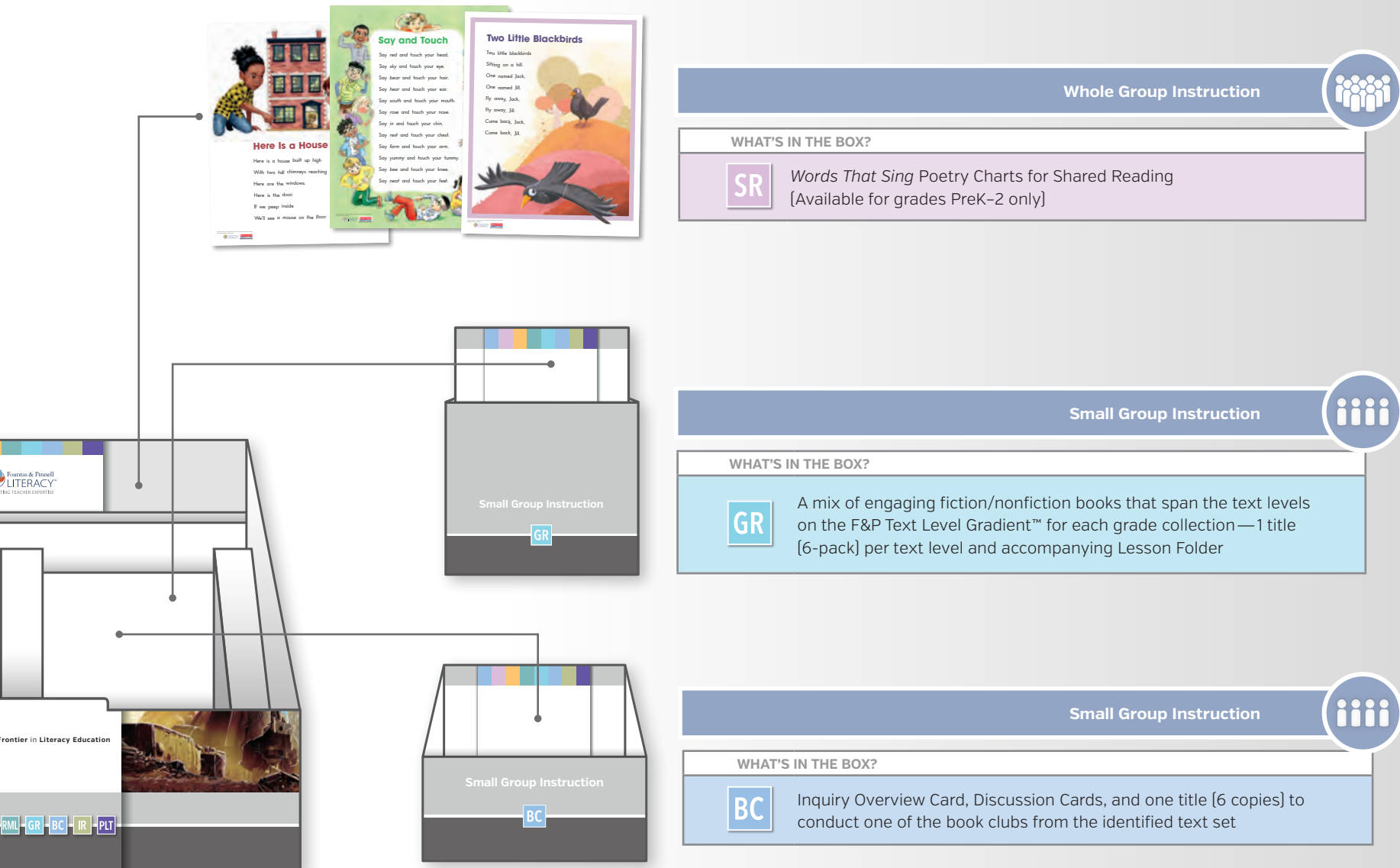
SR

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



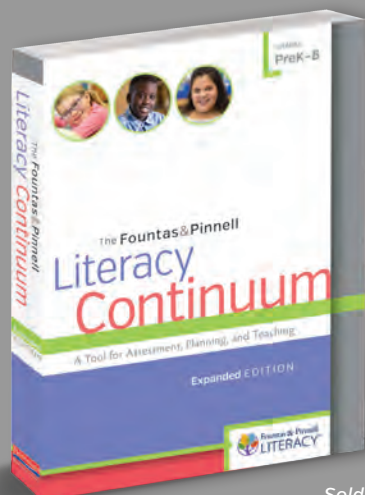


If you are using this instructional plan in conjunction with the FPC Preview Pack, use this diagram to familiarize yourself with the resources provided for you to “try out” two full weeks of instruction in Fountas & Pinnell Classroom™



# 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 (nonnarrative 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](http://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

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## FPC GUIDED READING LESSON FOLDER, GRADE 1

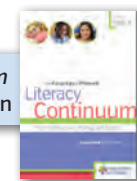
You're ready to go.

## 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.

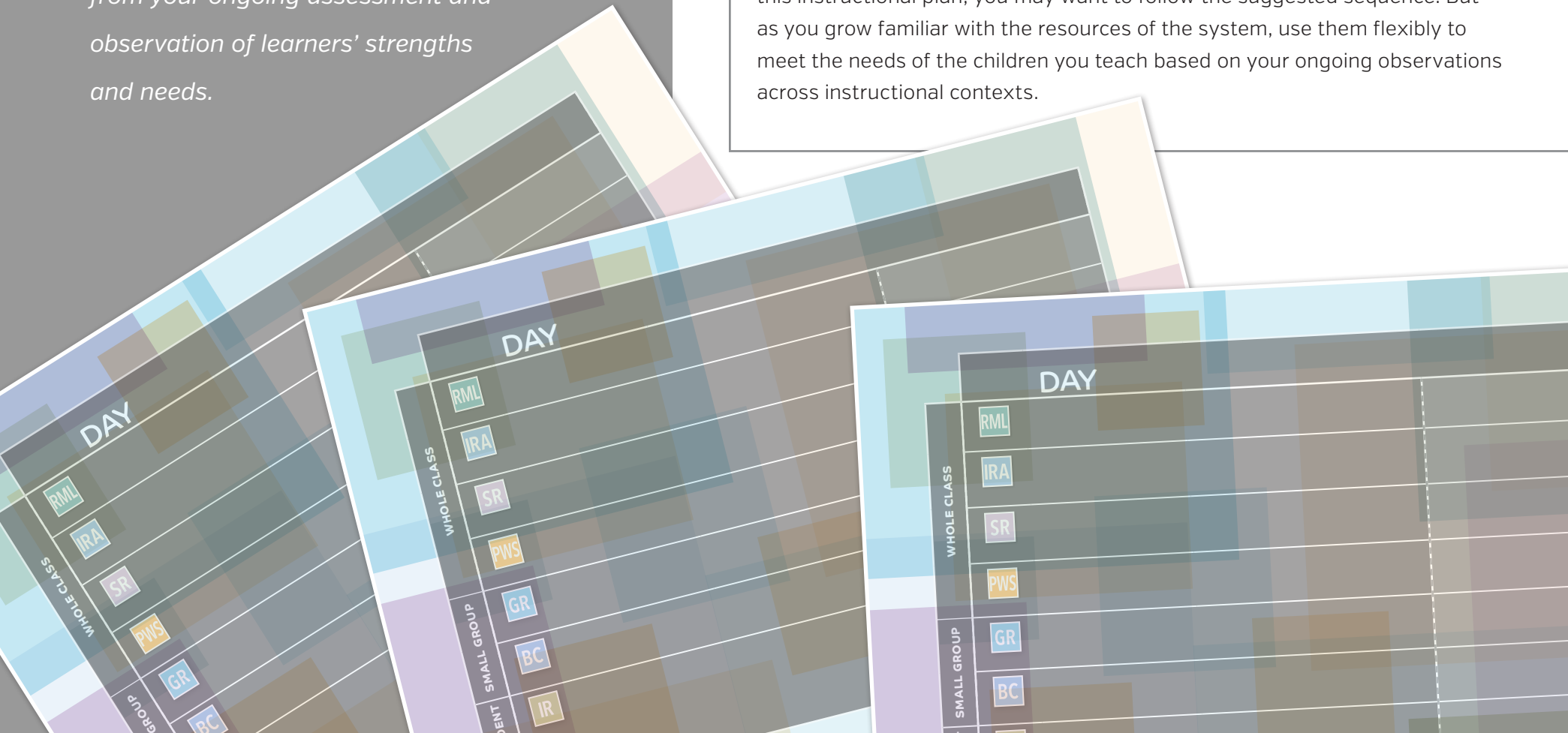
## A blueprint for literacy instruction

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

## Helpful Tips

### Take a tour

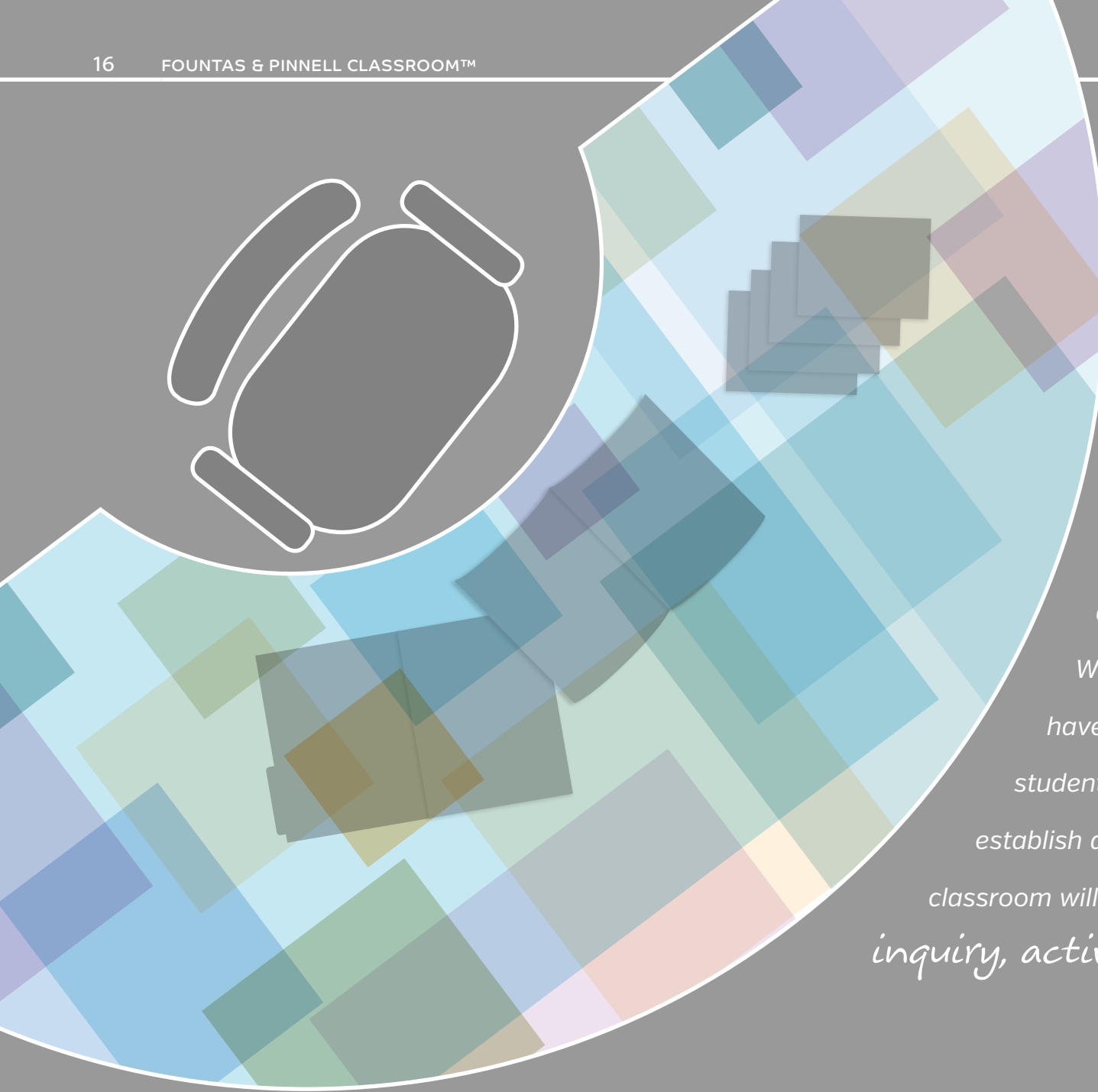
At the beginning of the year, take your students on a tour of the classroom. Introduce children to their classroom “home”—the books and resources, different areas of the classroom: whole-group meeting area, small-group area, and independent work areas.

### 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.

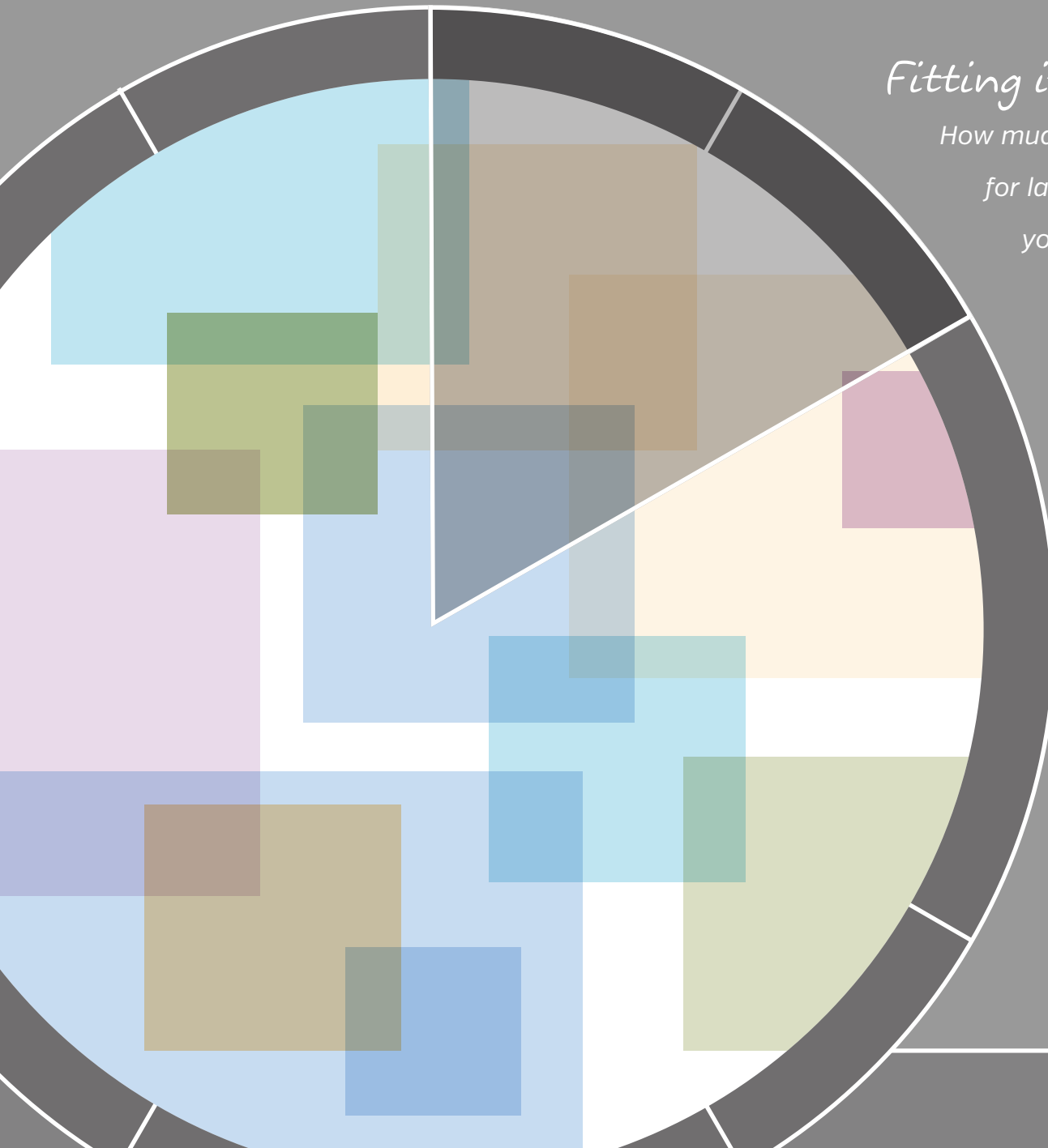
### Create consistency

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"> <li>An area with enough space for all children to sit comfortably on the floor without touching each other.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> </ul>  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| PURPOSE   | <ul style="list-style-type: none"> <li>Whole-class meetings</li> <li>Read-alouds</li> <li>Minilessons</li> </ul>  | <ul style="list-style-type: none"> <li>Small-group reading instruction</li> <li>Small-group writing instruction</li> <li>Application of learning from whole-group lessons</li> </ul>   | <ul style="list-style-type: none"> <li>Exploration and play</li> <li>Choice reading</li> <li>Application of learning from whole- and small-group lessons</li> </ul>   |
| FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS | <ul style="list-style-type: none"> <li><b>INTERACTIVE READ-ALOUD</b></li> <li><b>SHARED READING</b></li> <li><b>READING MINILESSONS</b></li> <li><b>PHONICS, SPELLING, AND WORD STUDY</b> [Teach and Share]</li> </ul>  | <ul style="list-style-type: none"> <li><b>GUIDED READING</b></li> <li><b>BOOK CLUBS</b></li> <li><b>PHONICS, SPELLING, AND WORD STUDY</b> [Apply]</li> </ul>   | <ul style="list-style-type: none"> <li><b>INDEPENDENT READING</b> [and Conferring]</li> <li><b>PHONICS, SPELLING, AND WORD STUDY</b> [Apply]</li> </ul>   |
| ESSENTIAL AND HELPFUL MATERIALS AND RESOURCES       | <ul style="list-style-type: none"> <li>Large, colorful rug</li> <li>Teacher's chair</li> <li>Two easels, one for group writing and one for enlarged texts</li> <li>Big books, poetry charts, or other enlarged texts</li> <li>Long pointer</li> <li>Chart paper and markers</li> <li>Pocket chart</li> <li>Magnetic letters organized on a magnetic surface</li> <li>Stick-on notes</li> <li>Highlighter tape</li> <li>Masking card</li> <li>Name chart</li> <li>Alphabet Linking Chart</li> <li>White correction tape</li> </ul> | <ul style="list-style-type: none"> <li>Plastic caddy, basket, or tub</li> <li>Leveled books and lessons</li> <li>Records of children's reading</li> <li>Paper and writing materials</li> <li>Thin markers and pencils</li> <li>Two sets of lower-case and one set of upper-case magnetic letters, organized for student use</li> <li>One set of lower-case and upper-case magnetic letters, organized alphabetically on a magnetic surface for demonstration</li> <li>Easel with chart paper</li> <li>Blank word cards</li> <li>White correction tape</li> </ul> | <ul style="list-style-type: none"> <li>Work board for independent work areas or list of independent literacy activities</li> <li>Read a Book: wide variety of books in the classroom library</li> <li>Work on Writing: writing supplies such as a variety of types of paper, a stapler, pencils, markers, and crayons</li> <li>Letter/Word Work: word cards and magnetic letters</li> <li>Listen to a Book: an audio player, such as a tablet, and print books</li> <li>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</li> </ul> |


















## *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







| TOTAL: 3.25 HOURS | MINUTES EACH DAY  | INSTRUCTIONAL CONTEXT  | ACTIVITY OPTIONS  |
|-------------------|---|--|---|
|                   |    | <b>GROUP MEETING</b>   | Bring the classroom community together to introduce/discuss the day and set goals.  |
|                   |    |  <b>INTERACTIVE READ-ALOUD</b>  | 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> .  |
|                   |    |  <b>SHARED READING</b>  | Teacher engages children in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing.<br><i>[Science and social studies topics and themes are integrated into the IRA and SR lessons.]</i>  |
|                   |   | <b>BREAK</b>   |   |
|                   |    |  <b>READING MINILESSON</b>  | Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading.   |
|                   |    |  <b>GUIDED READING</b><br> <b>BOOK CLUBS</b><br> <b>INDEPENDENT LITERACY WORK</b> | <ul style="list-style-type: none"> <li>Teacher meets with Guided Reading groups each day.</li> <li>Teacher initiates Book Clubs as appropriate, and they meet about once per month.</li> <li>Students engage in:               <ul style="list-style-type: none"> <li>Independent reading</li> <li>Writing about reading in the <i>Reader's Notebook</i></li> </ul> </li> </ul> |
|                   |  | <b>GROUP SHARE</b>   | Gather children together to reflect on and share learning.  |
|                   |   | <b>BREAK</b>   |   |
|                   |  |  <b>PHONICS, SPELLING, AND WORD STUDY LESSON AND APPLICATION</b>  | Teacher provides an explicit, inquiry-based lesson on a phonics principle that students can apply to reading and writing. Students work individually, with partners, or in small groups to apply their understanding of the principle.  |
|                   |  | <b>WRITERS' WORKSHOP</b>   | Teacher provides an explicit minilesson, supports students' independent writing, or convenes a guided writing group.  |

# DAY 1














## OBSERVATIONS AND NOTES

|             |  |  |   |
|-------------|--|--|---|
| WHOLE CLASS | <b>RML</b><br><b>MANAGEMENT UMBRELLA 1</b><br><b>WORKING TOGETHER IN THE CLASSROOM</b><br><b>MGT.U1.RML1: Show respect to each other</b> |     |   |
|             | <b>IRA</b><br><b>TEXT SET 1</b><br><b>THE IMPORTANCE OF KINDNESS</b><br><b>TEXT: Enemy Pie</b>   |      | 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. |
|             | <b>SR</b>  |  |   |
|             | <b>PWS</b>   |  |   |
| SMALL GROUP | <b>GR</b><br>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.  |
|             | <b>BC</b>  |  | Book Clubs do not typically begin during the first week of school.  |
| INDEPENDENT | <b>IR</b><br>Establish a classroom community and routines.   |  | Use the time you will eventually allot to student choice/conferring to establish a classroom community and routines (through the Reading Minilessons) that students will use to work with one another and independently during independent work time.         |

## DAY 2

|             |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <p><b>MANAGEMENT UMBRELLA 1</b></p> <p><b>WORKING TOGETHER IN THE CLASSROOM</b></p> <p><b>MGT.U1.RML2:</b> <i>Use an appropriate voice level</i></p>     |  |
|             | <b>IRA</b> <p><b>TEXT SET 1</b></p> <p><b>THE IMPORTANCE OF KINDNESS</b></p> <p><b>TEXT:</b> <i>Sophie's Masterpiece: A Spider's Tale</i></p>     |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b>   |  |
| SMALL GROUP | <b>GR</b> <p>Individual Assessments</p>  |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b> <p>Establish a classroom community and routines.</p>   |  |




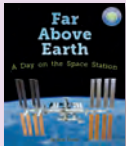

# DAY 3

|             |            |   |  |   |
|-------------|------------|---|--|---|
| WHOLE CLASS | <b>RML</b> | <b>MANAGEMENT UMBRELLA 1</b><br><b>WORKING TOGETHER IN THE CLASSROOM</b><br><b>MGT.U1.RML3:</b> Find ways to solve problems when the teacher is working with others |       |   |
|             | <b>IRA</b> | <b>TEXT SET 1</b><br><b>THE IMPORTANCE OF KINDNESS</b><br><b>TEXT:</b> Last Day Blues   |     |   |
|             | <b>SR</b>  | <b>TEXT:</b> Far Above Earth  |        | In addition to the Big Book, there are six small books and audiobook versions provided for all Shared Reading titles. |
|             | <b>PWS</b> |   |  |   |
| SMALL GROUP | <b>GR</b>  | Individual Assessments  |  |   |
|             | <b>BC</b>  |   |  |   |
| INDEPENDENT | <b>IR</b>  | Establish a classroom community and routines.   |  |   |

# DAY 4

|             |   |  |
|-------------|---|--|
| WHOLE CLASS | <div>RML</div> <div>MANAGEMENT UMBRELLA 1</div> <div>WORKING TOGETHER IN THE CLASSROOM</div> <div>MGT.U1.RML4: <i>Return materials to where they belong</i></div> <div>     </div> |  |
|             | <div>IRA</div> <div>TEXT SET 1</div> <div>THE IMPORTANCE OF KINDNESS</div> <div>TEXT: <i>Under the Lemon Moon</i></div> <div>   </div>   |  |
|             | <div>SR</div> <div>TEXT: <i>Far Above Earth</i></div> <div>Respond to the SR text by using the Shared Writing section on your lesson folder.</div> <div>   </div>  |  |
|             | <div>PWS</div>  |  |
| SMALL GROUP | <div>GR</div> <div>Individual Assessments</div>   |  |
|             | <div>BC</div>   |  |
| INDEPENDENT | <div>IR</div> <div>Establish a classroom community and routines.</div>  |  |

## DAY 5

|             |   |   |
|-------------|---|---|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 1</b><br><b>WORKING TOGETHER IN THE CLASSROOM</b><br>Revisit previously taught minilesson.   |   |
|             | <b>IRA</b> <b>TEXT SET 1</b><br><b>THE IMPORTANCE OF KINDNESS</b><br><b>TEXT:</b> <i>The Can Man</i>   |   |
|             | <b>SR</b> <b>TEXT:</b> <i>Far Above Earth</i>    |   |
|             | <b>PWS</b>  |   |
| SMALL GROUP | <b>GR</b> Individual Assessments  |   |
|             | <b>BC</b>   |   |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   | Options for student choice include: <ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Writing about reading in the Reader's Notebook</li> </ul> |

## DAY 6

|             |            |   |  |
|-------------|------------|---|--|
| WHOLE CLASS | <b>RML</b> | <b>MANAGEMENT UMBRELLA 2</b><br><b>EXPLORING THE CLASSROOM LIBRARY</b><br><b>MGT.U2.RML1:</b> <i>Some books in the classroom library are organized by author, illustrator, or topic</i> |  |
|             | <b>IRA</b> | <b>TEXT SET 1</b><br><b>THE IMPORTANCE OF KINDNESS</b><br>Revisit books from text set 1 and/or have students identify projects for further exploration from the Inquiry Overview Card.  |  |
|             | <b>SR</b>  |   |  |
|             | <b>PWS</b> |   |  |
| SMALL GROUP | <b>GR</b>  | Individual Assessments  |  |
|             | <b>BC</b>  |   |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.   |  |

## DAY 7

|             |            |  |  |
|-------------|------------|--|--|
| WHOLE CLASS | <b>RML</b> | <b>MANAGEMENT UMBRELLA 2</b><br><b>EXPLORING THE CLASSROOM LIBRARY</b><br><b>MGT.U2.RML2:</b> <i>Some books in the classroom library are organized by genre</i>                                      |  |
|             | <b>IRA</b> | <b>TEXT SET 1</b><br><b>THE IMPORTANCE OF KINDNESS</b><br>Revisit books from text set 1 and/or have students identify projects for further exploration from the Inquiry Overview Card.               |  |
|             | <b>SR</b>  |  |  |
|             | <b>PWS</b> |  |  |
| SMALL GROUP | <b>GR</b>  | Individual Assessments   |  |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>CARING FOR EACH OTHER: FAMILY</b><br>Using book talks, introduce each book to the whole class. Have students select a book to read in preparation for book club on days 12–15. |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |

| DAY 8       |   |  |
|-------------|---|--|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 2</b><br><b>EXPLORING THE CLASSROOM LIBRARY</b><br><b>MGT.U2.RML3:</b> <i>Take good care of the books in the classroom library</i>                              |  |
|             | <b>IRA</b> <b>TEXT SET 1</b><br><b>THE IMPORTANCE OF KINDNESS</b><br>Revisit books from text set 1 and/or have students identify projects for further exploration from the Inquiry Overview Card. |  |
|             | <b>SR</b>   |  |
|             | <b>PWS</b>  |  |
| SMALL GROUP | <b>GR</b> Individual Assessments  |  |
|             | <b>BC</b> Students read the book they selected in preparation for their upcoming book club.   |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |  |

| DAY 9       |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 3</b><br><b>GETTING STARTED WITH INDEPENDENT READING</b><br><b>MGT.U3.RML1:</b> <i>Read a book or write your thoughts about your reading</i> |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br><b>TEXT:</b> <i>In My Momma's Kitchen</i>  |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b>   |  |
| SMALL GROUP | <b>GR</b> Individual Assessments   |  |
|             | <b>BC</b> Students read the book they selected in preparation for their upcoming book club.  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |



| DAY 10      |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 3</b><br><b>GETTING STARTED WITH INDEPENDENT READING</b><br><b>MGT.U3.RML2:</b> Choose books that you want to read |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br><b>TEXT:</b> Sitti's Secrets   |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b>   |  |
| SMALL GROUP | <b>GR</b> Individual Assessments   |  |
|             | <b>BC</b> Students read the book they selected in preparation for their upcoming book club.  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

| DAY 11      |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 3</b><br><b>GETTING STARTED WITH INDEPENDENT READING</b><br><b>MGT.U3.RML3:</b> Choose books that are just right for you |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br><b>TEXT:</b> Mooncakes   |  |
|             | <b>SR</b> <b>TEXT:</b> Trapped in Tar  |  |
|             | <b>PWS</b> <b>LETTER-SOUND RELATIONSHIPS 1:</b><br>Recognize and Say Consonant Clusters That Blend Two or Three Consonant Sounds (Onsets)                  |  |
| SMALL GROUP | <b>GR</b> Individual Assessments   |  |
|             | <b>BC</b> <b>TEXT SET</b><br><b>CARING FOR EACH OTHER: FAMILY</b><br>Prepare to facilitate book clubs for this text set on days 12–15.                     |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

| DAY 12      |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 3</b><br><b>GETTING STARTED WITH INDEPENDENT READING</b><br><b>MGT.U3.RML4:</b> <i>After a good try, you may have a reason to abandon a book</i> |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br><b>TEXT:</b> <i>Knots on a Counting Rope</i>   |  |
|             | <b>SR</b> <b>TEXT:</b> <i>Trapped in Tar</i>   |  |
|             | <b>PWS</b> <b>LETTER-SOUND RELATIONSHIPS 2:</b><br><i>Recognize and Use Consonant Clusters (Blends) at the End of a Word</i>   |  |
| SMALL GROUP | <b>GR</b> Individual Assessments   |  |
|             | <b>BC</b> <b>TEXT SET</b><br><b>CARING FOR EACH OTHER: FAMILY</b><br>Facilitate one book club.   |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

| DAY 13      |   |  |
|-------------|---|--|
| WHOLE CLASS | <b>RML</b> <b>MANAGEMENT UMBRELLA 3</b><br><b>GETTING STARTED WITH INDEPENDENT READING</b><br><b>MGT.U3.RML5:</b> <i>Keep your books and materials organized in your personal box</i> |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br><b>TEXT:</b> <i>Storm in the Night</i>  |  |
|             | <b>SR</b> <b>TEXT:</b> <i>Trapped in Tar</i>  |  |
|             | <b>PWS</b> <b>WORD-SOLVING ACTIONS 1:</b><br><i>Recognize and Use Onsets and Rimes to Read Words</i>  |  |
| SMALL GROUP | <b>GR</b> Individual Assessments  |  |
|             | <b>BC</b> <b>TEXT SET</b><br><b>CARING FOR EACH OTHER: FAMILY</b><br>Facilitate one book club.  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |  |

| DAY 14      |            |   |
|-------------|------------|---|
| WHOLE CLASS | <b>RML</b> | Revisit books from previously taught minilesson.  |
|             | <b>IRA</b> | <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br>Revisit books from text set 2. |
|             | <b>SR</b>  |   |
|             | <b>PWS</b> | <b>WORD-SOLVING ACTIONS 2:</b><br><i>Recognize and Use Onsets and Rimes to Read Words</i>           |
| SMALL GROUP | <b>GR</b>  | Individual Assessments  |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>CARING FOR EACH OTHER: FAMILY</b><br>Facilitate one book club.                |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.   |

| DAY 15      |            |   |
|-------------|------------|---|
| WHOLE CLASS | <b>RML</b> | Revisit books from previously taught minilesson.  |
|             | <b>IRA</b> | <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br>Revisit books from text set 2. |
|             | <b>SR</b>  |   |
|             | <b>PWS</b> | <b>WORD-SOLVING ACTIONS 3:</b><br><i>Recognize and Use Onsets and Rimes to Read Words</i>           |
| SMALL GROUP | <b>GR</b>  | Individual Assessments  |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>CARING FOR EACH OTHER: FAMILY</b><br>Facilitate one book club.                |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.   |

| DAY 16      |   |  |
|-------------|---|--|
| WHOLE CLASS | <b>RML</b> <b>LITERARY ANALYSIS UMBRELLA 1</b><br><b>THINKING AND TALKING ABOUT BOOKS</b><br><b>LA.U1.RML1:</b> <i>Think about the books you read and share your thinking with others</i> |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br>Revisit books from text set 2.  |  |
|             | <b>SR</b>   |  |
|             | <b>PWS</b> <b>WORD-SOLVING ACTIONS 4:</b> <i>Use Onsets and Rimes in Known Words to Read and Write Other Words with the Same Parts</i>  |  |
| SMALL GROUP | <b>GR</b> Form initial GR groups and establish GR routines.   |  |
|             | <b>BC</b>   |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |  |



















| DAY 17      |   |   |
|-------------|---|---|
| WHOLE CLASS | <b>RML</b> <b>LITERARY ANALYSIS UMBRELLA 1</b><br><b>THINKING AND TALKING ABOUT BOOKS</b><br><b>LA.U1.RML2:</b> <i>Turn and talk to share their thinking</i>                                  |   |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br>Revisit books from text set 2.  |   |
|             | <b>SR</b>   |   |
|             | <b>PWS</b> Review previously taught lesson.   |   |
| SMALL GROUP | <b>GR</b> Form initial GR groups and establish GR routines.   |   |
|             | <b>BC</b> <b>TEXT SET</b><br><b>SHARING OUR WORLD: ANIMALS</b><br>Using book talks, introduce each book to the whole class. Have students select a book to read in preparation for book club. | See Day 21 for details on books and discussion cards. |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |   |

| DAY 18      |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>LITERARY ANALYSIS UMBRELLA 1</b><br><b>THINKING AND TALKING ABOUT BOOKS</b><br><b>LA.U1.RML3:</b> <i>When you read, mark places you want to talk about</i> |  |
|             | <b>IRA</b> <b>TEXT SET 2</b><br><b>CONNECTING ACROSS GENERATIONS: FAMILY</b><br>Revisit books from text set 2.   |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b> Review previously taught lesson.  |  |
| SMALL GROUP | <b>GR</b> Form initial GR groups and establish GR routines.  |  |
|             | <b>BC</b> Students read the book they selected in preparation for their upcoming book club.  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |




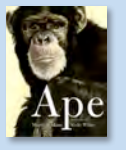




| DAY 19 |   |  |
|--------|---|--|
|        | <b>LITERARY ANALYSIS UMBRELLA 1</b><br><b>THINKING AND TALKING ABOUT BOOKS</b><br><b>LA.U1.RML4:</b> <i>Share your opinion and support it with evidence</i> |  |
|        | <b>TEXT SET 3</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> <i>I Love Guinea Pigs</i>  |  |
|        |   |  |
|        | <b>WORD-SOLVING ACTIONS 5:</b><br><i>Break a Word into Syllables to Decode Manageable Units</i>   |  |
|        | Form initial GR groups and establish GR routines.   |  |
|        |   |  |
|        | Student choice and confer with individual students.   |  |

| DAY 20 |  |  |
|--------|--|--|
|        | Revisit a previously taught minilesson.  |  |
|        | <b>TEXT SET 3</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> <i>A Friend for Lakota: The Incredible True Story of a Wolf Who Braved Bullying</i> |  |
|        |  |  |
|        | <b>WORD-SOLVING ACTIONS 6:</b><br><i>Recognize and Use Word Parts to Solve an Unknown Word and Understand its Meaning</i>                                  |  |
|        | Form initial GR groups and establish GR routines.  |  |
|        |  |  |
|        | Student choice and confer with individual students.  |  |

## DAY 21

|             |            |   |  |  |
|-------------|------------|---|--|--|
| WHOLE CLASS | <b>RML</b> | <b>WRITING ABOUT READING UMBRELLA 1</b><br><b>INTRODUCING A READER'S NOTEBOOK</b><br><b>WAR.U1.RML1:</b> <i>Collect your thinking in your reader's notebook</i> |      |  |
|             | <b>IRA</b> | <b>TEXT SET 3</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> <i>Moon Bear</i>   |      | <i>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.</i> |
|             | <b>SR</b>  | <b>TEXT:</b> <i>Tiny but Fierce</i>   |       |  |
|             | <b>PWS</b> | <b>WORD-SOLVING ACTIONS 7:</b> <i>Use Alphabetical Order to Locate Information About Words in a Variety of Reference Tools</i>                                  |   |  |
| SMALL GROUP | <b>GR</b>  | Groups A, B, C  |     | <i>The Preview Pack contains one title per text level from the Grade 3 Guided Reading Collection to try with a small group of students. [6 copies of each title provided.]</i>   |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>SHARING OUR WORLD: ANIMALS</b><br>Prepare to facilitate book clubs for this text set on days 22–25.                                       |        | <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>   |
| INDEPEND.   | <b>IR</b>  | Student choice and confer with individual students.   |  |  |

# DAY 22



















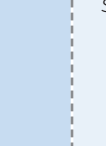
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| WHOLE CLASS | <b>RML</b> | <p><b>WRITING ABOUT READING UMBRELLA 1</b></p> <p><b>INTRODUCING A READER'S NOTEBOOK</b></p> <p><b>WAR.U1.RML2:</b> Write the title and author of each book you read on your reading list</p> |     |  |
|             | <b>IRA</b> | <p><b>TEXT SET 3</b></p> <p><b>SHARING OUR WORLD: ANIMALS</b></p> <p><b>TEXT:</b> Ape</p>   |     |  |
|             | <b>SR</b>  | <p><b>TEXT:</b> Tiny but Fierce</p> <p>Respond to the SR text by using the Shared Writing section on your lesson folder.</p>  |     |  |
|             | <b>PWS</b> | <p><b>WORD-SOLVING ACTIONS 8:</b> Use Alphabetical Order to Locate Information About Words in a Variety of Reference Tools</p>  |    |  |
| SMALL GROUP | <b>GR</b>  | Groups C, A, D  |  |  |
|             | <b>BC</b>  | <p><b>TEXT SET</b></p> <p><b>SHARING OUR WORLD: ANIMALS</b></p> <p><b>TEXT:</b> Dog Finds Lost Dolphins!</p>  |   <p>Facilitate this Book Club using your own copies of <i>Dog Finds Lost Dolphins!</i> by Elizabeth Carney.</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> |
| INDEPEND.   | <b>IR</b>  | Student choice and confer with individual students.   |  |  |

# DAY 23




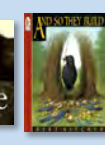





|             |            |  |  |   |
|-------------|------------|--|--|---|
| WHOLE CLASS | <b>RML</b> | <b>WRITING ABOUT READING UMBRELLA 1</b><br><b>INTRODUCING A READER'S NOTEBOOK</b><br><b>WAR.U1.RML3:</b> Write the genre of each book on your reading list |     |   |
|             | <b>IRA</b> | <b>TEXT SET 3</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> <i>And So They Build</i>  |     |   |
|             | <b>SR</b>  | <b>TEXT:</b> <i>Tiny but Fierce</i>  |     |   |
|             | <b>PWS</b> | <b>WORD-SOLVING ACTIONS 9:</b> Use a Dictionary to Solve and Find Information About Words  |    |   |
| SMALL GROUP | <b>GR</b>  | Groups D, B, A   |  |   |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> <i>Hope for Winter</i>  |   <p>Facilitate this Book Club using your own copies of <i>Hope for Winter</i> by David Yates.</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. |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |   |



## DAY 24

|             |            |  |  |  |
|-------------|------------|--|--|--|
| WHOLE CLASS | <b>RML</b> | <b>WRITING ABOUT READING UMBRELLA 1</b><br><b>INTRODUCING A READER'S NOTEBOOK</b><br><b>WAR.U1.RML4:</b> Keep a tally of the kinds of books you read |       |  |
|             | <b>IRA</b> | <b>TEXT SET 3</b><br><b>SHARING OUR WORLD: ANIMALS</b><br>Revisit books from text set 3.   |                   | Use the Inquiry Overview card to help students bring together what they have learned and explore a topic in more depth through the suggested projects.                                     |
|             | <b>SR</b>  |  |  |  |
|             | <b>PWS</b> | Review previously taught lesson.   |        | Five 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 | <b>GR</b>  | Groups A, C, B   |  |  |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> Shark Attack!   |       | Six copies of this title are included in the Preview Pack.   |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |  |

# DAY 25

|             |            |   |  |  |
|-------------|------------|---|--|--|
| WHOLE CLASS | <b>RML</b> | <b>WRITING ABOUT READING UMBRELLA 1</b><br><b>INTRODUCING A READER'S NOTEBOOK</b><br><b>WAR.U1.RML5:</b> Write E [easy], JR [just right], or D [difficult] for each book on your reading list |      | The final minilesson of this umbrella [WAR.U1.RML6] is included for reference to show the progression of minilessons within the umbrella.  |
|             | <b>IRA</b> | <b>TEXT SET 3</b><br><b>SHARING OUR WORLD: ANIMALS</b><br>Revisit books from text set 3.  |      | 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. |
|             | <b>SR</b>  |   |  |  |
|             | <b>PWS</b> | Review previously taught lesson.  |      |  |
| SMALL GROUP | <b>GR</b>  | Groups B, A, D  |  |  |
|             | <b>BC</b>  | <b>TEXT SET</b><br><b>SHARING OUR WORLD: ANIMALS</b><br><b>TEXT:</b> <i>Tiger in Trouble!</i>   |   Facilitate this Book Club using your own copies of <i>Tiger in Trouble!</i> by Kelly Milner Halls.  | 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 | <b>IR</b>  | Student choice and confer with individual students.   |  |  |

## DAY 26

|             |            |   |  |
|-------------|------------|---|--|
| WHOLE CLASS | <b>RML</b> | <b>LITERARY ANALYSIS UMBRELLA 5</b><br><b>UNDERSTANDING FICTION AND NONFICTION GENRES</b><br><br><b>LA.U5.RML1:</b> <i>There are different kinds of fiction books</i> |  |
|             | <b>IRA</b> | <b>TEXT SET 4</b><br><b>EXPLORING MEMORY STORIES</b><br><br><b>TEXT:</b> <i>My Rotten Redheaded Older Brother</i>   |  |
|             | <b>SR</b>  |   |  |
|             | <b>PWS</b> | <b>WORD-SOLVING ACTIONS 10:</b> <i>Use a Study Routine to Spell a Word: Choose, Write, Build, Mix, Fix, Mix (Partner Study 1)</i>                                     |  |
| SMALL GROUP | <b>GR</b>  | Groups A, B, C  |  |
|             | <b>BC</b>  |   |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.   |  |

## DAY 27

|             |            |  |  |
|-------------|------------|--|--|
| WHOLE CLASS | <b>RML</b> | <b>LITERARY ANALYSIS UMBRELLA 5</b><br><b>UNDERSTANDING FICTION AND NONFICTION GENRES</b><br><br><b>LA.U5.RML2:</b> <i>There are different kinds of nonfiction books</i> |  |
|             | <b>IRA</b> | <b>TEXT SET 4</b><br><b>EXPLORING MEMORY STORIES</b><br><br><b>TEXT:</b> <i>The Printer</i>  |  |
|             | <b>SR</b>  |  |  |
|             | <b>PWS</b> | <b>WORD-SOLVING ACTIONS 11:</b> <i>Use a Study Routine to Spell a Word: Look, Say, Cover, Write, Check (Partner Study 2)</i>   |  |
| SMALL GROUP | <b>GR</b>  | Groups C, A, D   |  |
|             | <b>BC</b>  |  |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |

## DAY 28

|             |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>LITERARY ANALYSIS UMBRELLA 5</b><br><b>UNDERSTANDING FICTION AND NONFICTION GENRES</b><br><b>LA.U5.RML3:</b> <i>Hybrid books have fiction and nonfiction parts</i> |  |
|             | <b>IRA</b> <b>TEXT SET 4</b><br><b>EXPLORING MEMORY STORIES</b><br><b>TEXT:</b> <i>Grandma's Records</i>   |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b> <b>WORD-SOLVING ACTIONS 12:</b> <i>Use Known Words to Spell an Unknown Word (Partner Study 3)</i>   |  |
| SMALL GROUP | <b>GR</b> Groups D, B, A   |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

## DAY 29

|             |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>LITERARY ANALYSIS UMBRELLA 3</b><br><b>GIVING A BOOK TALK</b><br><b>LA.U3.RML1:</b> <i>A book talk is a short talk about a book (or series of books) you want to recommend</i> |  |
|             | <b>IRA</b> <b>TEXT SET 4</b><br><b>EXPLORING MEMORY STORIES</b><br><b>TEXT:</b> <i>Saturdays and Teacakes</i>  |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b> <b>WORD-SOLVING ACTIONS 13:</b> <i>Attempt to Spell an Unknown Word (Partner Study 4)</i>   |  |
| SMALL GROUP | <b>GR</b> Groups A, C, B   |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

## DAY 30

|             |            |  |  |
|-------------|------------|--|--|
| WHOLE CLASS | <b>RML</b> | <b>LITERARY ANALYSIS UMBRELLA 3</b><br><b>GIVING A BOOK TALK</b><br><br><b>LA.U3.RML2:</b> <i>Start with a good lead and end in a way that hooks your classmates</i> |  |
|             | <b>IRA</b> | <b>TEXT SET 4</b><br><b>EXPLORING MEMORY STORIES</b><br><br><b>TEXT:</b> <i>Family Pictures</i>  |  |
|             | <b>SR</b>  |  |  |
|             | <b>PWS</b> | Review previously taught lesson.   |  |
| SMALL GROUP | <b>GR</b>  | Groups B, A, D   |  |
|             | <b>BC</b>  |  |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |

## DAY 31

|             |            |  |  |
|-------------|------------|--|--|
| WHOLE CLASS | <b>RML</b> | <b>LITERARY ANALYSIS UMBRELLA 3</b><br><b>GIVING A BOOK TALK</b><br><br><b>LA.U3.RML3:</b> <i>Write a few notes and page numbers on sticky notes to prepare for your book talk</i> |  |
|             | <b>IRA</b> | <b>TEXT SET 4</b><br><b>EXPLORING MEMORY STORIES</b><br><br>Revisit books from text set 4.   |  |
|             | <b>SR</b>  | <b>TEXT:</b> <i>A Meerkat Day</i>  |  |
|             | <b>PWS</b> | <b>HIGH-FREQUENCY WORDS 1:</b><br><i>Recognize and Use High-Frequency Words with Three or More Letters</i>   |  |
| SMALL GROUP | <b>GR</b>  | Groups A, B, C   |  |
|             | <b>BC</b>  |  |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |

| DAY 32      |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> LITERARY ANALYSIS UMBRELLA 3<br><b>GIVING A BOOK TALK</b><br><b>LA.U3.RML4:</b> <i>Learn how to give a good book talk</i> |  |
|             | <b>IRA</b> TEXT SET 4<br><b>EXPLORING MEMORY STORIES</b><br>Revisit books from text set 4.   |  |
|             | <b>SR</b> <b>TEXT: A Meerkat Day</b><br>Respond to the SR text by using the Shared Writing section on your lesson folder.            |  |
|             | <b>PWS</b> <b>HIGH-FREQUENCY WORDS 2:</b><br><i>Recognize and Use Longer High-Frequency Words, Some with More than One Syllable</i>  |  |
| SMALL GROUP | <b>GR</b> Groups C, A, D   |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

| DAY 33      |   |  |
|-------------|---|--|
| WHOLE CLASS | <b>RML</b> LITERARY ANALYSIS UMBRELLA 2<br><b>STUDYING AUTHORS AND ILLUSTRATORS</b><br><b>LA.U2.RML1:</b> <i>Learn about authors or illustrators by reading many of their books</i> |  |
|             | <b>IRA</b> TEXT SET 4<br><b>EXPLORING MEMORY STORIES</b><br>Revisit books from text set 4.  |  |
|             | <b>SR</b> <b>TEXT: A Meerkat Day</b>  |  |
|             | <b>PWS</b> <b>HIGH-FREQUENCY WORDS 3:</b><br><i>Recognize and Use Longer High-Frequency Words, Some with More Than One Syllable</i>   |  |
| SMALL GROUP | <b>GR</b> Groups D, B, A  |  |
|             | <b>BC</b>   |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |  |

## DAY 34

|             |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b><br><b>LITERARY ANALYSIS UMBRELLA 2</b><br><b>STUDYING AUTHORS AND ILLUSTRATORS</b><br><br><b>LA.U2.RML2:</b> Sometimes authors get ideas for their books from their own lives |  |
|             | <b>IRA</b><br><b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY: PATRICIA POLACCO</b><br><br><b>TEXT:</b> <i>Meteor!</i>  |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b> Review previously taught lesson.  |  |
| SMALL GROUP | <b>GR</b> Groups A, C, B   |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

## DAY 35

|             |   |  |
|-------------|---|--|
| WHOLE CLASS | <b>RML</b><br><b>LITERARY ANALYSIS UMBRELLA 2</b><br><b>STUDYING AUTHORS AND ILLUSTRATORS</b><br><br><b>LA.U2.RML3:</b> You can recognize some books by the author or illustrator |  |
|             | <b>IRA</b><br><b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY: PATRICIA POLACCO</b><br><br><b>TEXT:</b> <i>The Keeping Quilt</i>   |  |
|             | <b>SR</b>   |  |
|             | <b>PWS</b> Review previously taught lesson.   |  |
| SMALL GROUP | <b>GR</b> Groups B, A, D  |  |
|             | <b>BC</b>   |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |  |

## DAY 36

|             |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b> <b>WRITING ABOUT READING UMBRELLA 2</b><br><b>USING A READER'S NOTEBOOK</b><br><b>WAR.U2.RML1:</b> <i>Make a list of the books you want to read</i> |  |
|             | <b>IRA</b> <b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY:</b><br><b>PATRICIA POLACCO</b><br><b>TEXT:</b> <i>Thunder Cake</i>                                |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b> <b>WORD STRUCTURE 1:</b> <i>Recognize and Use Compound Words</i>  |  |
| SMALL GROUP | <b>GR</b> Groups A, B, C   |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.  |  |

## DAY 37

|             |   |  |
|-------------|---|--|
| WHOLE CLASS | <b>RML</b> <b>WRITING ABOUT READING UMBRELLA 2</b><br><b>USING A READER'S NOTEBOOK</b><br><b>WAR.U2.RML2:</b> <i>Make a list of the books you recommend</i> |  |
|             | <b>IRA</b> <b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY:</b><br><b>PATRICIA POLACCO</b><br><b>TEXT:</b> <i>Some Birthday!</i>                           |  |
|             | <b>SR</b>   |  |
|             | <b>PWS</b> <b>WORD STRUCTURE 2:</b> <i>Recognize and Use Compound Words That Have Frequently Used Words</i>   |  |
| SMALL GROUP | <b>GR</b> Groups C, A, D  |  |
|             | <b>BC</b>   |  |
| INDEPENDENT | <b>IR</b> Student choice and confer with individual students.   |  |



## DAY 38







|             |            |  |  |
|-------------|------------|--|--|
| WHOLE CLASS | <b>RML</b> | <b>WRITING ABOUT READING UMBRELLA 2</b><br><b>USING A READER'S NOTEBOOK</b><br><br><b>WAR.U2.RML3:</b> Write a book recommendation |  |
|             | <b>IRA</b> | <b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY:</b><br><b>PATRICIA POLACCO</b><br><br><b>TEXT:</b> <i>The Bee Tree</i>           |  |
|             | <b>SR</b>  |  |  |
|             | <b>PWS</b> | <b>WORD STRUCTURE 3:</b> Recognize and Use Contractions with not   |  |
| SMALL GROUP | <b>GR</b>  | Groups D, B, A   |  |
|             | <b>BC</b>  |  |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |

## DAY 39

|             |            |  |  |
|-------------|------------|--|--|
| WHOLE CLASS | <b>RML</b> | <b>WRITING ABOUT READING UMBRELLA 2</b><br><b>USING A READER'S NOTEBOOK</b><br><br><b>WAR.U2.RML4:</b> Tell how a book reminds you of another book |  |
|             | <b>IRA</b> | <b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY:</b><br><b>PATRICIA POLACCO</b><br><br>Revisit books from text set 5.                             |  |
|             | <b>SR</b>  |  |  |
|             | <b>PWS</b> | <b>LETTER-SOUND RELATIONSHIPS 3:</b><br>Recognize and Use y as a Vowel Sound   |  |
| SMALL GROUP | <b>GR</b>  | Groups A, C, B   |  |
|             | <b>BC</b>  |  |  |
| INDEPENDENT | <b>IR</b>  | Student choice and confer with individual students.  |  |

| DAY 40      |  |  |
|-------------|--|--|
| WHOLE CLASS | <b>RML</b><br><b>WRITING ABOUT READING UMBRELLA 2</b><br><b>USING A READER'S NOTEBOOK</b><br><b>WAR.U2.RML5:</b> <i>Keep a tally of the kinds of writing about reading you do in your notebook</i> |  |
|             | <b>IRA</b><br><b>TEXT SET 5</b><br><b>AUTHOR/ILLUSTRATOR STUDY:</b><br><b>PATRICIA POLACCO</b><br>Revisit books from text set 5.   |  |
|             | <b>SR</b>  |  |
|             | <b>PWS</b><br><b>LETTER-SOUND RELATIONSHIPS 4:</b><br><i>Recognize and Use Letter Combinations That Represent Long Vowel Sounds</i>  |  |
| SMALL GROUP | <b>GR</b><br>Groups B, A, D  |  |
|             | <b>BC</b>  |  |
| INDEPENDENT | <b>IR</b><br>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"> <li>• OBSERVATIONAL NOTES</li> <li>• READER'S NOTEBOOK</li> <li>• WRITING SAMPLES</li> <li>• INTERACTIVE READ-ALOUD RECORD KEEPING FORM</li> </ul> | <ul style="list-style-type: none"> <li>• Children's Talk</li> <li>• Writing About Reading</li> </ul>                         | <ul style="list-style-type: none"> <li>• Respond to the text's meaning?</li> <li>• Share their thinking after reading that indicates understanding?</li> <li>• Use some of the language from the book?</li> <li>• Respond to the reading through writing that demonstrates understanding?</li> <li>• Actively participate in conversation about the book with the group and other students?</li> </ul>             |
|  <ul style="list-style-type: none"> <li>• OBSERVATIONAL NOTES</li> <li>• READER'S NOTEBOOK</li> <li>• WRITING SAMPLES</li> </ul>   | <ul style="list-style-type: none"> <li>• Children's Talk</li> <li>• Writing About Reading</li> </ul>                         | <ul style="list-style-type: none"> <li>• Join in on the reading using appropriate intonation and phrasing?</li> <li>• Notice visual signposts, details and use of nonfiction text features?</li> <li>• Revisit the text when working independently?</li> <li>• Talk about the text in a meaningful way?</li> <li>• Show evidence of written language in independent writing?</li> </ul>                            |
|  <ul style="list-style-type: none"> <li>• READING RECORD</li> <li>• OBSERVATIONAL NOTES</li> <li>• READER'S NOTEBOOK</li> <li>• GUIDED READING RECORD KEEPING FORM</li> </ul>          | <ul style="list-style-type: none"> <li>• Oral Reading</li> <li>• Children's Talk</li> <li>• Writing About Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Read with accuracy and fluency?</li> <li>• Display significant behaviors such as pauses, repetitions, errors, and self-corrections?</li> <li>• Show evidence of understanding of the text — beyond simply retelling?</li> <li>• Talk about the “bigger” ideas of the text?</li> <li>• Articulate understandings and critical thinking through writing/drawing?</li> </ul> |
|  <ul style="list-style-type: none"> <li>• INDEPENDENT READING</li> <li>• RECORD KEEPING FORM</li> <li>• READER'S NOTEBOOK</li> </ul>  | <ul style="list-style-type: none"> <li>• Oral Reading</li> <li>• Children's Talk</li> <li>• Writing About Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Summarize the story, covering essential parts?</li> <li>• Demonstrate sustained attention by reading the entire book?</li> <li>• Use language appropriate to the book?</li> <li>• Demonstrate ability to talk about and write about the book?</li> <li>• Notice patterns and make connections?</li> </ul>   |
|  <ul style="list-style-type: none"> <li>• OBSERVATIONAL NOTES</li> <li>• READER'S NOTEBOOK</li> </ul>  | <ul style="list-style-type: none"> <li>• Children's Talk</li> <li>• Writing About Reading</li> </ul>                         | <ul style="list-style-type: none"> <li>• Make comments that indicate an understanding of the book?</li> <li>• Listen to other students' comments and follow along in their book?</li> <li>• Share their own thinking and build upon the thinking of others?</li> <li>• Participate in a sustained discussion for a period of time?</li> <li>• Respond to the meaning of the text?</li> </ul>                       |
|  <ul style="list-style-type: none"> <li>• OBSERVATIONAL NOTES</li> <li>• APPLICATION ACTIVITIES</li> <li>• ASSESSMENT GUIDE IN ONLINE RESOURCES</li> </ul>                           | <ul style="list-style-type: none"> <li>• Oral Reading</li> <li>• Systematic Assessment Tasks</li> </ul>                      | <ul style="list-style-type: none"> <li>• Notice similar patterns in words (sounds and/or letters?)</li> <li>• Apply principles in reading and writing successfully?</li> <li>• Use known words and word parts to solve new words?</li> <li>• Continue to acquire a repertoire of known words?</li> <li>• Use understandings of phonics and core of words to monitor reading?</li> </ul>                            |

## Keep it going!

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



## ADDITIONAL ONLINE TOOLS AND

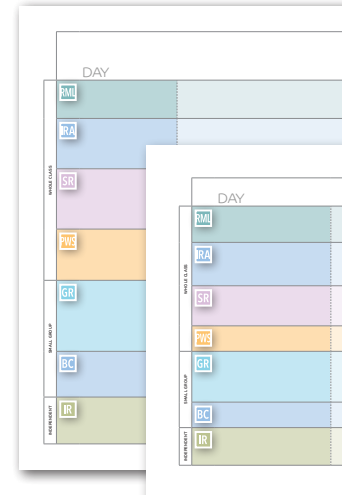
### VIDEO QUICK-START

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

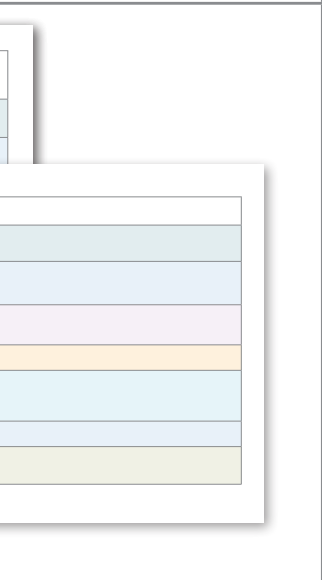
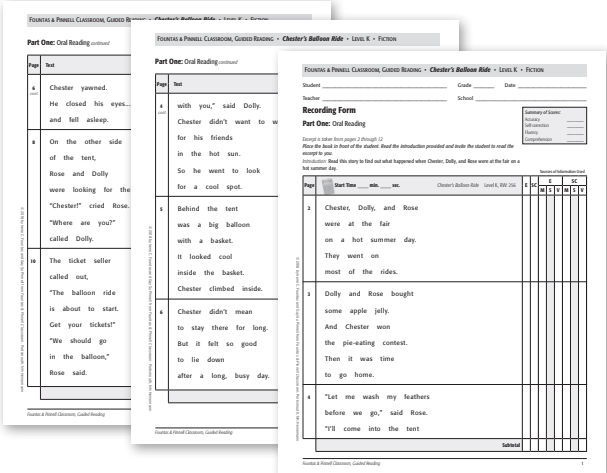



### PLANNING

- 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.PUB/FPCpreview)

| TOOLS  | GUIDED READING RECORDING FORMS  | SHARED READING AUDIO BOOKS  |
|--|---|---|
| <p>Daily Planning<br/>Literacy learning in your<br/>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> |
|  |    |   |

*Transform literacy education for your students.*  
 Make Fountas & Pinnell Classroom™ *your* classroom.

# 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™<br>PROFESSIONAL LEARNING RESOURCES AND OPPORTUNITIES   |   |     |    |     |     |    |    |    |                                 |                                |   |
|---|---|-----|----|-----|-----|----|----|----|---------------------------------|--------------------------------|---|
| INCLUDED WITH YOUR FPC PURCHASE   |   | IRA | SR | PWS | RML | GR | BC | IR | FPC<br>OVERVIEW ALL<br>CONTEXTS | FPC<br>YEARLONG<br>PARTNERSHIP | FPC<br>ONLINE<br>IMPLEMENTATION<br>COURSE |
| <b>EMBEDDED</b><br><i>RESOURCES INCLUDED AS PART<br/>OF YOUR FPC PURCHASE</i>   | Online resources including a Getting Started video library and an online implementation course.     | ●   | ●  | ●   | ●   | ●  | ●  | ●  |                                 |                                | ●   |
| <b>OPTIONAL FEE-BASED*</b>  |   |     |    |     |     |    |    |    |                                 |                                |   |
| <b>ON-SITE</b><br><i>FOUNTAS &amp; PINNELL-TRAINED<br/>CONSULTANTS COME TO YOU</i>  | School-based seminars designed to meet your learning needs.   | ●   | ●  | ●   | ●   | ●  | ●  | ●  | ●                               | ●                              |   |
| <b>OFF-SITE</b><br><i>YOU COME TO THE EXPERTS</i>   | Multi-day institute designed and delivered by Fountas and Pinnell for extensive learning.           |     |    |     |     |    |    |    | ●                               |                                |   |
| <b>ONLINE</b><br><i>INTERACT DIGITALLY WITH<br/>FOUNTAS &amp; PINNELL-TRAINED<br/>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 &amp; Pinnell Literacy Continuum, Expanded Edition</i>. Available in print or digital format.</p> |   |     |    |     |     |    |    |    |                                 |                                |   |

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