

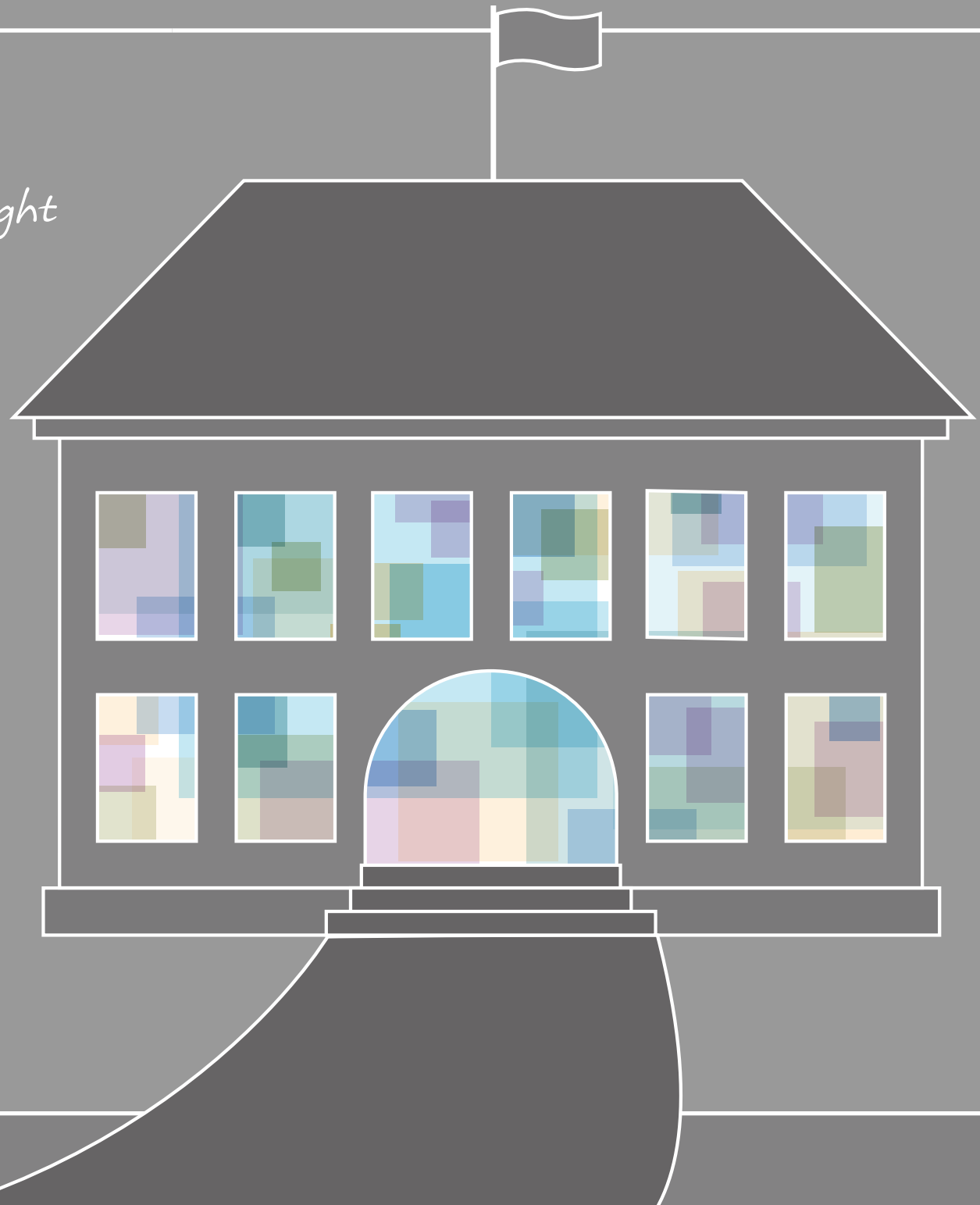
GRADE **K**  
**8 WEEK**  
INSTRUCTIONAL  
PLAN

Fountas & Pinnell  
**Classroom™**



AN INSTRUCTIONAL PLAN  
FOR THE FIRST 8 WEEKS

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

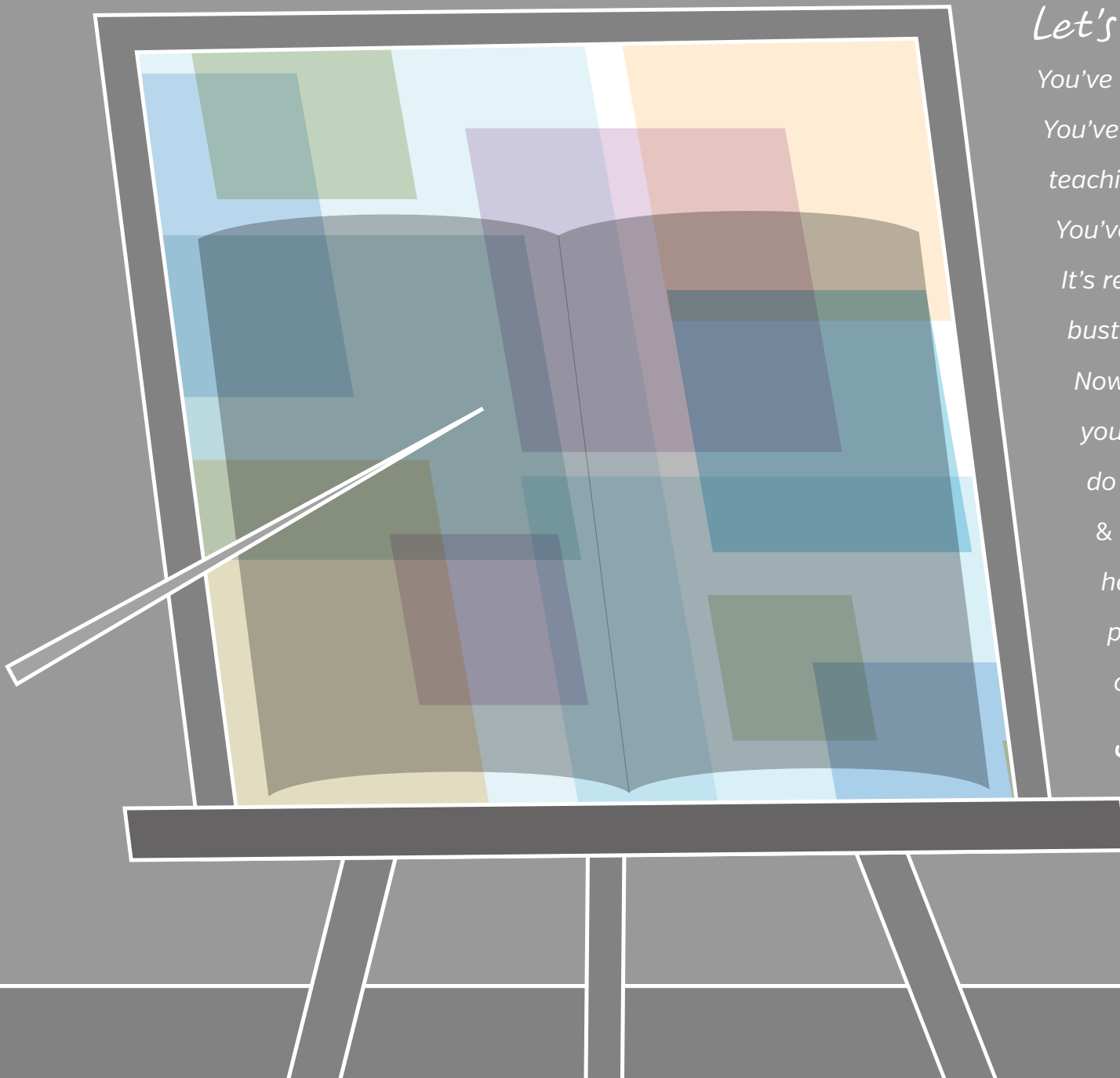


# WELCOME TO FOUNTAS & PINNELL CLASSROOM™

## 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 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 KINDERGARTEN

### PREVIEW PACK RESOURCES FOR DAYS 1–5

### WEEK 1 DAYS 1–5

- Establish morning meeting and routines.
- **MANAGEMENT UMBRELLA 1:** Teach how to retrieve, use, and return simple materials, e.g., crayons, paper, glue, scissors.
- **MANAGEMENT UMBRELLA 3:** Take a tour of the room to name the areas and centers [and have children do it]. Introduce four permanent centers: **Read a Book, Listen to a Book, Work on Writing, and Letter/Word Work.**
- **MANAGEMENT UMBRELLA 2:** Teach children routines for using the classroom library for **INDEPENDENT READING.**
- **MANAGEMENT UMBRELLA 1:** Practice moving between meeting area, centers, and home table.
- Make a name chart with children.
- Have children find their names in the classroom [using a model].
- Have children work with their names [puzzles, magnetic letters, etc.].
- Use mostly whole group or individual table activities.
- Introduce **INTERACTIVE READ-ALoud** and **SHARED READING.**

### WEEK 2 DAYS 6–10

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

				PREVIEW PACK RESOURCES FOR DAYS 36–40
WEEK 3 DAYS 11–15		WEEK 4 DAYS 16–20		WEEKS 5–6 DAYS 21–30
<ul style="list-style-type: none"> <li>■ <b>MANAGEMENT UMBRELLA 3:</b> Teach children routines for using the <b>Letter/Word Work</b> center.</li> <li>■ Continue to read aloud and use shared reading and shared writing to establish the learning community and build up common reading materials and models for writing.</li> <li>■ Continue assessment conferences any time children are working independently.</li> </ul>		<ul style="list-style-type: none"> <li>■ <b>MANAGEMENT UMBRELLA 3:</b> Teach children routines for using the <b>Work on Writing</b> center.</li> <li>■ Work with children toward rotations of two or three centers as you interact and encourage them.</li> <li>■ <b>MANAGEMENT UMBRELLA 3:</b> Teach children to use “browsing boxes,” the tubs or baskets of books that you create for children to browse through and choose a book to read.</li> <li>■ Begin <b>Interactive Writing</b> with whole group.</li> <li>■ Teach children how to work with a partner using simple applications that children do simultaneously at tables.</li> <li>■ Continue assessment conferences any time children are working independently.</li> </ul>		<ul style="list-style-type: none"> <li>■ Establish the routine of working in small groups and rotating between centers for a period of time, working toward 60 minutes.</li> <li>■ Emphasize independence during the morning meeting.</li> <li>■ <b>MANAGEMENT UMBRELLA 3:</b> Begin personal poetry books with one poem that children illustrate. Don’t have them decorate the front cover right away; they need to think about the poetry and the importance of the cover art.</li> <li>■ Teach children how and where to store their personal poetry books.</li> <li>■ Complete individual assessments and form tentative guided reading groups to begin in weeks 7–8.</li> </ul>
				WEEKS 7–8 DAYS 31–40
				<ul style="list-style-type: none"> <li>■ Explain the Guided Reading area to children and what they will be doing there. The idea is to establish the routine of the reading table. Explain why you need no interruptions. With short lessons, you can take a quick walk around the room after each group. Practice with the children.</li> <li>■ Hold at least four very short [10 minutes] <b>GUIDED READING</b> groups a day. Since you are teaching the routine, you can use any book that children can read quickly, even ones they have previously read in shared reading.</li> <li>■ Continue the full schedule of activities.</li> <li>■ Go over the schedule as refined so that children understand how the weeks will now go.</li> <li>■ <b>MANAGEMENT UMBRELLA 1:</b> Continue to monitor independent work and help children self-assess and problem-solve as needed. Revise center work as needed.</li> <li>■ Continue <b>GUIDED READING</b> groups, increasing time but still keeping them short. Regroup as needed.</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/ resources are identified by name on the day they are taught the first time.
<div>DAY 38</div>			
WHOLE CLASS	<b>RML</b> <b>LITERARY ANALYSIS UMBRELLA 14</b> <b>UNDERSTANDING CHARACTERS IN STORIES</b> <b>LA.U14.RML3:</b> <i>The words and pictures help you understand how a character feels.</i>		
	<b>IRA</b> <b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> <b>TEXT:</b> <i>Max and the Tag-Along Moon</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.		Thumbnails serve as a visual queue to try out that lesson/day/week from the FPC Preview Pack.
	<b>SR</b> <b>TEXT:</b> <i>Kate's Party</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Two Little Blackbirds</i>		
	<b>PWS</b> Review previously taught lesson.		
SMALL GROUP	<b>GR</b> Individual Assessments: Text Reading Level, High-Frequency Words, Word Writing		
	<b>BC</b> <b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>The Baby Sister</i>		
INDEPENDENT	<b>IR</b> 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	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 1</b> <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML3:</b> Turn and talk to share your thinking
	<b>IRA</b>	<b>TEXT SET 4</b> <b>MEMORY STORIES</b> <b>TEXT:</b> <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.
	<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> <b>AUTHOR/ILLUSTRATOR STUDY: TOMIE DEPAOLA</b> 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> <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML4:</b> When you read, mark places you want to talk about
	<b>IRA</b>	<b>TEXT SET 4</b> <b>MEMORY STORIES</b> <b>TEXT:</b> <i>I Love Saturdays y domingos</i> 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

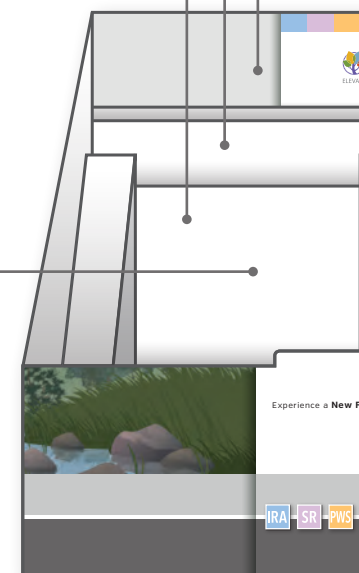
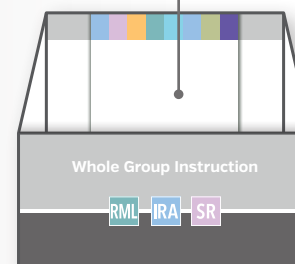
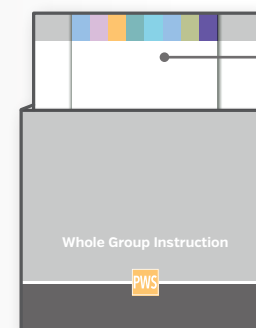
A sampling of *The Reading Minilessons Book* that contains the reading minilessons identified for the two-week preview

IRA

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

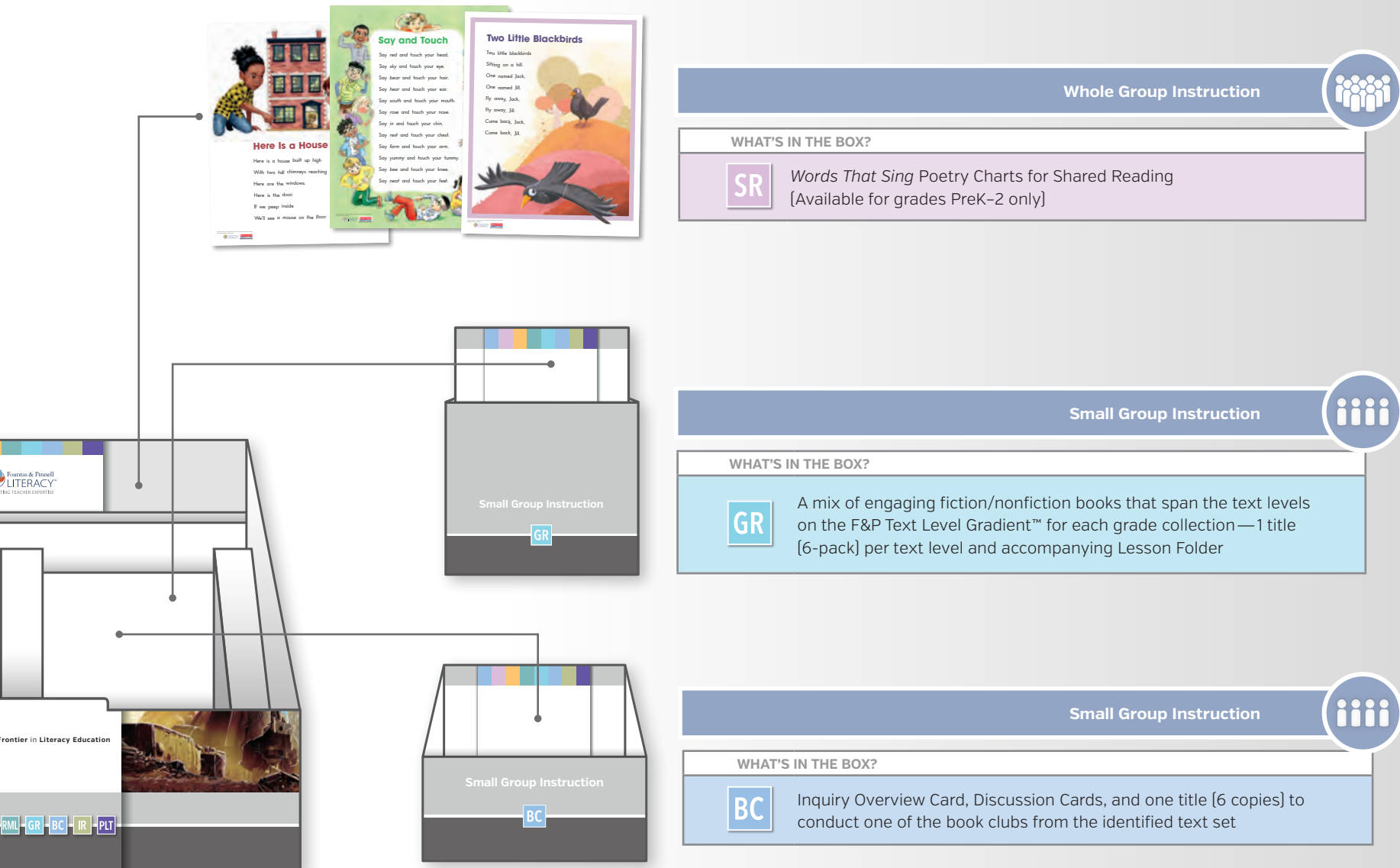
SR

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



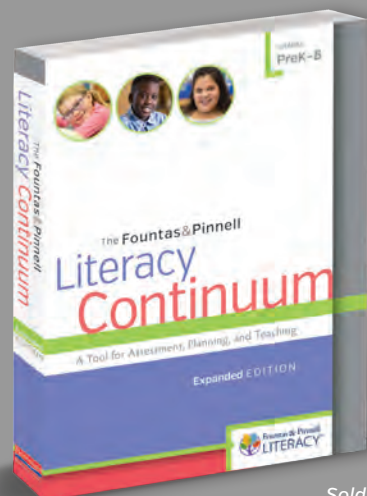


If you are using this instructional plan in conjunction with the FPC Preview Pack, use this diagram to familiarize yourself with the resources provided for you to “try out” two full weeks of instruction in Fountas & Pinnell Classroom™



# 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

**Genre**

- 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, otter-like).
- 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

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

GR Guided Reading

Chester's Sweater Level J



FPC GUIDED READING LESSON FOLDER, GRADE 1

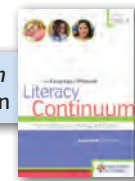
You're ready to go.

## 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.

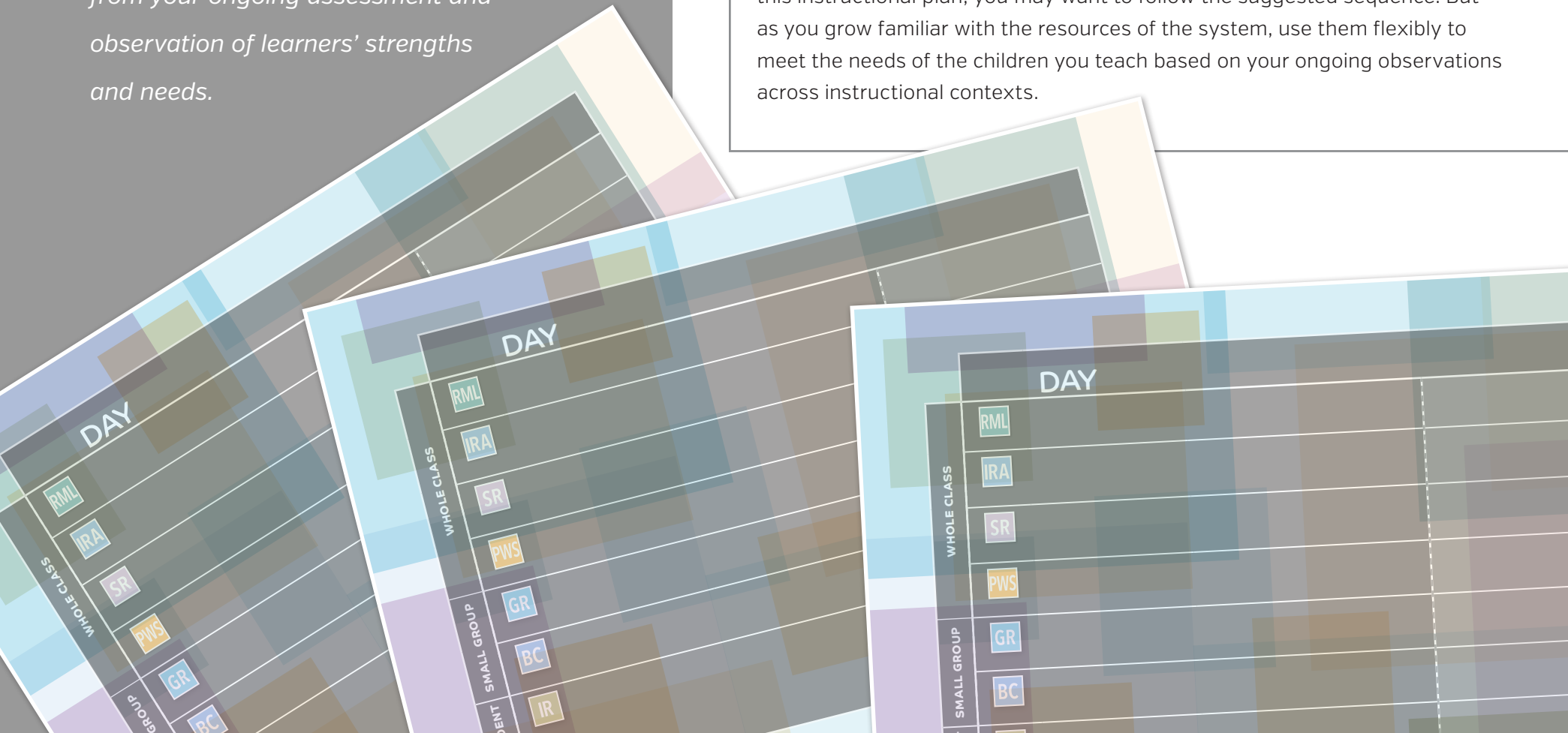
## A blueprint for literacy instruction

*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.



<p>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 <i>Fountas &amp; Pinnell Classroom™</i> 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>				
<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

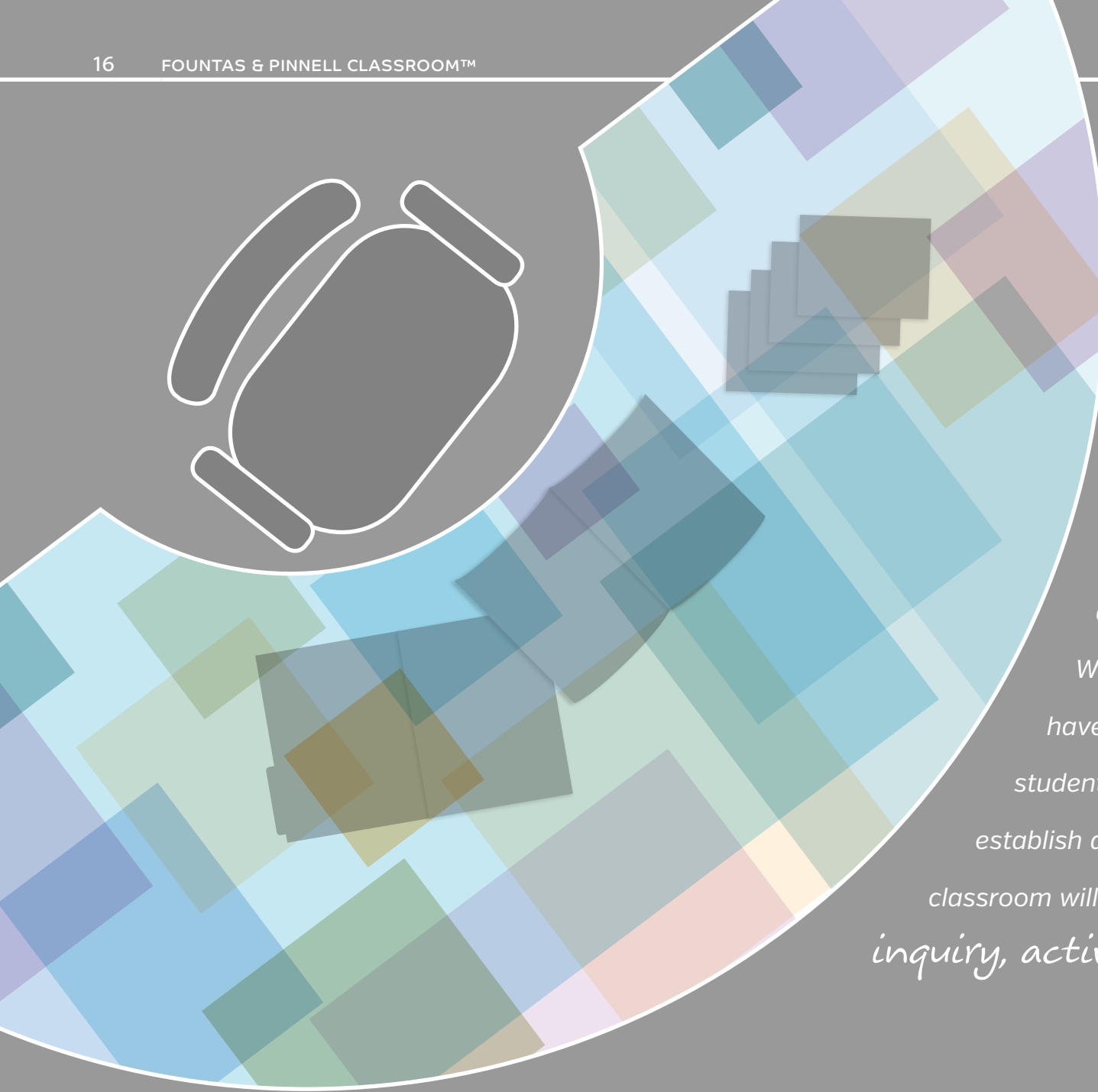
At the beginning of the year, take your students on a tour of the classroom. Introduce children to their classroom “home”—the books and resources, different areas of the classroom: whole-group meeting area, small-group area, and independent work areas.

### 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.

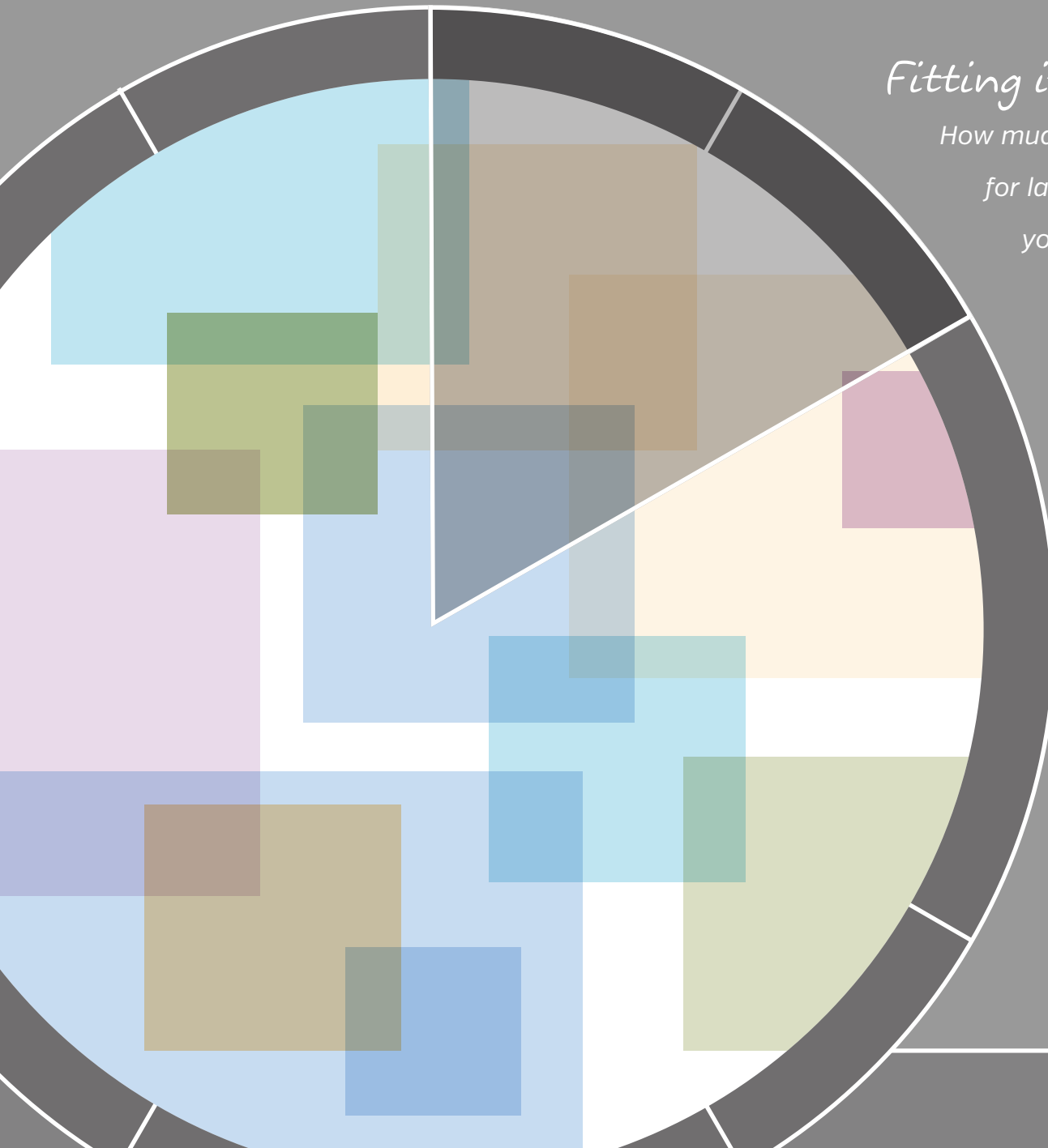
### Create consistency

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.*











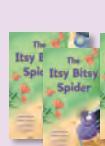

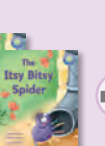
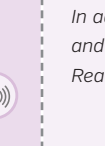



# SUGGESTED DAILY FRAMEWORK









	MINUTES EACH DAY	INSTRUCTIONAL CONTEXT		ACTIVITY OPTIONS
TOTAL: 2.5-3 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.
	 	PHONICS, SPELLING, AND WORD STUDY LESSON		Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing.
	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"><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>Rotate through Literacy Centers <b>OR</b> engage in four tasks:<ol style="list-style-type: none"><li>Read a book</li><li>Listen to a book</li><li>Work on writing</li><li>Work on letters/words (application from Phonics lesson)</li></ol></li></ul>
		GROUP SHARE		Gather children together to reflect on and share learning.
	BREAK			
		CENTERS, CHOICE TIME AND/OR PLAY		Children rotate through a variety of centers; dramatic play, sand/water table, art, blocks, music/movement, computer, science table, math, etc.

# DAY 1










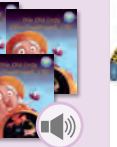






## OBSERVATIONS AND NOTES

WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 1</b> <b>WORKING TOGETHER IN THE CLASSROOM</b> <b>MGT.U1.RML1:</b> <i>Use an appropriate voice level</i>	    	
	<b>IRA</b> <b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b> <b>TEXT:</b> <i>The Eensy-Weensy Spider</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.
	<b>SR</b> <b>TEXT:</b> <i>The Itsy Bitsy Spider</i>	      	In addition to the Big Book, there are six small books and audiobook versions provided for all Shared Reading titles.
	<b>PWS</b> Have children find their names in the classroom.		
SMALL GROUP	<b>GR</b> Individual Assessments: Letter Recognition, Early Literacy Behaviors, Phonological Awareness		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 until month two, once children are more familiar with how print "works."
INDEPENDENT	<b>IR</b> 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 children will use to work with one another and independently during independent work time.













# DAY 2

WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 1</b> <b>WORKING TOGETHER IN THE CLASSROOM</b> <b>MGT.U1.RML2:</b> <i>Move from one spot to another quickly and silently</i>    	
	<b>IRA</b> <b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b> <b>TEXT:</b> <i>Baa-Baa Black Sheep</i>  	
	<b>SR</b> <b>TEXT:</b> <i>The Itsy Bitsy Spider</i> Respond to the SR text by using the Shared Writing section on your lesson folder.  	
	<b>PWS</b> Do various classroom activities focused on children's names.	
SMALL GROUP	<b>GR</b> Individual Assessments	
	<b>BC</b>	
INDEPENDENT	<b>IR</b> Establish a classroom community and routines.	












# DAY 3

WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 1</b> <b>WORKING TOGETHER IN THE CLASSROOM</b> <b>MGT.U1.RML3:</b> <i>Listen carefully to each other</i>	   	
	<b>IRA</b> <b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b> <b>TEXT:</b> <i>I'm a Little Teapot</i>	 	
	<b>SR</b> <b>TEXT:</b> <i>The Old Lady Who Swallowed a Fly</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Here Is a House</i>	         	
	<b>PWS</b> Do various classroom activities focused on children's names.		
SMALL GROUP	<b>GR</b> Individual Assessments		
	<b>BC</b>		
INDEPENDENT	<b>IR</b> Establish a classroom community and routines.		



## DAY 4

WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 1</b> <b>WORKING TOGETHER IN THE CLASSROOM</b> <b>MGT.U1.RML4: Do your best work</b>	    	
	<b>IRA</b>	<b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b> <b>TEXT: It's Raining, It's Pouring</b>	 	
	<b>SR</b>	<b>TEXT: The Old Lady Who Swallowed a Fly</b> Respond to the SR text by using the Interactive Writing section on your lesson folder, or convert to a Shared Writing experience.   <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Here Is a House</i>	  	
	<b>PWS</b>			
SMALL GROUP	<b>GR</b>	Individual Assessments		
	<b>BC</b>			
INDEPENDENT	<b>IR</b>	Establish a classroom community and routines.		


# DAY 5

WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 1</b> <b>WORKING TOGETHER IN THE CLASSROOM</b> <b>MGT.U1.RML5:</b> Find ways to solve problems when you need help	    	
	<b>IRA</b> <b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b> <b>TEXT:</b> <i>This is the House that Jack Built</i>	 	
	<b>SR</b> <b>TEXT:</b> <i>The House that Jack Built</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Here Is a House</i>	   	
	<b>PWS</b> Make class Name Chart.		
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 and confer with individual students include: <ul style="list-style-type: none"> <li>• Read a book from the classroom library</li> <li>• Listen to a book</li> <li>• Work on writing</li> <li>• Work on letters/words (phonics application)</li> </ul>

## DAY 6

WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 1</b> <b>WORKING TOGETHER IN THE CLASSROOM</b>  <b>MGT.U1.RML6:</b> <i>Take good care of classroom materials</i>	
	<b>IRA</b>	<b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b>  Revisit books from text set 1.	
	<b>SR</b>  	<b>TEXT:</b> <i>The House that Jack Built</i> Respond to the SR text by using the Interactive Writing section on your lesson folder, or convert to a Shared Writing experience.  <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>This is the Way We Go To School</i>	
	<b>PWS</b>	Create a classroom Name Chart	
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> <b>USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING</b>  <b>MGT.U2.RML1:</b> <i>Take good care of the books in the classroom library</i>	
	<b>IRA</b>	<b>TEXT SET 1</b> <b>SHARING STORIES AND SONGS: NURSERY RHYMES</b>  Revisit books from text set 1.	
	<b>SR</b> 	Revisit SR book of choice  <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>This is the Way We Go To School</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.	



DAY 8		
WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 2</b> <b>USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING</b> <b>MGT.U2.RML2:</b> <i>The classroom library is organized to find good books</i>	
	<b>IRA</b> <b>TEXT SET 2</b> <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> <b>TEXT:</b> <i>The Bus For Us</i>	
	<b>SR</b> <b>TEXT:</b> <i>School Days</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>This is the Way We Go to School</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.	


DAY 9		
WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 2</b> <b>USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING</b> <b>MGT.U2.RML3:</b> <i>Choose books that you want to read</i>	
	<b>IRA</b> <b>TEXT SET 2</b> <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> <b>TEXT:</b> <i>Wemberly Worried</i>	
	<b>SR</b> <b>TEXT:</b> <i>School Days</i> Respond to the SR text by using the Shared Writing section on your lesson folder. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Time to Pick Up</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.	





DAY 10		
WHOLE CLASS	 <b>MANAGEMENT UMBRELLA 2</b> <b>USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING</b> <b>MGT.U2.RML4:</b> <i>Read quietly so everyone can enjoy reading</i>	
	 <b>TEXT SET 2</b> <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> <b>TEXT:</b> <i>Look Out, Kindergarten, Here I Come!</i>	
	 <b>TEXT:</b> <i>Hand in Hand: Poems About Friends</i> <u>SUPPLEMENTARY RESOURCE</u> <b>POETRY CHART:</b> <i>Time to Pick Up</i>	
		
SMALL GROUP	 Individual Assessments	
		
INDEPENDENT	 Student choice and confer with individual students.	

DAY 11		
WHOLE CLASS	 <b>MANAGEMENT UMBRELLA 2</b> <b>USING THE CLASSROOM LIBRARY FOR INDEPENDENT READING</b> <b>MGT.U2.RML5:</b> <i>Return your book to the same basket</i>	
	 <b>TEXT SET 2</b> <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> <b>TEXT:</b> <i>Miss Bindergarten Gets Ready for Kindergarten</i>	
	 <b>TEXT:</b> <i>Hand in Hand: Poems About Friends</i> Respond to the SR text by using the Shared Writing section on your lesson folder.  <u>SUPPLEMENTARY RESOURCE</u> <b>POETRY CHART:</b> <i>Five Little Fingers</i>	
	 <b>EARLY LITERACY CONCEPTS 1:</b> <i>Recognize Your Name</i>	
SMALL GROUP		
		
INDEPENDENT	 Student choice and confer with individual students.	


DAY 12		
WHOLE CLASS	<b>RML</b> LITERARY ANALYSIS UMBRELLA 1 <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML1:</b> <i>The title of the book is on the front cover</i>	
	<b>IRA</b> TEXT SET 2 <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> <b>TEXT:</b> <i>I Love You All Day Long</i>	
	<b>SR</b> <b>TEXT:</b> <i>Hand in Hand: Poems About Friends</i>  Respond to the SR text by using the Shared Writing section on your lesson folder.  <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Five Little Fingers</i>	
	<b>PWS</b> <b>EARLY LITERACY CONCEPTS 1:</b> <i>Recognize Your Name</i>	
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b> Student choice and confer with individual students.	

DAY 13		
WHOLE CLASS	<b>RML</b> LITERARY ANALYSIS UMBRELLA 1 <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML2:</b> <i>The author wrote the book. The illustrator created the pictures.</i>	
	<b>IRA</b> TEXT SET 2 <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> Revisit books from text set 2.	
	<b>SR</b> <b>TEXT:</b> <i>The Orange Butterfly: A Story in Pictures</i>  <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Five Little Fingers</i>	
	<b>PWS</b> <b>EARLY LITERACY CONCEPTS 2:</b> <i>Recognize Your Name</i>	
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b> Student choice and confer with individual students.	



## DAY 14

WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 1</b> <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML3:</b> <i>Think about the books you read and talk about your thinking with others</i>	
	<b>IRA</b>	<b>TEXT SET 2</b> <b>LEARNING AND PLAYING TOGETHER: SCHOOL</b> Revisit books from text set 2.	
	<b>SR</b>  	<b>TEXT:</b> <i>The Orange Butterfly: A Story in Pictures</i> Respond to the SR text by using the Shared Writing section on your lesson folder. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Red, White and Blue</i>	
	<b>PWS</b>	<b>EARLY LITERACY CONCEPTS 2:</b> <i>Recognize Your Name</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>		
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	


## DAY 15



WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 1</b> <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML4:</b> <i>Turn and talk to share your thinking with others</i>	
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>Alphabet Under Construction</i>	
	<b>SR</b> 	<b>TEXT:</b> <i>City ABC's</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Red, White and Blue</i>	
	<b>PWS</b>	Review <b>EARLY LITERACY CONCEPTS 1 and 2.</b>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>		
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	



## DAY 16

WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 1</b> <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML5:</b> <i>When you read, mark places you want to talk about</i>	
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>Alphabet Under Construction</i>	
	<b>SR</b>  	<b>TEXT:</b> <i>City ABC's</i> Respond to the SR text by using the Shared Writing section on your lesson folder. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Red, White and Blue</i>	
	<b>PWS</b>	<b>LETTER KNOWLEDGE 1:</b> <i>Understand That Words Are Formed with Letters</i>	
SMALL GROUP	<b>GR</b>		
	<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> <b>THINKING AND TALKING ABOUT BOOKS</b> <b>LA.U1.RML6:</b> <i>Read the book again to enjoy it and learn more</i>	
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>ABC, I Like Me</i>	
	<b>SR</b> 	<b>TEXT:</b> <i>Country ABC's</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Three Blind Mice</i>	
	<b>PWS</b>	<b>LETTER KNOWLEDGE 1:</b> <i>Understand That Words Are Formed with Letters</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>		
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	

DAY 18		
WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.
	<b>IRA</b> 	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>ABC, I Like Me</i> Interactive Writing: Make Class ABC Big Book.
	<b>SR</b> 	<b>TEXT:</b> <i>Country ABC's</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Three Blind Mice</i>
	<b>PWS</b>	<b>LETTER KNOWLEDGE 1:</b> <i>Understand That Words Are Formed with Letters</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.

DAY 19		
WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.
	<b>IRA</b> 	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>B is for Bulldozer</i> Interactive Writing: Make Class ABC Big Book.
	<b>SR</b> 	<b>TEXT:</b> <i>The Sleepover</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Three Blind Mice</i>
	<b>PWS</b>	<b>WORD-SOLVING ACTIONS 1:</b> <i>Recognize and Find Names</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.

DAY 20		
WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.
	<b>IRA</b> 	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>B is for Bulldozer</i> Interactive Writing: Make Class ABC Big Book.
	<b>SR</b> 	<b>TEXT:</b> <i>The Sleepover</i> <u>SUPPLEMENTARY RESOURCE</u> <b>POETRY CHART:</b> <i>Three Blind Mice</i>
	<b>PWS</b>	<b>WORD-SOLVING ACTIONS 1:</b> <i>Recognize and Find Names</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.



DAY 21		
WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML1:</b> <i>Read a book from the classroom library or your book box</i>
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>On Market Street</i>
	<b>SR</b> 	Read class-made ABC Big Book. <u>SUPPLEMENTARY RESOURCE</u> <b>POETRY CHART:</b> <i>Elizabeth, Elspeth, Betsey, and Bess</i>
	<b>PWS</b>	<b>LETTER KNOWLEDGE 2:</b> <i>Recognize the Distinctive Features of Letter Forms</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	<b>TEXT SET</b> <b>CARING FOR EACH OTHER: FAMILY</b> 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.
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.


## DAY 22

WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML2:</b> <i>Listen to a book in the listening center</i>	
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>On Market Street</i>	
	<b>SR</b>	Read class-made <i>ABC Big Book</i> . <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Elizabeth, Elspeth, Betsey, and Bess</i>	
	<b>PWS</b>	<b>LETTER KNOWLEDGE 2:</b> <i>Recognize the Distinctive Features of Letter Forms</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>	Students read (or have read to them) the book they selected in preparation for their upcoming book club.	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	

## DAY 23


WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML3:</b> <i>Work on words in the word work center</i>	
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>A My Name is Alice</i>	
	<b>SR</b>	<b>TEXT:</b> <i>The Stuck Truck</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Elizabeth, Elspeth, Betsey, and Bess</i>	
	<b>PWS</b>	<b>LETTER KNOWLEDGE 3:</b> <i>Recognize the Distinctive Features of Letter Forms</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>	Students read (or have read to them) the book they selected in preparation for their upcoming book club.	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	

DAY 24		
WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> <b>TEXT:</b> <i>A My Name is Alice</i>
	<b>SR</b>  	<b>TEXT:</b> <i>The Stuck Truck</i> Respond to the SR text by using the Shared Writing section on your lesson folder. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>To Market, To Market</i>
	<b>PWS</b>	<b>LETTER KNOWLEDGE 3:</b> <i>Recognize the Distinctive Features of Letter Forms</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	Students read (or have read to them) the book they selected in preparation for their upcoming book club.
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.

DAY 25		
WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML4:</b> <i>Write and draw in the writing center</i>
	<b>IRA</b>	<b>TEXT SET 3</b> <b>LETTERS AT WORK: THE ALPHABET</b> Revisit books from text set 3.
	<b>SR</b> 	Revisit SR book of choice. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>To Market, To Market</i>
	<b>PWS</b>	<b>LETTER KNOWLEDGE 4:</b> <i>Recognize Letters and State Their Names</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	Students read (or have read to them) the book they selected in preparation for their upcoming book club.
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.



## DAY 26

WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b>  <b>MGT.U3.RML5:</b> <i>Read a book from your browsing box</i>	
	<b>IRA</b>	<b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> <b>TEXT:</b> <i>Do Like Kyla</i>	
	<b>SR</b>  	<b>TEXT:</b> <i>Look Out!</i> Respond to the SR text by using the Shared Writing section on your lesson folder.  <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>To Market, To Market</i>	
	<b>PWS</b>	<b>PHONOLOGICAL AWARENESS 1:</b> <i>Hear and Say Rhyming Words</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>	<b>TEXT SET</b> <b>CARING FOR EACH OTHER: FAMILY</b> Facilitate one book club.	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	

## DAY 27

WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b>  <b>MGT.U3.RML6:</b> <i>Read and illustrate a poem for your poetry notebook</i>	
	<b>IRA</b> 	<b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> <b>TEXT:</b> <i>Don't You Feel Well, Sam?</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.	
	<b>SR</b> 	<b>TEXT:</b> <i>Look Out!</i>  <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>The Mockingbird</i>	
	<b>PWS</b>	<b>PHONOLOGICAL AWARENESS 1:</b> <i>Hear and Say Rhyming Words</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>	<b>TEXT SET</b> <b>CARING FOR EACH OTHER: FAMILY</b> Facilitate one book club.	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	


DAY 28		
WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML7:</b> Read around the room with a pointer	
	<b>IRA</b> <b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> <b>TEXT:</b> Jonathan and His Mommy	
	<b>SR</b> <b>TEXT:</b> City Kid, Country Kid <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>The Mockingbird</i>	
	<b>PWS</b> <b>PHONOLOGICAL AWARENESS 1:</b> Hear and Say Rhyming Words	
SMALL GROUP	<b>GR</b>	
	<b>BC</b> <b>TEXT SET</b> <b>CARING FOR EACH OTHER: FAMILY</b> Facilitate one book club.	
INDEPENDENT	<b>IR</b> Student choice and confer with individual students.	



DAY 29		
WHOLE CLASS	<b>RML</b> Revisit previously taught minilesson.	
	<b>IRA</b> <b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> <b>TEXT:</b> Elizabeti's Doll	
	<b>SR</b> <b>TEXT:</b> City Kid, Country Kid Respond to the SR text by using the Shared Writing section on your lesson folder. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>The Mockingbird</i>	
	<b>PWS</b> <b>PHONOLOGICAL AWARENESS 2:</b> Hear and Say Rhyming Words	
SMALL GROUP	<b>GR</b>	
	<b>BC</b> <b>TEXT SET</b> <b>CARING FOR EACH OTHER: FAMILY</b> Facilitate one book club.	
INDEPENDENT	<b>IR</b> Student choice and confer with individual students.	

DAY 30		
WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.
	<b>IRA</b>	<b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> <b>TEXT:</b> <i>Where Are You Going Little Mouse?</i>
	<b>SR</b>	<b>TEXT:</b> <i>Fuzzy and Buzzy</i> SUPPLEMENTARY RESOURCE <b>POETRY CHART:</b> <i>Gray Squirrel</i>
	<b>PWS</b>	<b>PHONOLOGICAL AWARENESS 2:</b> <i>Hear and Say Rhyming Words</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.



DAY 31		
WHOLE CLASS	<b>RML</b>	<b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML8:</b> <i>Read and put together a story, song, or poem in the pocket chart</i>
	<b>IRA</b>	<b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> Revisit books from text set 4.
	<b>SR</b>	<b>TEXT:</b> <i>Fuzzy and Buzzy</i> Respond to the SR text by using the Shared Writing section on your lesson folder. SUPPLEMENTARY RESOURCE <b>POETRY CHART:</b> <i>Gray Squirrel</i>
	<b>PWS</b>	<b>PHONOLOGICAL AWARENESS 2:</b> <i>Hear and Say Rhyming Words</i>
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	<b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> 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.
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.

Look ahead to Days 36-40 for details on books and discussion cards.



DAY 32		
WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML9:</b> <i>Read a book with a partner</i>	
	<b>IRA</b> <b>TEXT SET 4</b> <b>TAKING CARE OF EACH OTHER: FAMILY</b> Revisit books from text set 4.	
	<b>SR</b> <b>TEXT: A Scary Story</b> SUPPLEMENTARY RESOURCE  <b>POETRY CHART:</b> <i>Gray Squirrel</i>	
	<b>PWS</b> <b>PHONOLOGICAL AWARENESS 3:</b> <i>Hear and Connect Rhyming Words</i>	
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b> Student choice and confer with individual students.	

DAY 33		
WHOLE CLASS	<b>RML</b> <b>MANAGEMENT UMBRELLA 3</b> <b>ENGAGING IN CLASSROOM LITERACY WORK</b> <b>MGT.U3.RML10:</b> <i>Look at your list to know what to do during reading time</i>	
	<b>IRA</b> <b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>A Visitor For Bear</i>	
	<b>SR</b> <b>TEXT: A Scary Story</b> Respond to the SR text by using the Shared Writing section on your lesson folder.  SUPPLEMENTARY RESOURCE  <b>POETRY CHART:</b> <i>Gobble, Gobble, Gobble</i>	
	<b>PWS</b> <b>PHONOLOGICAL AWARENESS 3:</b> <i>Hear and Connect Rhyming Words</i>	
SMALL GROUP	<b>GR</b>	
	<b>BC</b>	
INDEPENDENT	<b>IR</b> Student choice and confer with individual students.	











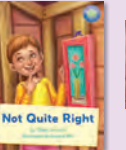























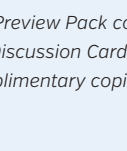
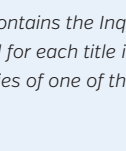
## DAY 34

WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.	
	<b>IRA</b> 	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>Big Al and Shrimpy</i> Respond to the IRA text by using the Interactive Writing section on your lesson folder.	
	<b>SR</b> 	<b>TEXT:</b> <i>School Days</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Gobble, Gobble, Gobble</i>	
	<b>PWS</b>	<b>PHONOLOGICAL AWARENESS 3:</b> <i>Hear and Connect Rhyming Words</i>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>		
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	

## DAY 35

WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.	
	<b>IRA</b> 	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>I'm the Best</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	
	<b>SR</b> 	<b>TEXT:</b> <i>School Days</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Gobble, Gobble, Gobble</i>	
	<b>PWS</b>	Review <b>PHONOLOGICAL AWARENESS 1, 2 and 3.</b>	
SMALL GROUP	<b>GR</b>		
	<b>BC</b>		
INDEPENDENT	<b>IR</b>	Student choice and confer with individual students.	










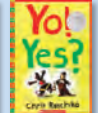



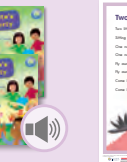



## DAY 36

WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 14</b> <b>UNDERSTANDING CHARACTERS IN STORIES</b> <b>LA.U14.RML1: Stories have important characters</b>	   	
	<b>IRA</b> 	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT: Jessica</b> 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.
	<b>SR</b> 	<b>TEXT: Not Quite Right</b> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Two Little Blackbirds</i>	   	
	<b>PWS</b>	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	<b>GR</b>	Begin to form Guided Reading groups with any students who are ready, based on your assessments.	        	The Preview Pack contains one title per text level from the Grade K Guided Reading Collection to try with a small group of students. [6 copies of each title provided.]
	<b>BC</b>	<b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> Prepare to facilitate book clubs for this text set on days 37-40.	        	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.
IND.	<b>IR</b>	Student choice and confer with individual students.		

## DAY 37










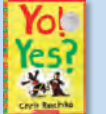







WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 14</b> <b>UNDERSTANDING CHARACTERS IN STORIES</b> <b>LA.U14.RML2:</b> <i>Sometimes the animals act like people in stories</i>	   	
	<b>IRA</b> 	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>Yo! Yes?</i> Respond to the IRA text by using the Shared Writing section on your lesson folder.	 	
	<b>SR</b> 	<b>TEXT:</b> <i>Not Quite Right</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Two Little Blackbirds</i>	  	
	<b>PWS</b>	Review previously taught lesson.		
SMALL GROUP	<b>GR</b>	Meet with GR groups.		
	<b>BC</b>	<b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>A Bedtime for Bear</i>	    	Six copies of this title are included in the Preview Pack.
	<b>IR</b>	Student choice and confer with individual students.		

# DAY 38




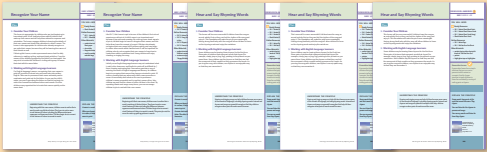
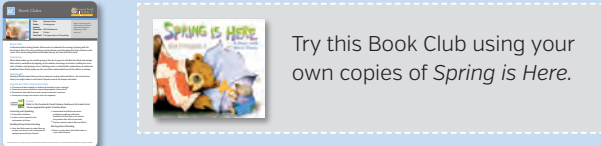
WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 14</b> <b>UNDERSTANDING CHARACTERS IN STORIES</b> <b>LA.U14.RML3:</b> <i>The words and pictures help you understand how a character feels</i>	   	
	<b>IRA</b>	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> Revisit books from text set 5.	     	Books and lessons that were part of the 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 through the suggested projects.
	<b>SR</b>	<b>TEXT:</b> <i>Kate's Party</i> <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Two Little Blackbirds</i>	    	
	<b>PWS</b>	Review previously taught lesson.		
SMALL GROUP	<b>GR</b>	Meet with GR groups.		
	<b>BC</b>	<b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>All for a Dime!</i>	 	Try this Book Club using your own copies of <i>All for a Dime!</i>
INDEPEND.	<b>IR</b>	Student choice and confer with individual students.		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.









## DAY 39

WHOLE CLASS	<b>RML</b>	<b>LITERARY ANALYSIS UMBRELLA 14</b> <b>UNDERSTANDING CHARACTERS IN STORIES</b> <b>LA.U14.RML4:</b> <i>Sometimes you feel like a character in a book</i>	   	
	<b>IRA</b>	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> Revisit books from text set 5.	     	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>TEXT:</b> <i>Kate's Party</i> Respond to the SR text by using the Interactive Writing section on your lesson folder. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Two Little Blackbirds</i>	  	
	<b>PWS</b>	Review previously taught lesson.		
SMALL GROUP	<b>GR</b>	Meet with GR Groups.		
	<b>BC</b>	<b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>My Friend Bear</i>	 	Try this Book Club using your own copies of <i>My Friend Bear</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.
INDEPEND.	<b>IR</b>	Student choice and confer with individual students.		

## DAY 40

WHOLE CLASS	<b>RML</b>	Revisit previously taught minilesson.		
	<b>IRA</b>	<b>TEXT SET 5</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> Revisit books from text set 5.		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>	Revisit SR book of choice. <b>SUPPLEMENTARY RESOURCE</b> <b>POETRY CHART:</b> <i>Two Little Blackbirds</i>		
	<b>PWS</b>	Review previously taught lesson.		
SMALL GROUP	<b>GR</b>	Meet with GR Groups.		
	<b>BC</b>	<b>TEXT SET</b> <b>THE IMPORTANCE OF FRIENDSHIP</b> <b>TEXT:</b> <i>Spring Is Here</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.
INDEPEND.	<b>IR</b>	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

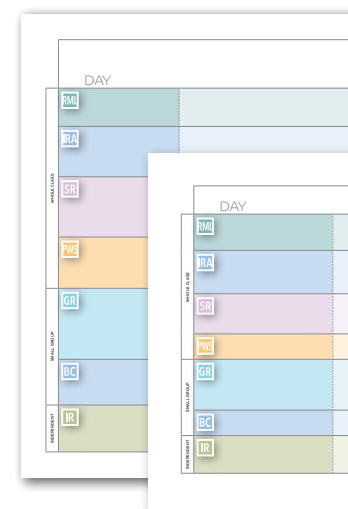
### VIDEO QUICK-START

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

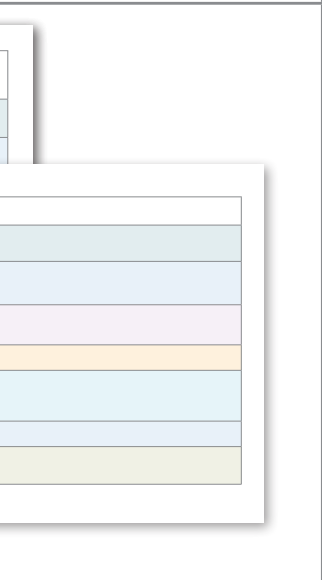
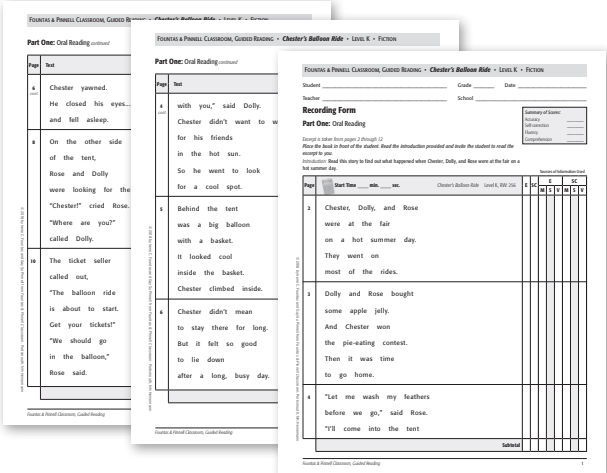



### PLANNING

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




# RESOURCES ALL AVAILABLE AT [FP.PUB/FPCpreview](https://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>
		

*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™ 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
<b>EMBEDDED</b> <i>RESOURCES INCLUDED AS PART 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> <i>FOUNTAS &amp; PINNELL-TRAINED CONSULTANTS COME TO YOU</i>	School-based seminars designed to meet your learning needs.	●	●	●	●	●	●	●	●	●	
<b>OFF-SITE</b> <i>YOU COME TO THE EXPERTS</i>	Multi-day institute designed and delivered by Fountas and Pinnell for extensive learning.								●		
<b>ONLINE</b> <i>INTERACT DIGITALLY WITH FOUNTAS &amp; 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 &amp; Pinnell Literacy Continuum, Expanded Edition</i>. Available in print or digital format.</p>											

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