

**2009**  
Core Curriculum  
*Modified*  
Planning and Scheduling Timeline  
for Empowerment Schools

**Literacy – First Grade**  
**StoryTown**

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**Instructional Strategy Supports**  
for the  
**Modified Planning and Scheduling Timeline**  
**EMPOWERMENT SCHOOLS ONLY!**  
**Grades K-8**

*This Instructional Strategy document will help you identify the key strategies that are referenced in the Modified Planning & Scheduling timeline, as you implement the Literacy Block.*

*Steps for the Introduction of a Strategy*

- 1. Explain what the new strategy includes.*
- 2. Explain why this strategy is important.*
- 3. Model how to use this strategy in the context of a current meaningful unit or project.*
- 4. Model and explain when this strategy is useful in other situations.*
- 5. Provide guided practice with your students in the use of this strategy through several activities as you gradually release the responsibility of its use to the students.*
- 6. Provide learning situations in which your students can continue to use this strategy on an independent basis.*

***Instructional Focus:***

***Main Idea:*** Teach, Think Aloud and model strategies that identify basic facts and main ideas in text.  
*Some specific strategies are:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
2W Strategy (Who + What = Main Idea)	A strategy used to find the main idea. Students are reading for the who or what in the story.	Gr. K-8 Student Progress Record Book
Reciprocal Teaching	A dialogue between teachers and students for the purpose of constructing the meaning of a text. The idea is to teach students explicit ways to summarize ideas, ask questions, provide clarifications, and make predictions. The technique is appropriate for readers whose decoding skills are adequate, but who lag behind in comprehension	Gr. 6-8-G7
Think-Aloud	Teacher models aloud for students the thinking processes used when reading or writing. After reading and thinking aloud, or while writing in front of the students, the teacher leads a discussion about how certain conclusions were reached about what was read or about how something was written.	Gr. 1, 2, 4, 6-G6 Gr. 5-7-G9
Pizza Slice	Helps students to pull out main ideas and supporting details.	Gr. 6 – 8 – A58
Make Connections <i>Three Kinds of Connections</i>	A strategy used so every student has experiences, knowledge, opinions, or emotions to draw upon. Every child has schema-the sum total of our background knowledge and experience. The three connections include text-to-self, text-to-text, and text-to-world.	Gr. 1-A13 Gr. 2-A14 Gr. 6, 7, 8-A29
Most Important Word	Teachers use this strategy that forces students back into the text to think about the main idea of the text and then summarize the main idea into a single word.	Gr. 5 - 7-A14
Think-Pair-Share	A strategy used by teachers to allow students the opportunity to share their thinking with peers and help with comprehension skills.	Gr. 1, 2-A13
Five Finger Retelling	A strategy (graphic organizer) used to help with comprehension of a story.	Gr. 1,2-A27
Guided Discussion	Guided discussion promotes understanding and comprehension.	Gr. 2- Pg.40

***Instructional Focus:***

***Characterization:*** The method an author uses to reveal characters and their various personalities; the way in which an author presents a character in imaginative writing, as by description, by what the character says, thinks, and does, or by what other characters say, think, or do about the character.

*Some specific strategies are:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
My Character and Me	A strategy used to teach students to make text to self-connections.	Gr. 2, 3, 6 -A30
If...Then	A strategy used to figure out how character affects plot.	Gr. 7-xxxiii Gr. 8-xxxiv
Somebody Wanted But So	Teachers help readers map out a story. The chart divides a story's structure into four elements: the <i>Somebody</i> (character), what the <i>Somebody Wanted</i> (the character's motivation), the <i>But</i> (conflict or barrier), and the <i>So</i> (the ending that results from the <i>Somebody's</i> actions).	See Reading Skills & Strategies Binder
Speech Bubbles	A strategy used to help students identify characters.	Gr. 4-Pg.34
Character Web	A strategy used to reveal characters and their various personalities.	Gr. 5-A38 Gr. 7-A40

***Instructional Focus:***

***Inferences:*** Going beyond the words to make judgments about what is not there, but is implied in the text.

*Some specific strategies are:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
It Says...I Say	A strategy used to interpret and compare narrative elements and to support inferences and conclusions.	Gr. 4-A6 Gr. 6-A8
Sketch to Stretch	Working in small groups, students read a selection or hear it read aloud. Then, thinking about what they read, they draw a sketch of "what this story means to me." Encourage students to find a way to represent the personal meaning they derive from the text rather than an exact depiction.	Gr. 4 – G8

***Instructional Focus:***

***Imagery:*** Going beyond the words to make judgments about what is not there, but is implied in the text.  
Some specific strategies are:

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
Guided Imagery	Teachers use this strategy that involves students' active imaginations. It is used to prepare students for reading or to deepen their understanding of what they have read. Students will describe what they see in their minds in relation to what they read.	Gr. 8- G4
Character Pop-Ups	A strategy that focuses on characterization that highlights characters' traits and emotions. Students can be creative with their Pop-Up Character Booklets.	Gr. 2, 3, 5- A3-A4
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16
It Says...I Say	A strategy used to interpret and compare narrative elements and to support inferences and conclusions.	Gr. 4-A6
Readers Theater	A dramatic interpretation of literature in which actors (students) read scripted parts.	Gr. 2-A10 Gr. 3-G5 Gr. 4-G7 Gr. 7-Pg.30

***Instructional Focus:***

***Theme:*** The general idea or insight about life that the written work reveals. A major idea broad enough to cover the entire scope of the literary work.  
Some specific strategies are:

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16
Making a Personal Connection	A strategy used to encourage students to see connections between their lives and a character's experiences.	Gr. 8-A13

***Instructional Focus:***

***Vocabulary:*** Identifying and correctly using words with literal and figurative meanings.  
Some specific strategies are:

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
Frayer Model	Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.	Gr. 5, 6-A7
Word Sorts	Word Sorts is a vocabulary development and word study activity in which words placed on cards are grouped according to designated categories.	Gr. 1-A17
Word Wall	Word walls may be used to accomplish different goals such as developing familiarity with word patterns and families, or for remembering high frequency words.	Gr. K-G6

***Instructional Focus:***

***Constructed Response:*** A student generated response in which a student intertwines their ideas into a response that is directly related to an item.  
Some specific strategies are:

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
TAG it a 3	A strategy used to answer constructed response questions. Turn the prompt into an opening statement. Answer the prompt. Give details, evidence & examples from the text to support your answer.	Student Progress Record Book
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16

***Instructional Focus:***

***Summarizing Text:*** Taking larger sections of text and reducing them to the key ideas or main points.

*Some specific strategies are:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
Magnet Summary	A magnet summary is a brief statement that contains the essential ideas of a longer passage or selection.	Gr. 2-A7 Gr. 4-A10 & A30 Gr. 8 –A12
Tri-Fold	A graphic organizer used to summarize a piece of literature.	Gr. 2-A12
Storyboard	A chronological set of pictures of key scenes in a text; similar to a film director’s storyboard.	Gr. 2-G5 Gr. 4-A25
Wordsplash	A strategy used to summarize text by having students read and identify key terms in the passage.	Gr. 2-A18
Say Something	A strategy used by students as partners to summarize text.	Gr. 2 –A13
Buddy Reading	Buddy Reading is when children read together as partners.	Gr. 2- A3
List Group Label Strategy	A strategy that helps students to activate prior knowledge, then categorize information about a topic.	Gr. 2-A29
Story Map	A story map enhances students’ understanding of the story. It helps students anticipate the type of information they should look for as they read and strengthens their recall of story events.	Gr. 2-A35 Gr. 4, 5-A60 Gr. 6-A62
Reciprocal Teaching	A dialogue between teachers and students or students and students for the purpose of jointly constructing the meaning of a text. The idea is to teach students explicit ways to summarize ideas, ask questions, provide clarifications, and make predictions.	Gr. 6-G7

***Instructional Focus:***

***Making Generalizations:*** A type of comprehension in which the important elements within a passage are related to one another so they can be combined into a principal, generalization or conclusion.

*Some specific strategies are:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
Generalization/Principle Pattern	A strategy (graphic organizer) used to help students make generalizations and give examples in a text.	Gr. 7-A52

StoryTown GRADE 1  
 Cycle 1 Week 3 9 Days  
 September 21 to October 2, 2009

*This “road map” helps you to navigate the Planning and Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.*

**Objectives: Students will use what they learn from the story and what they know from real life to make predictions.  
 Students will write complete, coherent sentences.**

Core Materials					
Texts: Harcourt StoryTown and Read Aloud Anthology					
Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<b>Shared Reading</b>	<p>Introduce and model the key learning objectives using the following:</p> <p>The Van pp. T151-T159            People Movers p. T171            Making Connections p. T172</p> <p>Provide direct instruction to teach the following:            *How to make a prediction            *How to ask questions to increase comprehension.</p>	20 minutes	<ul style="list-style-type: none"> <li>• Review how to make predictions using story information and prior knowledge. See Teacher’s Guide pp. S16-S17 for additional strategies.</li> <li>• Model/explain how to ask yourself questions as you read and record findings on a graphic organizer as an aid in comprehension. Display transparency GO7.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor students’ predictions; it is more important that predictions make sense than to always be right.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can practice writing complete sentences in the form of recording their predictions.</li> </ul>
<b>Read Aloud</b> 5 minutes	<p><i>Use <b>Effie</b> in the Read Aloud Anthology to review the strategy making predictions.            Read Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student-learning objectives to Social Studies, Math, or Science</i></p>				

<p><b>Guided Reading Group</b></p> <p><b>Independent Reading/Sample Independent Learning Activities:</b>            Read silently for 15-20 minutes.</p> <p>Reread the GSS and the Shared Reading Selection.            Draw a picture, ask your friend to write a sentence predicting what comes next.</p>	<p>Discuss what’s happening in the story and the evidence that supports the students’ predictions. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p><b>“What are the other kids doing?”</b>  <i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	15 minutes	<ul style="list-style-type: none"> <li>• Use a graphic organizer to record predictions and evidence to support predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in pairs or small groups to complete a graphic organizer predicting what will happen next using Big Book and Big Book of Rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students brainstorm a list of predictions about what will occur throughout the remainder of the day.</li> </ul>
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Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Writing</b></p> <p>*Modeled *Shared/Interactive *Guided *Independent</p> <p><i>Throughout the week, students will work in small groups, pairs and individually to write complete, coherent sentences.</i></p>	<p>Students are learning to write complete sentences with capital letters, end marks and words in the correct order. Show students examples of sentences and phrases to explain the differences.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>Construct, with students, an anchor chart on How to Write Good Sentences. See TG, p.T195</li> <li>Conference with small groups of students as they work on composing their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student progress and assess need for additional support or instruction during guided practice and small group instruction.</li> <li>Provide specific, constructive feedback.</li> <li>Provide time for students to share and discuss their work with a partner or small group.</li> </ul>	<ul style="list-style-type: none"> <li>Have students illustrate and write about one of their favorite things.</li> <li>Have students peer conference to see if their sentences are complete and coherent.</li> </ul>
<p><b>Guided Reading Group 2</b></p> <hr/> <p><b>Independent Reading/Sample Independent Learning Activities:</b></p> <p>Read silently for 15-20 minutes.</p> <p>Reread the GSS and the Shared Reading Selection.</p>	<p>Discuss with students what the characters might do after the story ends and what brought them to that prediction. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p><b>“What are the other kids doing?”</b> <i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>Use a graphic organizer to record predictions and evidence to support predictions.</li> <li>Have students sketch their predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss students’ sketches. Monitor that labels are correctly used and sentence matches illustration.</li> </ul>	<ul style="list-style-type: none"> <li>Students can label and write a sentence to explain their sketch.</li> </ul>

*This “road map” helps you to navigate the Planning and Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.*

**Objectives: Students will learn to classify/categorize and monitor comprehension by making inferences.  
 Students will write complete sentences about themselves infusing the trait of “voice”.**

Core Materials					
Texts: Harcourt StoryTown and Read Aloud Anthology					
Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<b>Shared Reading</b>	Introduce and model the key learning objectives using the following:  Big Rigs pp. T235-T243 Trailer Truck p. T255 Making Connections p. T256  Provide direct instruction to teach the following: *How to classify and categorize *How to make inferences.	20 minutes	<ul style="list-style-type: none"> <li>Create a web focused on a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor students’ responses and interactions during Shared Reading.</li> <li>Engage students in meaningful conversation about text.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use their five senses to categorize things. Record responses on a chart.</li> </ul>
<b>Read Aloud</b> 5 minutes	<p><i>Use <u>Can You Hear a Rainbow?</u> in the Read Aloud Anthology to preview the strategy classify and categorize.</i></p> <p><i>Read Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student-learning objectives to Social Studies, Math, or Science</i></p>				
<b>Guided Reading Group 1</b>  <b>Independent Reading/Sample Independent Learning Activities:</b> Read silently for 15 minutes. Reread the GSS and the Shared Reading Selection. Create and illustrate a group of objects that go together, label the objects and add a title to categorize the group of objects.	Examine the cover of the book, name the objects on the cover, and discuss what a good title for the category of objects would be. *Support students as they classify/categorize topics in the story using a variety of texts at their highest instructional level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i> <b>“What are the other kids doing?”</b> <i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i>	15 minutes	<ul style="list-style-type: none"> <li>Discuss with students how making inferences is like making predictions and how it supports comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor students’ responses for evidence that students can support inferences and reasons for classifying/categorizing.</li> </ul>	<ul style="list-style-type: none"> <li>Have students sort through a basket of objects and sort them into categories. Use an index card to give the objects a title.</li> <li>Have students sort a pack of words. Possible sorts: by initial sound, by vowel sound, by number of letters.</li> </ul>

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Writing</b></p> <p>*Modeled *Shared/Interactive *Guided *Independent</p> <p><i>Throughout the week, students will work in small groups, pairs and individually to write sentences that sound like they are talking to someone (voice).</i></p>	<p>Teach children that their writing should sound like they are talking to someone.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>• Create a checklist with students on what is necessary when writing on a specific topic. Focus on the topic of themselves. Prewriting can include a web of information about them (classify/categorize).</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student progress and assess need for additional support or instruction during guided practice and small group instruction.</li> <li>• Provide specific, constructive feedback.</li> <li>• Provide time for students to share and discuss their work with a partner or small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students illustrate and write about one of their favorite things.</li> </ul>
<p><b>Guided Reading Group 2</b></p> <hr/> <p><b>Independent Reading/Sample Independent Learning Activities:</b></p> <p>Read silently for 15 minutes.</p> <p>Reread the GSS and the Shared Reading Selection.</p> <p>Create and illustrate a group of objects that go together, label the objects and add a title to categorize the group of objects.</p>	<p>Examine the cover of the book, name the objects on the cover, and discuss what a good title for the category of objects would be.</p> <p>*Support students as they classify/categorize topics in the story using a variety of texts at their highest instructional level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p><b>“What are the other kids doing?”</b></p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>• Discuss with students how making inferences is like making predictions and how it supports comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor students’ responses for evidence that students can support inferences and reasons for classifying/categorizing.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students sort through a basket of objects and sort them into categories. Use an index card to give the objects a title.</li> <li>• Have students sort a pack of words. Possible sorts: by initial sound, by vowel sound, by number of letters.</li> </ul>

StoryTown GRADE 1  
 Cycle 1 Week 5 4 Days  
 Week of October 13, 2009

*This “road map” helps you to navigate the Planning and Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.*

**Objectives:** Students will summarize stories using beginning, middle and end.  
 Students will construct a list of ideas about which they can write.

Core Materials					
Texts: Harcourt StoryTown and Read Aloud Anthology					
Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<b>Shared Reading</b>	<p>Introduce and model the key learning objectives using the following:</p> <p><i>Get Up Rick</i> pp. T343-T353</p> <p><i>Cock-a-Doodle-Do</i> p. T365</p> <p><i>Making Connections</i> p. T366</p> <p>Provide direct instruction to teach the following:</p> <ul style="list-style-type: none"> <li>• Stories have a beginning, middle and an end. This helps stories make sense.</li> <li>• Summarize a story using a graphic organizer to aid in comprehension.</li> </ul>	20 minutes	<ul style="list-style-type: none"> <li>• Model how to stop, occasionally, when reading a story and think about what has happened so far.</li> <li>• Model how to use a graphic organizer to record information about the sequence of the story. See <i>Access to the Core Curriculum</i> p.4-49</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor students’ responses and interactions during Shared Reading.</li> <li>• Engage students in meaningful conversations about text.</li> <li>• Check student responses when they are completing a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a flip book with 3 openings <b>B</b> (eginning), <b>M</b> (iddle), <b>E</b>(nd). Under each opening they may illustrate and/or write a sentence depicting that part of the story.</li> </ul>
<b>Read Aloud</b> 5 minutes	<p><i>Use <b>Book! Book! Book!</b> in the Read Aloud Anthology to preview the strategy identifying Beginning, Middle and End. Read Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student-learning objectives to Social Studies, Math, or Science</i></p>				

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Guided Reading Group 1</b></p> <hr/> <p><b>Independent Reading/Sample Independent Learning Activities:</b>  Read silently for 15 minutes.  Reread the GSS and the Shared Reading Selection.  Choose any story previously read in the anthology, create a 3 block story map that shows beginning, middle and end. Map may include labels and/or captions.</p>	<p><i>After reading the story, use the framework: In the beginning of the story ____; In the middle of the story ____; At the end of the story ____.</i>  *Support students as they summarize the story using a variety of texts at their highest instructional level.  See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i> <b>“What are the other kids doing?”</b>  <i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework</i></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>Use a graphic organizer to enhance students’ recall, summarization and understanding of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and note students’ responses in completing graphic organizer and Pocket Chart activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students may place the Story Retelling Cards in a Pocket Chart to reconstruct the story on the correct order.</li> <li>Students will use post-its to add captions to the retelling cards being sure to include “the telling part”.</li> </ul>

<p><b>Writing</b></p> <p>*Modeled  *Shared/Interactive  *Guided  *Independent</p> <p><i>Throughout the week, students will work in small groups, pairs and individually to construct a list.</i></p>	<p>Writers often use what they see in pictures or photographs to write captions. The picture or photo can aid in triggering ideas. Use Transparency LA8.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>Display <i>Photo Cards</i> and model for students how to add a caption that gives information about the photo. See TG p. T357</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student progress and assess need for additional support or instruction during guided practice and small group instruction.</li> <li>Provide specific, constructive feedback.</li> <li>Provide time for students to share and discuss their work with a partner or small group.</li> </ul>	<ul style="list-style-type: none"> <li>Have students work in small groups to look at art books and choose a painting. Individually students will write a caption about the painting. Students will then compare their captions about the same work of art.</li> </ul>
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Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Guided Reading Group 2</b></p> <hr/> <p><b>Independent Reading/Sample Independent Learning Activities:</b>  Read silently for 15 minutes.</p> <p>Reread the GSS and the Shared Reading Selection.</p> <p>Choose any story previously read in the anthology, create a 3 block story map that shows beginning, middle and end. Map may include labels and/or captions.</p>	<p><i>After reading the story, use the framework: In the beginning of the story ____; In the middle of the story ____; At the end of the story ____.</i></p> <p>Support students as they summarize the story using a variety of texts at their highest instructional level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i></p> <p><b><i>“What are the other kids doing?”</i></b></p> <p><i>During Guided Reading students should complete a variety of focused learning activities that support mastery of the learning objectives. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>Use a graphic organizer to enhance students’ recall, ability to summarize and understanding of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and note students’ responses in completing graphic organizer and Pocket Chart activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students may place the story retelling cards in a Pocket Chart to reconstruct the story on the correct order.</li> <li>Students will use post-its to add captions to the retelling cards being sure to include “the telling part”.</li> </ul>

StoryTown GRADE 1  
 Cycle 1 Week 6 5 Days  
 Week of October 19, 2009

*This “road map” helps you to navigate the Planning and Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.*

**Objectives:** Students will identify story characters and recognize story structure.  
 Students will focus on word choice as they write complete and coherent sentences.

Core Materials					
Texts: Harcourt StoryTown and Read Aloud Anthology					
Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<b>Shared Reading</b>	<p>Introduce and model the key learning objectives using the following:</p> <p>Dot and Bob p.T429-T439            Trees Help p.T451            Making Connections p. T452</p> <p>Provide direct instruction to teach the following:</p> <p>*Identifying characters as the people or animals in a story.</p> <p>*Recognizing simple story structure: Who is in the story? Where are they? What is happening?</p>	20 minutes	<ul style="list-style-type: none"> <li>• Identify a character from the story. Create a web placing the character’s name in the center. Guide a discussion about the character’s traits, record the words or phrases that describe the character. See Teacher’s Guide pp.S46-S47.</li> <li>• Complete a story structure graphic organizer using 3 columns: Who? Where? and “What?”</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor students’ responses and interactions during Shared Reading.</li> <li>• Engage students in meaningful conversation about text.</li> </ul>	<ul style="list-style-type: none"> <li>• See Teacher’s Resource Book p.184 to construct the characters from <u>Dot and Bob</u>. Have students retell the story as if they were the character.</li> </ul>
<b>Read Aloud</b> 5 minutes	<p><i>Use <u>Yoshi’s Feast</u> in the Read Aloud Anthology to preview the skill identifying characters.</i></p> <p><i>Read Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student-learning objectives to Social Studies, Math, or Science.</i></p>				

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Guided Reading Group 1</b></p> <hr/> <p><b>Independent Reading/Sample Independent Learning Activities:</b>  Read silently for 15-20 minutes.  Reread the GSS and the Shared Reading Selection.</p> <p>Chose a story that you've read. Illustrate one of the characters. Write a sentence that tells about the character or tells about what they are doing.</p>	<p>Discuss the story characters and how they are part of the story structure.  Support students as they demonstrate their ability to identify characters and story structure in a variety of texts at their highest instructional level. See pp. 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p><b><i>“What are the other kids doing?”</i></b></p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>Have students complete a graphic organizer that summarizes the story using a simple story structure.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student oral responses and responses recorded on the graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Have students choose a previously read story and complete a graphic organizer outlining the story structure and identifying the characters.</li> <li>Have students illustrate the characters from a previously read story and label them.</li> </ul>

<p><b>Writing</b></p> <p>*Modeled  *Shared/Interactive  *Guided  *Independent</p> <p><i>Throughout the week, students will work in small groups, pairs and individually to generate ideas that enhance word choice.</i></p>	<p>Teach students to generate ideas when writing about something. Ask questions such as: What is it used for? How is it used? Why the child likes it?</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>Brainstorm a list of words that describe items in students' sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student progress and assess need for additional support or instruction during guided practice and small group instruction.</li> <li>Provide specific, constructive feedback.</li> <li>Provide time for students to share and discuss their work with a partner or small group.</li> </ul>	<ul style="list-style-type: none"> <li>Have students illustrate items and then trade illustrations with a peer. Students will write a sentence about the object in their classmate's illustration.</li> </ul>
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Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Guided Reading Group 2</b></p> <hr/> <p><b>Independent Reading/Sample Independent Learning Activities:</b> Read silently for 15 minutes.</p> <p>Reread the GSS and the Shared Reading Selection.</p> <p>Chose a story that you've read. Illustrate one of the characters. Write a sentence that tells about the character or tells about what they are doing.</p>	<p>Discuss the story characters and how they are part of the story structure.</p> <p>Support students as they demonstrate their ability to identify characters and story structure in a variety of texts at their highest instructional level. See pp. 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p><b><i>“What are the other kids doing?”</i></b></p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>Have students complete a graphic organizer that summarizes the story using a simple story structure.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student oral responses and responses recorded on the graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Have students choose a previously read story and complete a graphic organizer outlining the story structure and identifying the characters.</li> <li>Have students illustrate the characters from a previously read story and label them.</li> </ul>