Elementary Teaching & Learning: Designing the Instructional Day

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|  | | **Day 1** | | **Day 2** | **Day 3** | | **Day 4** | **Day 5** |
| **Literacy: 120-180 minutes/day** | | | | | | | | |
| **Whole Group Comprehension** | | | Teacher Read Aloud Introduce Vocab.  Build Background\*\*  *(Journeys – Day 2)* | Introduce Comprehension (Projectable) | Main Selection with Graphic Organizer\*\* *(Journeys – Day 2)* | | *Main Selection with Graphic Organizer (continued, if needed)*  Deepening Comprehension\*\*  *(Journeys – Day 3)* | Deepening Comprehension (Projectable & Practice Book)\*\* *(Journeys – Day 3)* |
| **Whole Group Vocabulary** | | | 5 day instructional sequence from the Word Study Teacher’s Manual (part 2 – starts on pg. 101) | | | | | |
| **Whole Group Phonics  (+ PA for K-1)** | | | Opening Routines – Daily Practice (include HF Words for K-2)  5 day instructional sequence from the Word Study Teacher’s Manual (part 1 – starts on pg. 40) | | | | | |
| **Whole Group Fluency** | | | Teacher Read Aloud  Model Fluency | Decodable Reader (K-2) | Fluency Guided Practice (Projectable) | | Focused and Authentic Rereading Opportunities  (include HF Words for K-2) | |
| **Small Group** | | | Vocabulary Reader OR  Reteaching Previous Week | Leveled Reader\*\*  *(Journeys – Day 3)* | Leveled Reader  *(continued, if needed)* | | Leveled Practice\*\*  *(Journeys – Day 2)* | Decodable Reader (K-2)  Reteaching |
| **Independent or Collaborative Group Work** | | | Vocabulary in Context Cards (back side) | Work Station Flip Charts  (consider use of previous week) | Responding to Leveled Reader | | Think Central – **Listen** to higher Leveled Reader and Respond | Formative Assessment |
| **Whole Group Grammar** | | | Explicit Grammar Lesson (Projectable) | Explicit Grammar Lesson (Projectable) | Explicit Grammar Lesson | | Vocabulary Strategies Lesson | Grammar Review |
| **Writing** | | | *Being a Writer* provides a writer’s workshop format for writing instruction. Each day should include a brief mini-lesson (*Getting Ready to Write*) where the teacher provides modeling for students on different aspects of the writing process. Students should engage in *Writing Time*, where they apply the ideas of the mini lesson and receive scaffolding and coaching from the teacher. To wrap-up the writing time, students should be provided the opportunity to *Share and Reflect* upon their writing. *The proportion of time spent on each component may vary each day.* | | | | | |
| The “Resources” Tab at the back of each *Journey’s* manual provides recommendations for handwriting including specific stroke and letter formation models (manuscript and cursive), position of writing (posture, utensil, paper position) and example activities to promote handwriting. *\*\* Handwriting instruction should be embedded within our writing mini-lesson and writing time, rather than in an isolated block of time. \*\** | | | | | |
| **Yellow and Orange Zone Literacy Intervention: 20-45 minutes/day (\*\*only for students in need of additional support)** | | | | | | | | |
| **Intervention Tab**  ***(students approximately 18 mo. below grade level)*** | | | Target Vocabulary  PA, Phonics, HF Words (K-2) | Reteach Comprehension  Write in Reader  PA, Phonics, HF Words (K-2) | Write in Reader  PA, Phonics, HF Words (K-2) | | Write in Reader  PA, Phonics, HF Words (K-2) | Preteach Future Week Comprehension Skill  PA, Phonics, HF Words (K-2) |
| **ELL Tab**  ***(students on grade level to 12 mo. below grade level)*** | | | Target Vocabulary  Language Support Card  PA, Phonics, HF Words (K-2) | Preview Main Selection  PA, Phonics, HF Words (K-2) | Scaffolded Comp. from Main Selection  PA, Phonics, HF Words (K-2) | | ELL Leveled Reader  PA, Phonics, HF Words (K-2) | Compare Texts  PA, Phonics, HF Words (K-2) |
| **Math: 75-90 minutes/day** | | | | | | | | |
| **Daily Math Review and Mental Math**  (15 min) | | | Review of Prerequisite Skillsor previously instructed content that was not mastered. Focus for Daily Math Review should be determined during the Data Team process in conjunction with the “*Show what you Know*” assessment. | | | | | |
| **Whole Group Concept Development**  (20 min) | | | Engage *(Digital Lesson)*  Explore: Listen and Draw (*K-2*), Unlock the Problem (*3-5*)  Explain: Share and Show | | | | | |
| ***Formative Assessment*** | | | *Teachers have students complete the “Quick Check” items. Once the teacher has assessed students’ understanding of the skills, students are directed into one of the following support structures:* | | | | | |
| **Differentiated Instruction**  (20 min)  *\*\* Support Staff Push in During this Time* | **Small Group Instruction** | | Tier 2 Lesson from Think Central  Personalized Math Trainer | | | Advance Learners Lesson from Teacher’s Edition  (can include portions of Own Your Own) | | |
| **Independent/**  **Collaborative** | | Own Your Own (teacher can select specific questions for completion)  Grab & Go Centers; Math Journal Probe (Essential Question); Animated Math Models  (\*FASTT Math can also be included during this time) | | | | | |
| **Problem Solving**  (15 min) | | | Problem Solving + Application utilizing the Interactive White Board | | | | | |
| **Additional Math Intervention: 15-20 minutes/day (\*\*only for students in need of additional support)** | | | | | | | | |
| **Tier 3 Small Group** | | | Intensive Intervention Activity Guide; Personal Math Trainer | | | | | |
| **FASTT Math** | | | Basic Fact Intervention | | | | | |

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| **Science OR Social Studies (\*\*Reference Curriculum Guide for Subject Focus): Minimum 120 minutes/WEEK** | |
| **Science OR Social Studies** | \*\*Reference curriculum guides for content focus and specific “I Can” statements for instruction. Time will be distributed across whole group instruction and small group/collaborative group inquiry. |
| **Health: Minimum 30 minutes/ WEEK** | |
| **Whole Group Health** | HealthTeacher.com Interactive Lessons – Reference Curriculum Guide for Required Topics and Lessons  Health Text Read-Alouds |