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 AloudIntroduce 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 AloudModel Fluency | Decodable Reader (K-2) | Fluency Guided Practice (Projectable) | Focused and Authentic Rereading Opportunities(include HF Words for K-2) |
| **Small Group** | Vocabulary Reader ORReteaching 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 VocabularyPA, Phonics, HF Words (K-2) | Reteach ComprehensionWrite in ReaderPA, Phonics, HF Words (K-2) | Write in ReaderPA, Phonics, HF Words (K-2) | Write in ReaderPA, Phonics, HF Words (K-2) | Preteach Future Week Comprehension SkillPA, Phonics, HF Words (K-2) |
| **ELL Tab*****(students on grade level to 12 mo. below grade level)*** | Target VocabularyLanguage Support CardPA, Phonics, HF Words (K-2) | Preview Main SelectionPA, 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 LessonsHealth Text Read-Alouds |