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: 60-90 minutes/day** | | | | | | |
| **Daily Math Review /Mental Math** | Review of prerequisite skills or previously instructed content that was not mastered. Focus for Daily Math Review should be determined during the Data Team process. | | | | | |
| **Whole Group** | Conceptual Understanding, Procedural Knowledge and Problem Solving Instruction – Reference Curriculum Guides for Learner Objectives and Resources | | | | | |
| **Small Group** | Scaffolded, differentiated instruction that occurs 3-5 times per week | | | | | |
| **Fact Fluency**  **(Grades 3-5)** | Fact practice to build automaticity that occurs daily | | | | | |
| **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 | | | | | |