**A Possible Framework for Beginning our Implementation of the Journeys Materials - KINDERGARTEN**

*This instructional sequence is meant to serve as a support for weekly planning when it feels as though “we can’t get it all in!” Adjustments in regards to pacing and timing may be needed to meet the needs of students. This should be considered a starting point as we work to become more efficient with the Journeys materials.*

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| **Component** | **Day 1** | | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Whole Group Comprehension** | Teacher Read Aloud Introduce Oral Vocab. | | Introduce Big Book  Read Big Book | Wrap up Big Book\*  *(Journeys Day 2)*  Retelling Cards | Comprehension Lesson\*  *(Journeys – Day 3)* | Paired Selection\*  Connect & Extend  *(Journeys – Day 4 & 5)* |
| **Whole Group Vocabulary** | 5 day instructional sequence from the Word Study Teacher’s Manual (part 2 – starts on pg. 101) | | | | | |
| **Whole Group Phonics to Fluency** | Teacher Read Aloud  Model Fluency  Words to Know  PA/Phonics Lesson | | PA/Phonics Lesson  Flip Chart | Phonics & Fluency  Decodable Reader #1 | Decodable Reader #2 |  |
| **Whole Group PA/Phonics Reinforcement** | Opening Routines – Daily Practice  5 day instructional sequence from the Word Study Teacher’s Manual (part 1 – starts on pg. 40) | | | | | |
| **Whole Group Grammar** | Explicit Grammar Lesson | | Explicit Grammar Lesson (Projectable) | Explicit Grammar Lesson  (Projectable) | Vocabulary Strategies Lesson | Grammar Review  (Flip Chart) |
| **Whole Group Writing** | 3 day instructional sequence from Being a Writer | | | | | |
| **Small Group** | Vocabulary Reader  OR  Reteaching from Previous Week | Leveled Reader\* *(Journeys – Day 3)* | | Leveled Reader *(continued, if needed)* | Differentiated Comprehension (goes with Big Book)\* *(Journeys – Day 2)* | Decodable Reader  Reteaching |
| **What are students doing when not with the teacher?** | Vocabulary in Context Cards (back side) | Work Station Flip Charts  (from previous week??) | | Responding to Leveled Reader | Think Central – **Listen** to higher Leveled Reader and Respond or Big Books | Formative Assessment |
| **Intervention Tab**  ***(students approximately 18 mo. below grade level)*** | Target Vocabulary  PA, Phonics, HF Words | Reteach Comprehension  Write in Reader  PA, Phonics, HF Words | | Write in Reader  PA, Phonics, HF Words | Write in Reader  PA, Phonics, HF Words | Preteach next week’s Comprehension Skill  PA, Phonics, HF Words |
| **ELL Tab**  ***(students on grade level to 12 mo. below grade level)*** | Target Vocabulary  Language Support Card  PA, Phonics, HF Words | Preview Main Selection  PA, Phonics, HF Words | | Scaffolded Comp. from Main Selection  PA, Phonics, HF Words | ELL Leveled Reader  PA, Phonics, HF Words | Compare Texts  PA, Phonics, HF Words |