

DAILY 3 & CAFE LAUNCHING MAP

Day	Lesson
1	<p><u>Establishing A Gathering Place</u></p> <p>“Class, I want you to hear this lovely sound.” {Ring the chimes} “I am going to use this sound all year when I want everyone’s attention or when we need to gather as a class. Let’s make an anchor chart together and write down our ideas about you think it might look like and sound like in our classroom when I ring these chimes.” {Make an anchor chart.} “Boys and girls, let’s practice your ideas.”</p> <p>✓ Practice, go over the chart to see how they all did and CHECK-IN. Teach CHECK-IN Steps:</p> <ol style="list-style-type: none"> 1. Thumbs up, right in front of their hearts, to signal if they know in their hearts they were independent and successful with that behaviour. 2. Thumbs sideways if they thought they were somewhat independent and successful but could do better. <p>✓ Incorrect model - ask someone to model the incorrect way (usually a challenging student), then ask the same student to model the appropriate behaviours</p> <hr/> <p><u>Focus Lesson: “Three Ways to Read a Book”</u></p> <p>“Today class, we are going to learn two ways to read a book. Who knows what those ways are?” {discussion} “You are going to be detectives today and notice what it looks like and sounds like when we read a book two different ways. First, we will read a book using just the pictures. Pay close attention so you can turn and tell an elbow buddy what you saw and heard when I’m through.”</p> <p>✓ Read “Where the Wild Things Are” by Maurice Sendak</p> <p>✓ Model reading pictures by talking about each picture in the book.</p> <p>“Reading the pictures is one way of reading a story. Boys and girls, what did you notice me doing?” {discussion} “You are great detectives! Now see if you can tell what is the same and what is different after I read you the words of this book.”</p> <p>✓ Model reading the words</p> <p>✓ Make anchor chart: “So class, let’s make an anchor chart of the ways we can read a book.”</p> <ul style="list-style-type: none"> ⌘ Read pictures ⌘ Read words

Read To Self:

"Today we are going to begin our very first day of The Daily 3. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let's begin by making an I-chart with our ideas of why it is so important that we read to ourselves."

{Top of Chart} "Read to Self, Independence

{Under Heading} "Why: to become a better reader."

"That is why we will begin the Daily 3 with Read to Self. Why else do we read to ourselves?"

✓ Write the responses on the chart - Add an I, because we stands for independence. Write "Students" on the top left and "Teacher" on the top right. Brainstorm appropriate Read-to-Self behaviours.

"If our class were to do Read to Self independently, which means all by yourselves, what do you think it might look, sound, or feel like?"

✓ Record responses. Be sure "reading the whole time" is included.

"These are all such good ideas. You already know a lot about how Read to Self looks, feels, and sounds. What about the teacher? What would the teacher be doing?"

✓ Under the heading "Teacher" on the left side of the chart, add: read with groups of children, read with children one at a time, listen to children read, and help them with their reading strategies.

Modeling

"Now that we have talked about what Read to Self might look like, sound like, and feel like, is there anyone who would like to model, or show the class Read to Self?" {choose a student to model.} "Let's look at {student's name} as he/she models for us. Wow, he/she is certainly staying in one spot." Point to I-chart while observing each behaviour. {Applause}

"Who can tell us what you saw Patriek doing as he was practicing Read to Self? {Choose a few other models.}

Incorrect Model

"Is there anyone who would like to model Read to Self the inappropriate way?" {Choose a student.} "Okay, let's watch {student's name} as he/she models Read to Self the inappropriate way." Watch student. "Oh my! Let's look at our chart." Read over the chart with the class. "Okay {student's name}, now please show us the appropriate way to Read to Self."

Practicing Read to Self - THE THREE MINUTE START

"We are ready to have you all practice Read to Self. Each of you has a book box. Right now you are going to find out where children in our class sit during Read to Self. Then we will practice Read to Self for just 3 minutes."

"The reason we are practicing for just 3 minutes is that we are working to help you build your stamina and to train your bodies and brains to do Read to self the appropriate way, the ways we brainstormed on the chart and the way you saw some of your friends model. Building your stamina each day will help you all year long as we work toward becoming better readers who love to read.

✓ Have children sit around the room where they want to do Read to Self. When someone is unable to focus on his or her book or stay in one spot, it is time to stop. Do not manage by proximity or make eye contact. Sit in the spot where you plan to teach your guided reading groups. When a student is off task, immediately sound the chime and have the students gather back on the carpet.

Day 1

“Let’s look over our I-chart of Read to Self and reflect on how it went. As we read through each of the items on the chart, think about your Read to Self behaviours. Were you practicing what readers who Read to Self do? Put your closed hand right next to your heart. As we go through each Read to Self behaviour on our chart, think about how you did today. If you know in your heart that you were successful, put your thumb up. If in your heart you know you can improve in that area, put your thumb sideways. Keep it close to you, right next to your heart.”

✓ Read over items on student side of I-chart, reflecting on each.

“Is there anyone who would like to share a celebration of what went well during our first practice? {Allow a few students to share} “Before we practice again, are there any changes you think we need to make?” {discussion}

THREE MORE MINUTES OF PRACTICE AND CHECK-IN

“We are going to do another three-minute practice. Let’s look one more time at our I-chart before we go. Is there anything we need to add to this chart to help make our Read to Self time go even better?” {Discussion}.

✓ Place children in their reading spots, or have them try out a different spot. Begin the timer and after 3 minutes signal to return to gathering place. If a student goes off task before the 3 minutes, immediately sound the chime for the children to return to the gathering place.

“Let’s talk about how that three minute practice of Read to Self went. Who would like to share something that went well?”

✓ Review the I-chart again, with students using their thumbs to reflect upon their behaviours.

CAFE LESSON: Check for Understanding

✓ Read a picture book (*No, David* by David Shannon)

✓ Model and teach the comprehension strategy Check for Understanding.

✓ Introduce and explain the purpose and meaning of the heading Comprehension on the CAFE Menu board

✓ In front of the students, write the strategy Check for Understanding on a blank CAFE Menu card and post it on the CAFE Menu under Comprehension

✓ Introduce the CAFE Menu Board

“This is the board we’ll use all year to remind you of the reading strategies that all readers use. We put strategies up on this board so you can look at and try as many different strategies as you read. It’s a menu. How many of you have ever been to a restaurant? They hand you a menu, or you look up above the counter to see all of the choices of the things you can eat.”

“When you’re picking out food from a restaurant menu, you make choices depending on what sounds tasty to eat, and what will be healthy for you. When you’re reading, you choose different strategies to understand different types of books. If you’re reading your favourite picture book, you might use certain strategies. If you’re reading magazines or newspapers, you might have other ways of making sense of what you’re reading. If you’re reading the internet or gathering information on the computer, other strategies might be more effective. Be sure to use this board throughout the year to help you become a better reader.”

Review the Lesson

“We just learned about the first part of Daily 3 called Read to Self. What did you learn about why we do Read to Self and how we do Read to Self?” {discussion/sharing}

Day 2

CAFE: Cross Checking

✓ Read a picture book. (*Bippity Bop Barbershop* by Natasha Anastasia Tarpley)

✓ Review and model Check for Understanding, point to this card on CAFE Menu board, and continue reading.

✓ Model and teach Cross Checking.

“Cross checking means I need to try reading the word and then ask myself three questions:

1. Does what I just read look right? Do the letters and/or pictures match what I am saying? (We take one arm and cross it over our body so our hand is on the opposite shoulder.)
2. Does it sound right? (We take the other hand and cross it over our body to the opposite shoulder so that we have a cross in front of us.)
3. Does it make sense? (Both arms drop down to our sides.)”

✓ Continue modeling this strategy by reading a word incorrectly and not stopping. Read on to the end of the sentence.

“Hey, something didn’t make sense. I’m going to read it again and see if I can figure out which word I missed.”

✓ Finish modeling this strategy.

✓ Explain the purpose and meaning of the heading Accuracy.

✓ In front of the students, write the strategy Cross Checking on a blank CAFE Menu card and post it on the CAFE Menu under Accuracy.

Focus Lesson: Three Ways to Read A Book (Step 3: Retell a Story)

✓ Begin by reviewing the previous day’s lesson.

“Please put a thumb up in the air if you remember the two ways to read a book that we learned about yesterday. Please turn and tell your elbow buddy one of the ways and see if he or she can remember the other way.” {Elbow buddy}

“Today we are going to look at one last way to read a book and that is ‘retelling a story I read before.’ This is the book I read to you yesterday. Because I read you the words and the pictures, it is still pretty fresh in your mind, so watch closely and I’ll show you what it looks like and sounds like when you retell.”

✓ Go through the book page by page, retelling the book with much detail. Add this to the I-chart on ways to read a book.

“Did you notice that I used the pictures and what I remembered from reading the words to retell the story? It is a fun way to read a book, especially a favourite book! Today, when you build your stamina in Read to Self time, you may choose to read the words or the pictures, or retell a book you already read.”

✓ It is essential to teach what it looks and sounds like to read the pictures, read the words, and retell.

Read To Self

- ✓ Review the I-charts
- ✓ Choose one to three students to come to the front of the group with their book boxes and model Read to Self (both incorrect ways and correct ways)
- ✓ Have children go to their reading places around the room. Avoid eye contact.
- ✓ Let students read for 4 minutes. Stop them immediately if a student is off task.
- ✓ Signal to meet as a whole group and "Check-in".
- ✓ Practice 3 or 4 more times
- ✓ Add to I-chart "Sense of Urgency" {discussion}

CAFE: Tune into Interesting Words

- ✓ Read a picture book or chapter book. (*My Dog Is As Smelly As Dirty Socks: and Other Funny Family Portraits* by Hanoeh Piven)
- ✓ Review and model Check for Understanding, point to the card on the CAFE Menu, continue reading.
- ✓ Review and model Cross Checking, point to card on CAFE Menu board, continue reading.
- ✓ Model and teach Tune In to Interesting Words.
- ✓ Explain the purpose of the heading Expand Vocabulary.
- ✓ In front of the students, write the strategy Tune In to Interesting Words on a blank CAFE Menu card and post it on the CAFE Menu board under Expand Vocabulary.

Stamina Building

- ✓ If time permits, continue practicing stamina building
- ✓ Review the I-charts
- ✓ Choose one to three students to come to the front of the group with their book boxes and model Read to Self (both incorrect ways and correct ways)
- ✓ Have children go to their reading places around the room. Avoid eye contact.
- ✓ Let students read for 4 minutes. Stop them immediately if a student is off task.
- ✓ Signal to meet as a whole group and "Check-in".

Day 3

CAFE Lesson: Back Up and Reread

- ✓ Read a picture or chapter book. (*An Egg is Quiet* by Dianna Aston)
- ✓ Choose one or two spots in the book to review the strategy of Check for Understanding and point to the card on the CAFE Menu board.
- ✓ Model and teach the Comprehension strategy of Back Up and Reread, a fix-up strategy when Check for Understanding doesn't work.
- ✓ In front of the students, write the strategy Back Up and Reread on a blank CAFE Menu card and post it on the CAFE Menu under Comprehension.

Focus Lesson: Where to Sit in the Room

- ✓ Create an I-chart to teach and reinforce where they should choose to sit in the room. Model. {Depending on your classroom management for this, you could teach your rotations for special seating i.e. cushions, rocking chairs, bean bag chairs, etc.}
- ✓ 1 minute review of "Three Ways to Read a Book"

	<p><u>Read to Self</u></p> <ul style="list-style-type: none"> ✓ Review I-chart ✓ Continue “10 Steps to Improve Muscle Memory,” adding 1-2 more minutes to stamina <ol style="list-style-type: none"> 1. Identify what is to be taught. 2. Set a purpose and a sense of urgency 3. Brainstorm behaviours desired using an I-chart 4. Model most-desirable behaviours. 5. Incorrect model - least-desirable behaviours, then model most-desirable behaviours. 6. Everyone practice and build stamina. 7. Teacher stays out of the way. 8. Quiet signal - come back to meeting place. 9. Group check-in - “How did you do?” 10. Repeat steps 1 through 9.
<p>Day 4 (catch up day)</p>	<p><u>Focus Lesson:</u> “Where to Sit in the Room”</p> <ul style="list-style-type: none"> ✓ Review I-chart “Where to Sit in the Room” ✓ Practice choosing where to sit ✓ One minute review of “Three Ways to Read a Book” <hr/> <p><u>Read to Self</u></p> <ul style="list-style-type: none"> ✓ Review I-chart ✓ Continue “10 Steps to Improve Muscle Memory,” adding 1-2 more minutes to stamina <ol style="list-style-type: none"> 1. Identify what is to be taught. 2. Set a purpose and a sense of urgency 3. Brainstorm behaviours desired using an I-chart 4. Model most-desirable behaviours. 5. Incorrect model - least-desirable behaviours, then model most-desirable behaviours. 6. Everyone practice and build stamina. 7. Teacher stays out of the way. 8. Quiet signal - come back to meeting place. 9. Group check-in - “How did you do?” 10. Repeat steps 1 through 9. <hr/> <p><u>CAFE Lesson:</u> Review of Strategies</p> <ul style="list-style-type: none"> ✓ Read a picture or chapter book. (<i>Beatrice Doesn't Want To</i> by Laura Numeroff) ✓ Review and model Check for Understanding, point to the card on the CAFE Menu board, and continue reading. ✓ Review and model Cross Checking, and refer to this card on the CAFE Menu board. ✓ Review and model Tune In to Interesting Words, pointing to the card on the CAFE Menu board.
<p>Day 5</p>	<p><u>Focus Lesson:</u> Quick Review of Anchor Charts and I-Charts from each day</p> <ol style="list-style-type: none"> 1. Three Ways to Read a Book 2. Where to Sit in the Room 3. Read to Self Behaviours

Read to Self

- ✓ Review I-chart
- ✓ Continue “10 Steps to Improve Muscle Memory,” adding 1-2 more minutes to stamina
- 1. Identify what is to be taught.
- 2. Set a purpose and a sense of urgency
- 3. Brainstorm behaviours desired using an I-chart
- 4. Model most-desirable behaviours.
- 5. Incorrect model - least-desirable behaviours, then model most-desirable behaviours.
- 6. Everyone practice and build stamina.
- 7. Teacher stays out of the way.
- 8. Quiet signal - come back to meeting place.
- 9. Group check-in - “How did you do?”
- 10. Repeat steps 1 through 9.

GAFE Lesson:

- ✓ Read a picture or chapter book. (*Mr. Peabody's Apples* by Madonna & Loren Long)
- ✓ Continue to stop at one or two spots in the book to review each of the strategies: Check for Understanding, Cross Checking, Tune In to Interesting Words, and Back Up and Reread.

Work on Writing Launch:

“Today we are going to begin our very first day of the Daily 3's Work on Writing. We will be doing Work on Writing everyday. Turn to an elbow buddy and talk over why you think it is so important to write everyday.” {Elbow buddy discussion}.

“Who would like to share your partner's ideas of why it is so important to write everyday?”
{discussion}

- ✓ Make an I-chart
- ✓ Urgency:
 1. Helps us become better readers and writers
 2. We care about writing the people who read it.
 3. Choice
 4. It is fun
 5. Works on the fluency of writing.

Focus Lesson: Model what to do when writing words they can't spell

"Class, before we brainstorm what independent writers do in our classroom, there is something you need to know that will really help you with your independence."

✓ with blank chart paper and marker, turn to the chart and think aloud before you begin your story.

"Let's pretend this is my writer's notebook. I will use this chart paper instead of my notebook so you all see what I think about when writing. Last night the weirdest thing happened, and I just couldn't wait to write about it in my writer's notebook. I was sitting outside after dinner reading a book, when I heard the rush of wings right above my head. I looked up from my book to see a huge owl land on the railing of my deck. I sat perfectly still, hardly daring to breathe. The owl was staring very intently into the grassy area below. Suddenly the owl seemed to fall right off the edge of the deck! I jumped up and ran to the deck's edge just in time to see the owl grab a mouse and take off flying with it into the air. What a good dinner for the owl!"

"Okay, there is my plan for what I will write about. Now I am ready to get started."

✓ Start writing from the beginning, modeling very explicitly how to write the sounds we hear. After writing the first three or so words, pause.

"Boys and girls, I don't know how to spell 'weirdest', but I really want to use that word. When writers in our room come to a word they don't know how to spell, they just write the sounds they hear, highlight the word so that you can come back to it later, then keep writing."

✓ Write the following: 'Last night the weirdest thing happened to me...' being sure to highlight the word 'weirdest'.

"Did you notice that I did not get up to ask anyone how to spell the word? I will work on the correct spelling later."

✓ Continue writing and modeling.

Day 6

Focus Lessons: How to Choose “Good Fit Books”

I Pick

1. I choose a book
2. Purpose - Why do I want to read it?
3. Interest - Does it interest me?
4. Comprehend - Am I understanding what I am reading?
5. Know - I know most of the words.

✓ Come to school with a bag of shoes. Have a Sunday best, tennis, snow boots, bowling shoes and husband’s much-too-large shoe. Put out each pair and ask what they think the purpose of these shoes is.

“Each pair of shoes has its purpose. I certainly would not wear snow boots to bowl! Just like choosing which shoes to wear for which activity, we also have a purpose when we choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read for fun.”

✓ During examination of shoes, move the discussion to interest. Discuss the importance of choosing books that interest us as well. Share variety of books we are interested in and those we are not. Guide discussions to favourite genres, authors, and types of books that interest each student. In the bag of shoes, pull out the husband’s much too large shoes.

“This is just like a book that is either too hard to read or that we don’t understand. The shoes don’t fit and neither does the book.”

✓ Have a couple students remove a shoe and try a trade.

“This is just like books! Books that are a good fit for one student may not be a good fit for another.”

✓ Explain there are two more ways to know if a book is a good fit; comprehension and knowing most of the words. Model using a picture book, a good fit chapter book, and a finance magazine or medical journal. Go through each of the books, modeling the IPICK strategy.

CAFE Lesson: Fluency

- ✓ Introduce and teach Read Appropriate-Level Texts That Are a Good Fit. Explain the purpose and meaning of the CAFE heading Fluency.
- ✓ In front of the students, write the strategy Read Appropriate-Level Texts That Are a Good Fit on a blank CAFE Menu card and post it on the CAFE Menu under Fluency.
- ✓ During the next three to six days, continue to stop a few times while reading aloud to review each of the strategies: Check for Understanding, Cross Checking, Tune In to Interesting Words, Back Up and Reread, Read Appropriate-Level Texts That Are a Good Fit. Then review these strategies as needed. (*Choose a read aloud picture book to share here*)
- ✓ Our goal is threefold:
 1. Model and teach these five foundational strategies, knowing children must see and hear them often before they can begin to use them.
 2. Anchor these strategies to the CAFE Menu board in our classroom, teaching children to view the menu as a visual aid to be used while reading helps them to remember strategies.
 3. Model for students that readers use many strategies at one time while reading.

Read To Self

- ✓ Quick review of Read to Self chart. Continue to use "10 Steps to Improve Muscle Memory," adding 1-2 minutes of stamina.

Work on Writing: Focus Lesson

✓ Brainstorm behaviours for writing independently. Write them on the I-Chart

1. Write the whole time
2. Stay in one spot
3. Work quietly
4. Choose what to write
5. Get started quickly
6. Highlight words I'm not sure how to spell and move on

Teacher Side

1. Work with students

"Class, now let's see if anyone in our room would like to model Work on Writing the correct way for us."

✓ One to three students model writing independently.

"Who would like to model the wrong way for us?"

✓ One or two students model incorrectly. Then see if they can do it correctly.

"Now we are going to have 3 minute practice."

✓ Have children place themselves around the room with their writing books. When someone is off task, it is time to immediately stop the entire class, ring the chime and bring the class back to the carpet. Do not manage by proximity or make eye contact. Sit where you would be teaching a guided reading group. If the class lasts until 3 minutes, sound the signal to bring them back to the carpet.

"Let's look over our I-chart for Writing and reflect on how it went. As we read through each of the items on the chart, think about your writing behaviours. Were you practicing what readers who write do? Put your closed hand by your heart. As we go through each writing behaviour, think about how you did today. If you know in your heart that you were successful today, put your thumb up. If in your heart you know you can improve in that area, put your thumb sideways. Keep it close to you, right next to your heart."

✓ Read over items on student side of I-chart, reflecting on each.

"Is there anyone who would like to share a celebration of what went well during our first practice?"

"Before we practice again, are there any changes you think we need to make?"

✓ Model again. Practice again, adding one or two minutes.

✓ Check in.

Day 7

Focus Lesson: Quick Review of Choosing Good Fit Books (Use chart)

I Pick

1. I choose a book
2. Purpose - Why do I want to read it?
3. Interest - Does it interest me?
4. Comprehend - Am I understanding what I am reading?
5. Know - I know most of the words.

Read to Self: Quick review of Read to Self I-chart

✓ Continue building stamina and developing independence

	<p><u>CAFE Lesson:</u> ✓ Continue reviewing all strategies introduced to this point. (<i>Choose a read aloud picture book to share here</i>)</p> <p><i>One-on-One Assessing</i> ✓ As students are building stamina with Daily Five, we stay out of their way until they exhibit about seven to fifteen minutes of stamina. At this time, we start our individual assessments to find out exactly what skills and strategies each individual student needs and also their area of strength. We begin to build our flexible groups by using the Strategy Groups form (see pages 21, 22, and 147 for a description).</p> <hr/> <p><u>Work on Writing Focus Lesson:</u> ✓ Review I-Chart for work on writing ✓ Have students model correct and incorrect behaviours ✓ Add another minute or 2 to stamina building</p>
Day 8	<p><u>Focus Lesson:</u> Review of Good Fit Books</p> <p>I Pick</p> <ol style="list-style-type: none"> 1. I choose a book 2. Purpose - Why do I want to read it? 3. Interest - Does it interest me? 4. Comprehend - Am I understanding what I am reading? 5. Know - I know most of the words <hr/> <p><u>CAFE Lesson:</u> ✓ Continue reviewing all strategies introduced to this point. (<i>Choose a read aloud picture book to share here</i>)</p> <p><i>One-on-One Assessing</i> ✓ While students are practicing their stamina during Daily Five, we assess one student at a time using the following steps we call From Assessment to Instruction (see page 39):</p> <ol style="list-style-type: none"> 1. Assess individual student. 2. Discuss with student what he or she knows about him- or herself as a reader as well as what you know and have learned about him or her as a reader, using CAFE Menu as a reference (see pages 24 and 143). 3. Set goal and identify reading strategies with student. 4. Student declares goal on CAFE Menu. 5. Teacher fills out Strategy Groups form (see pages 21, 22, and 147). 6. Teacher fills out individual Reading Conference sheet (see pages 25, 148, and 149). 7. Instruction.

	<p><u>Work on Writing Focus Lesson:</u></p> <ul style="list-style-type: none"> ✓ Create an I-chart for where to sit in the classroom during work on writing ✓ Brainstorm and practice what materials to use during writing: <ol style="list-style-type: none"> 1. Work on Writing Binders 2. Pens, pencils, highlighters, erasers, word books 3. Illustrating <p>{Discuss your own classroom management ideas here for work on writing - each teacher may have a different set-up/expectations for this}.</p> <ul style="list-style-type: none"> ✓ Review Work on Writing I-chart ✓ Continue building stamina and developing independence by adding a minute or two to today's writing time.
Day 9	<p><u>Focus Lesson:</u> Quick review of Choosing Good Fit Books</p> <ul style="list-style-type: none"> ✓ read over anchor chart for IPICK <ol style="list-style-type: none"> 1. I choose a book 2. Purpose - Why do I want to read it? 3. Interest - Does it interest me? 4. Comprehend - Am I understanding what I am reading? 5. Know - I know most of the words <hr/> <p><u>GAFE Focus Lesson:</u></p> <ul style="list-style-type: none"> ✓ During the next three to six days, continue to stop a few times while reading aloud to review each of the strategies: Check for Understanding, Cross Checking, Tune In to Interesting Words, Back Up and Reread, Read Appropriate-Level Texts That Are a Good Fit. Then review these strategies as needed. <p><i>(Choose a read aloud picture book to share here)</i></p> <ul style="list-style-type: none"> ✓ Our goal is threefold: <ol style="list-style-type: none"> 1. Model and teach these five foundational strategies, knowing children must see and hear them often before they can begin to use them. 2. Anchor these strategies to the GAFE Menu board in our classroom. Teaching children to view the menu as a visual aid to be used while reading helps them to remember strategies. 3. Model for students that readers use many strategies at one time while reading. <hr/> <p><u>Read to Self</u></p> <ul style="list-style-type: none"> ✓ do a quick review of Read to Self I-Chart ✓ continue building stamina and developing independence

Work on Writing Focus Lesson:

Today's Trait: Ideas:

1. Finding an idea is the writer's number one job.
 2. Ask students to help you make a list of what the definition of an idea is. Hang on chart paper. Conclude with Ideas are the result of the writer's thinking aloud on paper and are then developed into the content of the piece.
 3. Read "Baghead" by Jarrett J. Krosoczka. Great read aloud for demonstrating the power of a good idea.
 4. Teach the "Idea Song" on page 83 of 6+1 Traits Guide Book and post in room.
- ✓ Review Work on Writing I-Chart
 - ✓ Continue building stamina and developing independence.

Day 10

Focus Lesson: Quick Review of Choosing Good Fit Books

- ✓ use chart
1. I choose a book
 2. Purpose - Why do I want to read it?
 3. Interest - Does it interest me?
 4. Comprehend - Am I understanding what I am reading?
 5. Know - I know most of the words

CAFE Focus Lesson:

- ✓ Model and teach the comprehension strategy of Monitor and Fix Up.
- ✓ From now on, we ask students to write on the strategy cards. We write the strategy Monitor and Fix Up on a sticky note and hand it to one of the students along with a blank CAFE Menu card.
- ✓ We ask the student to copy the strategy on the card, add a visual to help us remember the strategy, and finally, write his or her name. Then, in front of the class, the student posts Monitor and Fix Up on the CAFE Menu under Comprehension.
- ✓ Review this strategy for the next few days and then as needed.
- ✓ **WOL 3: Theme 1: Family Pictures**

Teach comprehension strategy Recognizing Literary Elements (Theme) and discuss the Family Theme of this unit. Lead students in discussion how being members of God's family affects the family of believers. Have students complete BL 1.

Read to Self

- ✓ Quick review of Read to Self I-chart
- ✓ Continue building stamina and developing independence

Work on Writing Focus Lesson:

Today's Trait: Ideas (Finding the Right Topic)

- Give students a list of tips when working on ideas (see pg 85 in 6+1 traits guide)
 - Do Focus Lesson on pg 85-88 in 6+1 traits guide - this will take 2 days minimum.
 - This lesson takes some prep - parent letter, book, personal treasures from home, etc)
- ✓ Quick review of Work on Writing I-chart
 - ✓ Continue building stamina and developing independence

Day 11

CAFE Lesson:

- ✓ Model and teach Voracious Reading as it relates to Fluency.
- ✓ Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Fluency.
- ✓ Review this strategy for the next few days and then as needed.

✓ **WOL 3: Theme 1: Family Pictures**

Teach vocabulary strategy Use Word Parts to Determine the Meaning of Words - squeezed, squirted, egg white, crater. Discuss the parts of the words without the endings and their meanings. Post vocab on concept board along with Theme and Title " pudding Like A Night on the Sea". Have students write these words in their word booklets. Write sentences together on chart paper using these words.

One-on-One Assessing

- ✓ Use Assessment to Instruction steps to assess one or two students (see page 39).
- ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Read to Self

- ✓ Continue building stamina and developing independence.

Work on Writing Focus Lesson:

Today's Trait: Ideas (Finding the Right Topic)

1. Give students a list of tips when working on ideas (see pg 85 in 6+1 traits guide)
2. Do Focus Lesson on pg 85-88 in 6+1 traits guide - this will take 2 days minimum. (This is Day 2)
3. This lesson takes some prep - parent letter, book, personal treasures from home, etc)

Work on Writing

- ✓ Continue building stamina and developing independence.

Launching Word Work:

"Today we are going to learn the procedure for how to use our spelling and word wall materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care about our writing and the people who will read it. Spending time practicing spelling helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun!"

"Let's begin by writing down a list of some of the materials we can use to practice spelling."

1. Whiteboards
2. Magnetic letters
3. Letter stamps
4. Coloured markers and pencils
5. Scrabble tiles

"Now let us make an I-chart with our ideas about ways to set up the materials and how to use the Word Work activities."

✓ Make an I-chart with 'Word Work' at the top, the reasons why we do it below the title, and then the following steps for students on the right hand side:

1. One person takes out the materials of his or her choice and sets them up in a quiet location.
2. Get started quickly
3. Stay in one spot, except to get and return materials.
4. Work the whole time.
5. Work quietly
6. Work on stamina
7. Try your best

✓ Show students where the materials are located and walk through activities available. {Again your own classroom management style varies as it here as to how you are going to set up your word work section and what expectations you have.}

"Who would like to model setting up the materials using the ideas we came up with on the I-chart?" {Choose one student/spelling material to model.}

"Now who would like to model this incorrectly?" Model both ways.

✓ Have children go to places around the room where they think they would like to complete their word work items. Give the signal and have them practice for 3-5 minutes. Stop students early if one student is off task. Signal chimes for students to return to carpet.

"We have had one practice time. Don't worry, we will have lots of time this week and all year to work with these materials. Right now we need to spend some time talking about a very important part of Word Work time: CLEAN UP!"

"You are learning the correct ways to get the materials out independently. You are also learning how to work independently, so now we need to make sure we are putting away the materials independently, so they are ready for the next person."

"Let's start another I-Chart and label it 'Word Work: Clean Up'. Who has some ideas of how students in our room who are independent will clean up the materials?"

1. Everyone using materials helps put those materials away.
2. Materials go back exactly where they came from.
3. Leave the materials neat
4. Clean quietly
5. Get started on your new task quickly.

Cont'd	<p>6. Word Work weekly expectation sheets filled in when activity is completed {Again, this depends on your management style}</p> <p>“Okay, who would like to model how to put the materials away for us?”</p> <ul style="list-style-type: none"> ✓ Again model the wrong way and then the right way. ✓ Building stamina - 3 to 7 minutes of practice. Teacher stays out of the way of children's practice. No eye contact or managing by proximity at this time. Teach may practice sitting at the guided reading or assessment spot. ✓ Signal and check-in.
Day 12	<p><u>Focus Lesson</u></p> <ul style="list-style-type: none"> ✓ Quick review of charts <hr/> <p><u>CAFE Lesson</u></p> <ul style="list-style-type: none"> ✓ Model and teach Voracious Reading as it relates to Vocabulary. ✓ Explain the purpose and meaning of the CAFE heading of Expand Vocabulary. ✓ Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Expand Vocabulary. ✓ Review this strategy for the next few days and then as needed. <p>✓ <u>WOL 3: Theme 1: Family Pictures</u></p> <p>Teach the Accuracy Strategy Skip the Word, The Come Back. Words to skip are highlighted in teacher book. Model this strategy so the students understand how to use it in their own reading.</p> <p><i>One-on-One Assessing</i></p> <ul style="list-style-type: none"> ✓ Use Assessment to Instruction steps to assess one or two students (see page 39). ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily5 are up an going. <hr/> <p><u>Read to Self</u></p> <ul style="list-style-type: none"> ✓ Continue building stamina and independence <hr/> <p><u>Work on Writing Focus Lesson</u></p> <p>Today's Trait: Ideas (Finding the Right Topic)</p> <ol style="list-style-type: none"> 1. Give students a list of tips when working on ideas (see pg 85 in 6+1 traits guide) 2. Do Focus Lesson on pg 85-88 in 6+1 traits guide - this will take 2 days minimum. (This is Day 3) 3. This lesson takes some prep - parent letter, book, personal treasures from home, etc) <hr/> <p><u>Work on Writing</u></p> <ul style="list-style-type: none"> ✓ Continue building stamina and developing independence <hr/> <p><u>Word Work</u></p> <ul style="list-style-type: none"> ✓ Review I-charts ✓ Have students model incorrect and correct ways ✓ Continue building stamina and independence

Day 13

Focus Lesson

- ✓ Quick review of charts

CAFE Lesson

- ✓ Model and teach the comprehension strategy of Monitor and Fix Up.
- ✓ From now on, we ask students to write on the strategy cards. We write the strategy Monitor and Fix Up on a sticky note and hand it to one of the students along with a blank CAFE Menu card.
- ✓ We ask the student to copy the strategy on the card, add a visual to help us remember the strategy, and finally, write his or her name. Then, in front of the class, the student posts Monitor and Fix Up on the CAFE Menu under Comprehension.
- ✓ Review this strategy for the next few days and then as needed.

✓ **WOL 3: Theme 1: Family Pictures**

Teach comprehension strategy Use Prior Knowledge to Connect with Text. Ask students about their knowledge about pudding. What are their favourite flavours? Ask if they have ever made pudding before? Read the story through as a class. Afterwards, have students describe how the family made their pudding.

One-on-One Assessing

- ✓ Use Assessment to Instruction steps to assess one or two students (see page 39).
- ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Read to Self

- ✓ Continue building stamina and developing independence

Work on Writing Focus Lesson

Today's Trait: Ideas (Fun With Funnels - pg 88)

1. Bring a funnel to class.
2. Explain that a funnel is used to move liquids and other pourable materials from one container to another.
3. Explain that writer's use funnels too. When writers get an idea, they need to put it in an imaginary funnel to make it smaller, more specific, and easier to write about.
4. Give students a sheet of paper, have them roll it into a funnel, and tape it together.
5. Give them broad ideas such as, "My Bike," "Bats," or "The Internet". Ask them to picture it going in the wide end and coming out of the narrow end as a focused topic such as "The day I crashed my bike into Uncle Dorian's prize geraniums," "How bats use radar", or "The best site on the Internet to find the winner of American Idol." Have them call out the new topics.
6. As students write, encourage them to always use the writer's funnel to focus their ideas.
7. Give students a picture of a funnel for their writing sections of their Writer's Binders to remind them of this strategy.

Work on Writing

- ✓ Continue building stamina and independence

<p>Day 13 Cont'd</p>	<p><u>Word Work Focus Lesson</u> Word Wall Activity:</p> <ol style="list-style-type: none"> 1. Introduce 5 Word Wall Words (because, have, said, they, very). Follow pg 14 of MBMP 3rd Grade. 2. Cheer the words like the wave. Have the first group stand with their arms in the air when they say the first letter, have the second group stand and say the second letter with their arms in the air, and keep the wave going until the whole word is spelled out. 3. Have students write the 5 words out on their word wall sheet. Give riddles for each word and have students write down the answer. 4. On The Back Activity; Long i Phonics Activity from WOL BL 8 Theme 1 <p><u>Word Work</u> ✓ Continue building stamina and independence</p>
<p>Day 14</p>	<p><u>Focus Lesson</u> ✓ Quick review of all charts</p>
	<p><u>CAFE Lesson</u> ✓ Model and teach Voracious Reading as it relates to Fluency. ✓ Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Fluency. ✓ Review this strategy for the next few days and then as needed. ✓ <u>WOL 3: Theme 1: Family Pictures</u> Teach Accuracy Strategy of Cross Checking, focusing on the homonyms in the story - whipping & beating and how they are used and can be used. Use BL 5 to guide whole class discussion - put on LGD and read over together. Discuss different meanings of each of the homonyms and how they can affect/change the meaning of our reading. <i>One-on-One Assessing</i> ✓ Use Assessment to Instruction steps to assess one or two students (see page 39). ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.</p> <p><u>Read to Self</u> ✓ Continue building stamina and independence</p> <p><u>Work on Writing Focus Lesson</u> Today's Trait: Ideas (Picture This - pg 89 in 6+1 Complete Guide)</p> <ol style="list-style-type: none"> 1. Ask students to call out a topic such as Animals, Friends, Sports, etc. 2. Display one of the topics and ask students to narrow it down - example, Dogs 3. Write that down and narrow it down again - i.e. German Shepherd 4. Write that down and have them narrow that down - i.e. Why German Shepherds make good police dogs. 5. Be sure that students see how the topic became more manageable with each refinement. 6. Encourage them to narrow down their topics.

<p>Day 14 Cont'd</p>	<p><u>Work on Writing</u> ✓ Continue building stamina and independence</p> <hr/> <p><u>Word Work Focus Lesson</u> Word Wall Activity:</p> <ol style="list-style-type: none"> 1. Review the 5 Word Wall Words (because, have, said, they, very). 2. Cheer the words like the wave. Have the first group stand with their arms in the air when they say the first letter, have the second group stand and say the second letter with their arms in the air, and keep the wave going until the whole word is spelled out. 3. Have students write the 5 words out on their word wall sheet. Give clues for each word and have students write down the answer. 4. On The Back Activity: Long a and e from BL 12 Theme 1 <hr/> <p><u>Word Work</u> ✓ Continue building stamina and independence</p>
<p>Day 15</p>	<p><u>Focus Lesson</u> ✓ Quick review of all charts</p> <hr/> <p><u>CAFE Lesson</u> ✓ Model and teach Voracious Reading as it relates to Vocabulary. ✓ Explain the purpose and meaning of the CAFE heading of Expand Vocabulary. ✓ Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Expand Vocabulary. ✓ Review this strategy for the next few days and then as needed. ✓ <u>WOL 3: Theme 1: Family Pictures</u> Teach Fluency Strategy Use Punctuation to Enhance Phrasing and Prosody while modeling using "Pudding Like A Night on the Sea". Really call punctuation marks to students attention while reading. <i>One-on-One Assessing</i> ✓ Use Assessment to Instruction steps to assess one or two students (see page 39). ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily 5 are up and going.</p> <hr/> <p><u>Read to Self</u> ✓ Continue building stamina and independence</p>

Work on Writing Focus Lesson

Today's Trait: Ideas (Can You See It? - pg 90-91 in 6+1 Traits Complete Guide)

1. Have students close their eyes and draw what they see in their mind. No peeking!
2. Ask them to picture the way they look by asking themselves questions such as: What colour is the shirt you have on today? What about your pants? Are there any textures or patterns on them? What kind of shoes or jewelry? What colour are your eyes? What colour is your skin? How tall are you compared to your classmates? Are you the shortest, tallest, or somewhere in the middle? What colour is your hair? Is it curly, straight, neat, messy? Is it parted? If so, which side?
3. Now have them picture one place in the classroom. Maybe it's a bulletin board or a window with the view of the playground, or your favourite place to sit and read. Imagine that you are there now, what do you see?
4. Let the students open their eyes and ask them to compare what they imagine to what they see now
5. Have them draw a picture of themselves in the place they chose. Urge them to show a lot of details so we can tell who it is.

Work on Writing

✓ Continue building stamina and independence

Word Work Focus Lesson

Word Wall Activity:

1. Review the 5 Word Wall Words (again, people, could, favourite, into)
2. Cheer the words using:
3. Have students write the 5 words out on their word wall sheet. Give clues for each word and have students write down the answer.
4. On The Back Activity: Short Vowel Sounds from BL 19 Theme 1

Word Work

✓ Continue building stamina and independence

Day 16

Focus Lesson

✓ Quick review of charts (start phasing this out of your day)

CAFE Lesson

- ✓ Model and teach the comprehension strategy of Monitor and Fix Up.
- ✓ From now on, we ask students to write on the strategy cards. We write the strategy Monitor and Fix Up on a sticky note and hand it to one of the students along with a blank CAFE Menu card.
- ✓ We ask the student to copy the strategy on the card, add a visual to help us remember the strategy, and finally, write his or her name. Then, in front of the class, the student posts Monitor and Fix Up on the CAFE Menu under Comprehension.
- ✓ Review this strategy for the next few days and then as needed.
- ✓ **WOL 3: Theme 1: Family Pictures**

Teach Summarize Text; Include Sequence of Main Events by using BL 4 on LCD. Have students conclude this exercise by completing the back of BL 4 using their own meal item.

One-on-One Assessing

- ✓ Use Assessment to Instruction steps to assess one or two students (see page 39).
- ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Read to Self

- ✓ Continue building stamina and independence

Work on Writing Focus Lesson

Today's Trait: Ideas (I'm Making Dinner...pg 91 in 6+1 Traits Complete Guide)

1. Begin by asking "I'm making dinner and what do I need?"
2. Then come up with a word that begins with the letter A, such as apple...write this on chart paper. Have the students come up with a word for B and do this until everyone has come up with an idea for each letter of the alphabet.
3. Have the students choose 3 to record in their writer's notebooks and have them write details about each of their items (i.e. bologna: round, tasty, pinkish)
4. Encourage students to use these later in their writing.

Work on Writing

- ✓ Continue to build on stamina and independence

Word Work Focus Lesson:

Word Wall Activity:

1. Review the 5 Word Wall Words (again, people, could, favourite, into)
2. Cheer the words using:
3. Have students write the 5 words out on their word wall sheet. Give riddles for each word and have students write down the answer.
4. On The Back Activity: Syllables from BL 23 Theme 1

Word Work

- ✓ Continue building stamina and independence

Day 17

Focus Lesson

- ✓ Quick review of charts (start phasing this out of your day)

CAFE Lesson

- ✓ Model and teach Voracious Reading as it relates to Fluency.
- ✓ Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Fluency.
- ✓ Review this strategy for the next few days and then as needed.

✓ **WOL 3: Theme 1: Family Pictures**

Journal Writing Assessments - use teacher-made question sheet for students to use and write about in their Guided Reading Journals. Answer 2 of the questions together today on chart paper and have the students answer one on their own in their journals. Explain the expectations of journal writing (i.e. date, gluing in the questions, proper full answers, etc.)

One-on-One Assessing

- ✓ Use Assessment to Instruction steps to assess one or two students (see page 39).
- ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Read to Self

- ✓ Continue building stamina and independence

Work on Writing Focus Lesson

Today's Trait: Ideas (Drawing the Idea - pg 91-92 in 6+1 Traits Complete Guide)

1. Select a common activity, such as grocery shopping
2. Ask students to draw a picture of what the activity looks like.
3. Help them set the scene by asking, for example, "What is the name of this grocery store? Who are you with? Who else is around? Are you happy to be there? Are you taking your time or rushing? What aisle are you in? What do you see if you look straight ahead? What about to the left and right of you? If you reached out to touch something, what would it be? Is music playing? Can you hear anything else? Do you have a cart? What's in it?"
4. Have students draw the pictures. Collect them and show them to the class one at a time, pointing out that even though everyone wrote about the same idea, each person did it differently.

Work on Writing

- ✓ Continue working on stamina and independence

Word Work Focus Lesson

Word Wall Activity:

1. Review the 5 Word Wall Words (again, people, could, favourite, into)
2. Cheer the words using:
3. Have students write the 5 words out on their word wall sheet. Give riddles for each word and have students write down the answer.
4. On The Back Activity: Compound Words from BL 25 Theme 1

Day 17 Cont'd	<p><u>Word Work</u> ✓ Continue building stamina and independence</p>
Day 18	<p><u>CAFE Lesson</u> ✓ Model and teach Voracious Reading as it relates to Vocabulary. ✓ Explain the purpose and meaning of the CAFE heading of Expand Vocabulary. ✓ Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Expand Vocabulary. ✓ Review this strategy for the next few days and then as needed. ✓ <u>WOL 3: Theme 1: Family Pictures</u> Teach Comprehension Strategy: Literacy Elements: Genre. Discuss if this story could really happen. Have students make connections between the story and their own lives. Discuss the term realistic fiction and explain the term. Give students a quiz on this story. (Pg 43-44) <i>One-on-One Assessing</i> ✓ Use Assessment to Instruction steps to assess one or two students (see page 39). ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily5 are up and going</p>
	<p><u>Read to Self</u> ✓ Continue building stamina and independence</p>
	<p><u>Work on Writing Focus Lesson</u> Today's Trait: Ideas (Unlocking the Ideas Puzzle - pg 93-94 in 6+1 Traits Complete Guide)</p> <ol style="list-style-type: none"> 1. Set up an area in the classroom to work on the puzzles. Divide the class into groups of 3 to 4 students and give each group a disassembled puzzle...do not show the box covers! 2. Ask students to spread out the pieces. To help them get started tell them to separate the edge pieces from the centre ones. 3. Ask each group to find clues on the individual pieces before they start assembling, such as eyes on an animal...part of a door to help determine the image. Write these ideas on an overhead. 4. Have students work on the puzzle. Write down key comments you hear until the students reach the final image. 5. When groups are finished, show them their predictions of the final images and compare them to the images on the box covers. Ask students at which point they recognized the image...when they made the borders, or much later? 6. Tell students that writing is much like a puzzle. Writers need many details to create a clear picture for their readers and in order.
	<p><u>Work on Writing</u> ✓Continue building stamina and independence</p>

<p>Day 18 Cont'd</p>	<p><u>Word Work Focus Lesson</u> Word Wall Activity:</p> <ol style="list-style-type: none"> 1. Teach 5 new word wall words (off, until, want, who, laughed) 2. Cheer the words using: 3. Have students write the 5 words out on their word wall sheet. Give riddles for each word and have students write down the answer. 4. Teach Alphabetical Order using the word wall words today. 5. On the Back Activity: Blackline 2 Theme 2 (back) <p><u>Word Work</u> ✓ Continue building stamina and independence</p>
<p>Day 19</p>	<p><u>CAFE Lesson</u></p> <ul style="list-style-type: none"> ✓ Model and teach the comprehension strategy of Monitor and Fix Up. ✓ From now on, we ask students to write on the strategy cards. We write the strategy Monitor and Fix Up on a sticky note and hand it to one of the students along with a blank CAFE Menu card. ✓ We ask the student to copy the strategy on the card, add a visual to help us remember the strategy, and finally, write his or her name. Then, in front of the class, the student posts Monitor and Fix Up on the CAFE Menu under Comprehension. ✓ Review this strategy for the next few days and then as needed. ✓ <u>WOL 3: Theme 1: Family Pictures</u> <p>Teach Comprehension Strategy Make A Picture or Mental Image using the selection "Granddaddy's Place" in basal. Ask students how many of them have grandparents who live a long distance away. Have students picture what is fun, scary, or new when they visit their far away grandparents. Read Ch. 1 together.</p> <p><i>One-on-One Assessing</i></p> <ul style="list-style-type: none"> ✓ Use Assessment to Instruction steps to assess one or two students (see page 39). ✓ Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going. <p><u>Read to Self</u> ✓ Continue to build stamina and independence</p> <p><u>Work on Writing Focus Lesson</u></p> <p><u>Work on Writing</u> ✓ Continue to build stamina and independence</p>

Word Work Focus Lesson

Word Wall Activity:

1. Teach 5 new word wall words (off, until, want, who, laughed)
2. Cheer the words using:
3. Have students write the 5 words out on their word wall sheet. Give riddles for each word and have students write down the answer.
4. Using the Words You Know (bike, car, van, train) See pg 19-21 in 3rd Grade Phonics (Day 1)

Word Work

✓ Continue to build stamina and independence