

Monday Schedule – Day 1 Whole Group Instruction (45 minutes)

(Based on 6th grade Teacher's Edition)

- Question of the day
- Read aloud pages T28-T29
- Comprehension, plot and setting T30-T31
- Story Structure teach-model, guided practice, practice apply-could be used as a center
- Introduce vocabulary page T35 Word Scribe (Perfect for Centers)
 - We would suggest modeling this activity for the first nine weeks of school and then for the last 3-nine week periods add writing objectives you are working on and implement them into this activity in your center.
 - This should be a folder center students take to their seats and work on with a weekly vocabulary list and a weekly rubric for each student.
- Fluency: Model Oral Fluency activity
- Teach word attack skills

Monday No Small Groups – Introduce Centers

- 20 to 30 minutes – may need more time first nine weeks
- Pick and choose centers that can be used weekly, just adapted to fit the new story. These can be picked from the teacher's edition. Once centers are mastered they will run smoothly, make your expectations very clear. Model, model, model!
 - Review Center rules
 - Go over every center, expectations, directions, model the activity, post the schedule for Tuesday, Wednesday, Thursday
 - Answer any questions, make your directions very clear
 - Practice changing centers, expectations, timing and movement of centers (This will benefit the teacher in the long run.)

Tuesday Schedule – Day 2 Whole Group Instruction (55 minutes)

- Question of the Day Read Aloud page T29 (5 minutes)
- Comprehension, Transparency R3 (10 minutes)
- Plot and Setting PP T40-T54 (15 minutes)
- Read Story "Maxx Comedy" Monitor comprehension (15 minutes)
- Vocabulary Review page T58 (10 minutes)
- Practice Book page 2 (story map) could be used for a center in the future. Model this activity for students and complete together. This is the focus skill and has already been modeled on Monday.

Tuesday – Day 2 Small Group Instruction (15 minutes)**Red Group (Using Day 3 plans in teacher's edition)**

- Build Background
- Set a Purpose for reading, preview the book
- Build vocabulary with activity from small group instruction manual
- Assign worksheet for students to complete at their seats worksheet found in small group instruction manual page 5
- If time allows you may want to begin reading Carla's Triumph

Blue Group (15 minutes)

- Build Background
- Preview/Set Purpose
- Build Vocabulary with activity from small group instruction manual
- Assign vocabulary worksheet page 5 with activity from small group instruction manual
- If time allows after building vocabulary you may want to begin reading Zach's Promise

Green Group (15 minutes)

- Build Background
- Preview/Set Purpose
- Build Vocabulary with activity from small group instruction manual
- Assign vocabulary independent practice, page 5 in small group instruction manual
- If time allows after building vocabulary you may want to begin reading The King of Mirth

Wednesday Schedule – Day 3 Whole Group Instruction (45 minutes)

- Finish reading the story if you have not finished and discuss comprehension questions/question of the day, Day 3
- Review Plot and Setting T60-T61, complete worksheets Extra support, Practice Book, Challenge WS 3
- Vocabulary, Reinforce word meanings page T67
- Read "Are You Laughing at Me?" T56-57
- Compare texts, Page T58

Wednesday – Day 3 Small Group Instruction (15 minutes)**Red Group**

- During Reading monitor comprehension
- Discuss questions on the inside back cover of the book
- Review Focus Skill Teacher's Guide page 2 and assign worksheet to be completed at their seats, worksheet page 6, they may work on this together as a center activity

Blue Group

- During Reading small book monitor comprehension
- Discuss questions on the inside back cover of the book
- Review Focus Skill Teacher's Guide page 2 and assign worksheet 5, this can be worked on at their seats either as a group or independently

Green Group

- During Reading monitor comprehension
- Discuss questions on the inside back cover of the book
- Review focus skill assign plot chart worksheet page 6, students can finish this at their seats.

Thursday Schedule – Day 4 Whole Group Instruction (45 minutes)

- Listen to the story on CD (if needed) (15 minutes)
- May want to ask the question of the day after reviewing the story and vocabulary/extended vocabulary page T67
- Model Oral Fluency, T29 Display Transparency R1 (15 minutes)
- Teach Forms of Fiction T62-T63, use transparency R5 (15 minutes)
- Practice and Apply, complete differentiated worksheets based on students reading levels for understanding (Extra support, practice book, challenge, page 4)

Thursday – Day 4 Small Group Instruction (15 minutes)

Red Group

- Discuss what was read on Day 4, finish the book if needed
- Follow up with discussion questions under Think Critically After Reading Activities, page 3 (small manual)

Blue Group

- Discuss what was read on Day 4, finish the book if needed
- Follow up with discussion questions under Think Critically After Reading Activities, page 3

Green Group

- Discuss what was read on Day 4, finish the book if needed
- Follow up with discussion questions under Think Critically After Reading Activities, page 3

Friday - Day 5 Whole Group Instruction

- Question of the Day
- Review Vocabulary T67
- Assessment

Friday – Day 5 Small Group Instruction

Red Group

- Students will take the assessment of the "Maxx Comedy" with the RTI aide.
- Students are going to pre-read next week's story "The Color of Words" and preview the vocabulary and focus skill with the RTI aide.

Blue Group

- Bring center folders to the table and assess finished work in folders as a group.
- Conference on completed work and work that needs to be finished.
- Students choose one completed center to be graded and turn in to completed basket.
- Students clean out folder for next week and straighten crates.

Green Group

- Bring center folders to the table and assess finished work in folders as a group.
- Conference on completed work and work that needs to be finished.
- Students choose one completed center to be graded and turn in to completed basket.
- Students clean out folder for next week and straighten crates.