

Small Group Weekly Instructional Plan

Monday – *Introduce the book. Discuss title, author/illustrator, predictions, and picture walk.*

Tuesday – *Echo read followed with discussion (fluency, fiction/nonfiction, favorite/least favorite part of the story/why? and details.*

Wednesday – *Choral Read followed with discussion (main idea, author's purpose, and comprehension).*

Thursday – *Three R's (reread, read with a partner, and read with me)*

Friday – *Reader's Chair/Audience (listening) followed with discussion of using prior knowledge to make connections.*

Monday – *Group 1 and Group 2*

Tuesday – *Group 3 and Group 4*

Wednesday – *Group 1 and Group 4*

Thursday – *Group 2 and Group 3*

Friday – *Group #? Based on groups with "Intensive" reading needs.*

Monday – *Using "fiction" book, read and work on comprehension strategies.*

Tuesday – *Read with Teacher, and work on language strategies.*

Wednesday – *Using "nonfiction" book, read and work on comprehension strategies.*

Thursday – *Read with Teacher, and work on language strategies.*

Friday – *Review strategies/Echo Read/Choral Read/Partner Read*

Monday – *Introduce vocabulary and read vocabulary reader.*

Tuesday – *Review vocabulary and introduce leveled reader.*

Wednesday – *Leveled reader for fluency and activity (Big 5).*

Thursday – *Teacher's Guide forms to align with leveled reader and vocabulary oral quiz.*

Friday – *Nonsense word practice and reread.*

T. Dalton
PreK, K, and 1st grade instructional coach

What are the other students doing?

Learning Centers

Literacy Center:

- ❖ Independent Reading (SSR)
- ❖ Theme Library: science/social studies/holidays/author study
- ❖ Read the room
- ❖ Making words: magnetic letters/letter cards/cut and paste/beads/play dough or clay
- ❖ Letter/Sound/Object Match
- ❖ Rhyming Activities: match picture/word or picture/picture
- ❖ Magazine/Newspaper Search: letters/words
- ❖ Reread leveled readers
- ❖ Spelling Activities: scrambled words/alphabetize words/sort by beginning/ending/vowel sounds
- ❖ Graphic Organizers and Story Maps using familiar text
- ❖ Research topic using variety of materials (books, magazines, computer)
- ❖ Nonfiction books (science/social studies topic)
- ❖ Thoughtful Classroom Activities: cause/effect, task rotation, compare/contrast, reading for meaning, etc.
- ❖ Reader's Theater
- ❖ Following Directions Activities: read to complete activity
- ❖ Mountain Language Activities
- ❖ High frequency word/vocabulary/spelling BINGO
- ❖ Using sentence strips/pictures and pocket chart, retell story (sequence)
- ❖ Big Books
- ❖ Highlight spelling/HF/vocabulary/word wall words in newspapers and magazines
- ❖ ABC Order
- ❖ Partner Reading
- ❖ Whisper Phone Reading

- ❖ Using sentence strips, cut apart sentences for them to put in order
- ❖ File Folder Centers
- ❖ Literacy Games
- ❖ Word memory match

Listening Center:

- ❖ Use recorded books, recordings of you reading, and recordings of classmates reading books
- ❖ Work on fluency by allowing the students to record themselves reading books or poems
- ❖ Include a log or activity to ensure accountability

Technology Center:

- ❖ Use your Smartboard, Elmo, or computer to reinforce skills/standards using a variety of websites and resources
- ❖ Use your computer to allow students to type sentences and stories, print, illustrate, and make a classroom book

Writing Center:

- ❖ Poetry: write poetry, use word wall/spelling/vocabulary word for acrostic poem
- ❖ New ending to a story
- ❖ Write a summary
- ❖ Write a letter to someone (classmate, teacher, principal, family)
- ❖ Write on the changes observed in a plant/potato/tadpole,etc
- ❖ Edit a selection/passage/sentence
- ❖ Create an outline
- ❖ Respond to a question
- ❖ Write on a historical event
- ❖ Sticker Writing – place stickers at the top of the paper and create a story
- ❖ Rainbow Writing using colored pencils/markers
- ❖ Write a story
- ❖ Write the Room
- ❖ Create lists (foods, authors, teachers, classmates, favorite places,etc)
- ❖ Practice writing addresses on envelopes (phone book pages can be included to assist)
- ❖ Create a schedule
- ❖ Journal Topics

- ❖ Independent Writing
- ❖ Write a Joke
- ❖ Recipe Writing
- ❖ “How To” Writing
- ❖ Make a lunch menu
- ❖ Story Starters
- ❖ Creative Writing
- ❖ Unscramble words/sentences and rewrite correctly
- ❖ Alliteration Writing
- ❖ Writing using particular blends/vowels/spelling/vocabulary/HF words
- ❖ Narrative Writing
- ❖ Expository Writing
- ❖ Handwriting Practice
- ❖ Six-Trait Writing

Math Center:

- ❖ Create a word problem and let a partner solve
- ❖ Manipulatives and other hands-on activities
- ❖ Mountain Math
- ❖ Consonant Fractions – use word wall/spelling/vocabulary words to determine number of consonants in word(s)
- ❖ Illustrate a number sentence
- ❖ Word Wall Shopping – create a key with letters (Example: a-f = 1, g-k = 2, l-p = 3, q-z = 4) students must use the key to add up words
- ❖ Make a number book
- ❖ Create addition/subtraction charts
- ❖ Write a math story
- ❖ Dominoes – addition/subtraction/number order
- ❖ Create a hundreds chart
- ❖ Design a number line
- ❖ Create equations using manipulatives (beans, counters, etc)
- ❖ Put beans, buttons, etc. into groups of tens and hundreds
- ❖ Numerical cube (dice) addition/subtraction
- ❖ Tangram Puzzles
- ❖ Create shape pictures
- ❖ Use straws to create shapes
- ❖ Create pattern necklaces/bracelets using fruit-loops
- ❖ Create patterns using stamps, stickers, cubes, counters, etc.
- ❖ Use scales to weigh objects (which is heavier/lighter, how much more does it weigh, etc.)
- ❖ Estimation Jars – place objects (beans, buttons, marbles) to estimate and count
- ❖ Using a piece of string or rulers, students must find things around the room with the same length and record their findings

- ❖ Create class schedule by drawing clocks or putting correct time on material supplied (copies of clocks)
- ❖ Use sale papers from newspapers and “real” coins to count enough money to purchase items
- ❖ Math games/file folders
- ❖ Beat the timer- allow students to set a timer or use a sand timer to see how many problems they can solve in an allotted time
- ❖ Partner Practice – flashcards

Creative Center:

- ❖ Use art and creativity to connect to reading, writing, math, science, and social studies
- ❖ Create a map of the classroom/school/directions from school to home
- ❖ Illustrate favorite parts of a book
- ❖ Design a new book cover
- ❖ Use stamps to make words and stories
- ❖ Create cards and stationary – use it to write to someone
- ❖ Paint pictures
- ❖ Use clay and play-dough to make words, characters, setting, etc.
- ❖ Discovery bottles filled with hidden objects/words/numbers
- ❖ Create a comic strip using speech balloons
- ❖ Bookmaking
- ❖ Bubble, Bold, Colorful Writing
- ❖ Create puppets for characters in a story
- ❖ Practice parts from a play and then perform for another class
- ❖ Create mosaics using cut up construction paper or tissue paper
- ❖ Illustrate a new ending to a favorite book
- ❖ Hidden words/pictures – students hide words or pictures in their drawing/painting
- ❖ Blocks/Legos/Lincoln Logs, etc. to build the setting from a book, the school, etc and work on fine motor skills
- ❖ Create shape pictures by only using shapes
- ❖ Illustrate math equations
- ❖ Word Wall/Spelling/Vocabulary word pictures – students must write the word and draw a picture
- ❖ Students pick six words and must create a list of new words only using the letters from the six words
- ❖ Word/Character/Book/Number Charades
- ❖ Chalk illustrations – using chalk and black paper
- ❖ Creative drawing/painting/sketching
- ❖ Create word problems using manipulatives to retell a partner
- ❖ Graphing Activities – use graph paper to create pictures/graphs,etc.
- ❖ Create picture cards to retell a story
- ❖ Illustrate main idea/setting/characters

Science/Social Studies Centers:

- ❖ Ideas from each center can be aligned with Science/Social Studies standards