



Teaching Intermediate: Days 2–5

Introduction

This guide discusses a typical week and focuses on Days 2–5 of instruction. It explains the materials, the Get Ready to Read, Read and Comprehend, and Language Arts, and how to incorporate Small Group Time.

The guide also discusses how to wrap up the week and assess on Day 5. Watch the tutorial Teaching Primary: Day 1 first on this Web site.

Days 2–4: Daily Routines

This is how much time is spent on each lesson in Days 2–5:

- Get Ready to Read for twenty to twenty-five minutes
- Small Group Time for fifteen to twenty minutes
- Read and Comprehend for forty and fifty minutes
- Language Arts and Wrap Up Your Day for thirty to thirty-five minutes

Each day of instruction includes some similarities. Every day starts with the Question of the Week. On Days 2, 3, and 4, develop oral vocabulary during Anchored Talk.

Next, introduce Amazing Words through explicit instruction using the Oral Vocabulary Routine. Connect the words to the literature students read. Use the ELL Posters and Concept Talk Videos from the digital path to enhance understanding of the concept and the Amazing Words.

Day 2

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 2.

Get Ready to Read

On Day 2, after Oral Vocabulary, it's time for Word Analysis. Be sure to use the Strategy for Meaningful Word Parts routine. Then, move on

to Literary Terms and Text Features. Use the Think Alouds to model dialogue and strategies.

Read and Comprehend

Get ready to teach the Read and Comprehend Lesson. Begin with the Vocabulary Strategy. Refer students to the corresponding Envision It! pages in their Student Edition. For additional practice, students can complete activities in the Reader's and Writer's Notebook or online.

Move on to Reread for Fluency and follow the Choral Reading Routine.

Then it's time to Build Background for the Main Selection with Team Talk. Students discuss the Question of the Week in pairs, and make connections to the reading selection. Continue with Prereading Strategies before reading the selection.

Day 2 is the first day of a Double Day Read! There are two schedule options. Option 1 requires reading the selection using the Guide Comprehension questions along the top of the pages to monitor and clarify understanding. Option 2 requires reading the first half of the selection on Day 2. Use the Guide Comprehension instruction at the top of the pages and Extend Thinking instruction along the bottom.

Small Group

Follow the small group instructional plans for Day 2. When working with each small group, assign independent activities and Practice Stations work to the other students, just as in Day 1. Students working independently can listen to Background Building Audio, play skills games on the digital path, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. The Practice Stations include Words to Know, Get Fluent, and Word Wise.

LA and Wrap Up Your Day

End instruction on Day 2 with Language Arts. Just like in Day 1, begin with Research and Inquiry. Move on to Conventions, and then Spelling. Language Arts digital path features include vocabulary activities and Grammar Jammers.

Move on to Writing. Discuss the writing trait and present the mini-lesson. Finish by following the Quick Write for Fluency Routine. Finally, use Wrap Up Your Day to review the lessons and assign homework.

Preview the next day by letting students know what they'll read on Day 3.

Day 3

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 3.

Get Ready to Read

Day 3 follows a routine similar to Days 1 and 2. After reviewing the Question of the Week, it's time for Anchored Talk and Oral Vocabulary.

The next step is to complete a Comprehension Check. Use comprehension check questions as well as activities in the Reader's and Writer's Notebook to reinforce comprehension and clarify areas of confusion. Students practice summarizing information during Check Retelling.

Small Group Time

Follow the small group plan for Day 3. Students revisit the Main Selection and build vocabulary. While working with small groups, other students complete the usual independent activities. Some students may benefit from using this time to listen to an AudioText of the Main Selection. Today's Practice Stations include Let's Write, Get Fluent, and Word Work.



Read and Comprehend

In Read and Comprehend, Day 3 is the second day of The Double Day Read! The instruction portion of The Double Day Read! will vary depending on the schedule option selected for Day 2. For Option 1, use Day 3 to reread the selection and use Extend Thinking to develop higher-order thinking skills. For Option 2, use Day 3 to read the second half of the selection, again using both Guide Comprehension and Extend Thinking.

Then it's time for Retelling. Students use the Envision It! Retelling Cards or the Story Sort on the digital path. The information in the Don't Wait Until Friday box and sidebars helps monitor student progress.

Students also answer critical thinking questions. The first question relates to the student, the world, or another text; the next to the author's purpose; the third to the comprehension skill; the fourth to the target strategy; and the last is a writing prompt.

Next, model fluency. Have students reread text to practice the fluency skill and use the Choral Reading routine.

End Read and Comprehend with Research and Study Skills. For additional practice, have students review and complete the appropriate pages in the Reader's and Writer's Notebook.

LA and Wrap Up Your Day

As on Day 2, Language Arts instruction begins with Research and Inquiry, followed by Conventions and Spelling.

Students complete a writing activity during Let's Write It! and make connections to this week's conventions. Instruction continues with writing instruction and the Quick Write for Fluency Routine. These activities are followed by Wrap Up Your Day and a preview of Day 4.

Day 4 The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 4.

Get Ready to Read Continue to discuss the Question of the Week, develop oral vocabulary during Anchored Talk, and introduce Amazing Words.

Next, prepare students to read the paired selection. This lesson may focus on a skill or strategy, such as genre or a 21st century skill such as writing an e-mail.

Then it's time for Small Groups.

Small Group Time Small Group Time involves reading or revisiting this week's Paired Selection as well as additional instruction that builds fluency. Students working independently may listen to an AudioText of the Paired Selection, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. Day 4 Practice Station activities include Read for Meaning, Get Fluent, and Words to Know.

Read and Comprehend In Read and Comprehend, guide comprehension and extend thinking. Make connections between the paired selection and the skills discussed in the Get Ready to Read lessons.

Then it's on to Fluency. Use Let's Learn It! pages in the Student Edition and the information in the Don't Wait Until Friday box to monitor progress. Finish Read and Comprehend instruction with Vocabulary and Listening and Speaking practice. These activities prepare students for the next grade.

LA and Wrap Up Your Day As with the previous days, Language Arts begins with Research and Inquiry.

The image shows a screenshot of a lesson plan for Day 4 Language Arts. The title is "DAY 4 Language Arts" with a large number 4. Below the title, there are three sections: "Objectives", "Goal", and "On their own".

- Objectives:**
 - Use a graph to present information.
 - Make a table to record work.
 - Compare information across to, at, and an evenly.
- Goal:** *synthesize*
- On their own:** Have students draw conclusions by writing a brief explanation of their research findings. Then have them organize and combine information and plan their presentations.

The "Research and Inquiry Synthesize" section includes a "Task" and a "Cue" section.

- Task:** Have students synthesize their research findings and results. Students may choose a bar graph, circle graph, line graph, or picture graph to help show the results of their surveys. Suggest that students graph any appropriate information they found while researching. Have time to choose relevant information from a number of sources and organize it logically.
- Cue:** Have students use a word processing program or poster board to prepare for their presentations on Day 5. If students are using graphs, check to see that students are labeling their graphs with both the names of the animals and the number of votes each received.

Then it's on to Conventions and Spelling. Finish Language Arts with a mini-lesson and the Quick Write for Fluency Routine.

The day ends with Wrap Up Your Day.

Day 5: Wrap Up Your Week Day 5 is a special day, called Wrap Up Your Week. This day is for celebrating the concept, reviewing skills, and assessing student knowledge. It requires some preparation work. Be sure to have the appropriate reproducible pages on hand for assessing students. The reproducibles needed are built into the Day 5 lessons. Find additional forms, such as an observation checklist, in the Assessment Handbook.

Begin the day with a Concept Wrap Up. Review the Question of the Week, the concept, and Amazing Words.

Amazing Ideas is next. Connect the Question of the Week to the Big Question. Use information in the It's Friday box to monitor oral vocabulary progress.

Review Comprehension, Vocabulary, Word Analysis, and Literary Terms.

Then, move on to Small Group Time.

Small Group Time

In Small Group Time, reread a leveled reader from the week to practice fluency. Students working at Practice Stations complete Words to Know, Get Fluent, and Read for Meaning activities. Independent activities include Grammar Jammer, the Concept Talk Video, and Vocabulary Activities.

Review & Assess

Assess students for fluency, this week's skills, and spelling. Be sure to use the if...then statements and notes in the side bar. Present the Research and Inquiry learnings.

Then it's time for Conventions, Use the Let's Practice It! activities for additional practice. During Writing, review what students learned in yesterday's activity before moving on to the mini-lesson and Quick Write for Fluency.

End the day and week by briefly previewing information that will be covered next week.

Interactive Review

Interactive review weeks help teachers and students connect all the ideas learned during a unit. These occur every sixth week in Grades 2–6. Choose the skills and strategies to review based on the progress-monitoring results during the unit.

Don't Wait Until Friday **MONITOR PROGRESS** **Check Retelling** **Retelling Cards**

If... students have difficulty retelling,
then... use the Retelling Cards to scaffold their retellings.

Day 1 Check Oral Vocabulary	Days 2–3 Check Retelling	Day 4 Check Fluency	Day 5 Check Oral Vocabulary
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Success Predictor

Continue to develop writing skills through daily quick writes. Reteach, review, and extend topics as needed. Use the Interactive Review pages in Let's Practice It! and the Unit Benchmark Test. Discuss the Question of the Week from each week of the unit and connect ideas back to the Big Question.

Review

This guide discussed lesson features that seen during a week of instruction. Daily lessons are divided into Get Ready to Read, Read and Comprehend, and Language Arts. Lessons are taught in whole- and small-group formats. This guide reviewed the types of activities

students complete independently or at a Practice Station while they're in small groups.

On Day 5, the Wrap Up Your Week day, celebrate the concept, review skills, and assess student knowledge.

This guide also discussed the interactive review week for reteaching and extending concepts, skills, and strategies.