


# Hollibrook Elementary

## KG & 1st Grade English / Spanish Reading & Writing Instructional Components

90 minutes / 80 minutes (1st) 90 min (kg)

<b>Whole Group</b>	<p><b>MEDIA SHARE - Building Background "Hook" &lt;Background Knowledge 0.46&gt;</b></p> <ul style="list-style-type: none"> <li>❖ Set Up background Knowledge/Connection to previous learning</li> </ul>	<b>5 min</b> <b>3 min</b>
(Modeling)  "I Do"	<p><b>Vocabulary Pre-Teach &amp; Review &lt;Voc programs 0.62&gt;</b></p> <div style="display: flex; align-items: flex-start;">  <div style="font-size: small;"> <p>Adiestrado (Adjetivo): entrenado, se refiere al animal que se entrena para realizar ciertas labores.</p> </div> </div> <ul style="list-style-type: none"> <li>❖ 3-5 Words-Powerpoint</li> <li>❖ Use a direct and explicit routine for introducing new words</li> <li>❖ Add to Word Wall / Word Bank</li> </ul>	<b>8 min</b> <b>5 min</b>
	<p><b>SKILL LESSON FOCUS &lt;Direct Teaching 0.60&gt;</b></p> <ul style="list-style-type: none"> <li>❖ Introduce skill and/or comprehension strategy</li> <li>❖ Create an anchor chart</li> <li>❖ Plan a CPQ-Comprehension Purpose Question &amp; 2 stopping points to model how to use the skills/comprehension strategy.</li> <li>❖ Be sure to place questions for your stopping points (CFUs) on a sticky on each page (Not just CPQ)</li> </ul> <p style="background-color: #e0f0ff; padding: 2px;"><b>&lt;Questioning 0.48&gt;</b></p> <p><b>**Alternate with Read Aloud with Shared Reading (Poem may be utilized for skill focus**)</b></p>	
	<p><b>READ ALOUD with CFUs</b></p> <ul style="list-style-type: none"> <li>❖ T reads a text above grade level (Instructional Text) <b>&lt;exposure to reading 0.43&gt;</b></li> <li>❖ Think Turn and Talk (Have students answer questions you planned for stopping points using textual evidence) <b>&lt;self verbalization &amp; self Questioning 0.55&gt;</b></li> </ul>	<b>20 min</b>
<b>Guided Practice</b>  "WE DO"	<p><b>SHARED READING:</b></p> <ul style="list-style-type: none"> <li>❖ Students have access to the same text as teacher (Project or have shared text) <b>&lt;exposure to reading 0.43&gt;</b></li> <li>❖ Group Reads (all girls, boys, pants, shorts, long hair, short hair, white shirt, blue shirt)</li> <li>❖ Think Turn and Talk Qs. Plan 3 questions/stopping points that are aligned to TEKS/objectives <b>&lt;self verbalization &amp; self Questioning 0.55&gt;</b></li> <li>❖ CFUs tagged with sticky on page/ lesson plans # (Not just CPQ) <b>&lt;Questioning 0.48&gt;</b></li> <li>❖ Teacher guides/models for students how to answer questions using textual evidence</li> <li>❖ Shared reading is also an opportunity to reinforce new vocabulary, strategies, skills, and word study.</li> </ul>	<b>20 min</b>
	<p><b>Cooperative groups:</b></p> <p style="background-color: #e0f0ff; padding: 2px;"><b>&lt;Cooperative Learning 0.40&gt;</b></p> <ul style="list-style-type: none"> <li>❖ Assigned Roles</li> <li>❖ Problem Solving</li> <li>❖ Add GRIT <b>&lt;Inquiry based Learning 0.40&gt;</b></li> <li>❖ Structures &amp; Strategies</li> <li>❖ JigSaw Method <b>&lt;1.20&gt;</b></li> </ul>	<b>20 min</b>
<b>Independent Practice</b>	<p><b>Monitored Independent assignment</b></p> <ul style="list-style-type: none"> <li>❖ Independent task for practice or to show mastery</li> <li>❖ Teacher checks for understanding</li> </ul>	<b>5 min</b> <b>5 min</b>
"You do"  + <b>SMALL GROUPS</b>	<p><b>SMALL GROUP/CENTERS &lt;Small Groups 0.47&gt;</b></p> <ul style="list-style-type: none"> <li>❖ Small group instruction &amp; Intervention pull out</li> <li>❖ STATIONS (5 Components of Reading) <ul style="list-style-type: none"> <li>-Phonics: Spelling activities of rules learned <b>&lt;Phonics Instruction (0.70)&gt;</b></li> <li>-Comprehension: Activities where students apply FOCUS SKILL</li> <li>-Writing /Reading Response: Prompt about text Fig.19</li> <li>-Technology: Istation <b>&lt;Technology with Elementary Students 0.44&gt;</b></li> <li>-Vocabulary: activities to apply learning of vocabulary from text</li> <li>-Fluency: Sight words, Timed readings, Partner Reading, Repeated Reading, Poetry <b>&lt;Exposure to Reading 0.43&gt;</b></li> </ul> </li> </ul>	<b>45 min</b>  <b>45 min</b>
<b>WHOLE GROUP</b>	<p><b>Reading CLOSURE</b> (Answer CPQ/ Review Lesson &amp; Strategy Focus/Share biggest take-a-ways)</p>	<b>2 min</b> <b>2 min</b>

**English WRITING**

<b>Monday-</b>	<b>Tuesday-</b>	<b>Wednesday-</b>	<b>Thursday-</b>	<b>Friday</b>
English Writing Workshop (90 min)	English Reading lesson (90 min)	English Reading lesson (90 min)	English Reading lesson (90 min)	English Reading lesson (90 min)
I DO - (5 mins) WE DO - (5 mins) THEY DO- Work independently (15 mins)	Shared Writing 10 min	Shared Writing 10 min	Shared Writing 10 min	Shared Writing 10 min
Writing guided practice in small groups/Centers	Writing in Centers (Independent writing)	Writing in Centers (Independent writing)	Writing in Centers (Independent writing)	Writing in Centers (Independent writing)
	Writing during guided reading	Writing during guided reading	Writing during guided reading	Writing during guided reading

**Spanish WRITING**

<b>Monday-</b>	<b>Tuesday-</b>	<b>Wednesday-</b>	<b>Thursday-</b>	<b>Friday</b>
Spanish Reading lesson (90 min)	Spanish Reading lesson (90 min)	Spanish Reading lesson (90 min)	Spanish Reading lesson (90 min)	Spanish Writing Workshop (90 min)
Shared Writing 10 min	Shared Writing 10 min	Shared Writing 10 min	Shared Writing 10 min	I DO - (5 mins) WE DO - (5 mins) THEY DO- Work independently (15 mins)
Writing in Centers (Independent writing)	Writing in Centers (Independent writing)	Writing in Centers (Independent writing)	Writing in Centers (Independent writing)	
Writing during guided reading	Writing during guided reading	Writing during guided reading	Writing during guided reading	Guided Writing practice in small groups