

# Daily Schedule: Kindergarten

The Kindergarten Daily Schedule (blackline master on next page) displays times, subjects, and simple icons. Each subject is listed below with a brief description.

**\*\*Alphabet Study Time:** Daily phonemic awareness and phonics' activities.

**\*Story of the Week (Language Arts: Focus Text):** One story is studied during the week. Use the interactive Narrative and Expository Walls to explicitly teach students vocabulary, text structure, strategies and skills throughout the story.

**\*\*\*Interactive Writing:** Over one or two days, the teacher and students brainstorm a story or information on butcher paper. For many days after, different students come to the whiteboard to help write one-two sentences. In the end, the story is published into a big book.

**\*\*\*Guided Writing/Alphabet Jobs:** Two twenty-minute small groups are pulled for instructional writing. Alphabet jobs are assigned for independent work.

**\*Big Books and Poetry:** Use the weekly pattern book, an oversized Reading Folder and poems to model the emergent and beginning reading strategies.

**\*Small Group Reading:** Pull small reading groups. Use the reading folder and pattern book directions, or guided reading format to teach students how to read. Independent work is posted on the *Job's Menu*.

**\*\*\*Teacher Write:** The teacher models to the students how a good writers thinks and writes.

**\*Daily Read Aloud:** Each day, the teacher reads a new story always modeling good reader behaviors.

**\*\*Mathematics:** A daily whole group lesson explicitly introduces the skill, followed by small group instruction for practice and mastery.

\*Use contents of this manual for instruction.

\*\* Use district adoption for instruction.

\*\*\*Use Nancy Fetzer's *The Alphabet Learning Center Activities Kit*

# Our Daily Schedule

8:00 - 8:05 Opening, Roll, Lunch Count



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8:05-8:20 Alphabet Study Time

8:20-8:40 Story of the Week



8:40-8:55 Interactive Writing

8:55-9:35 Guided Writing/Alphabet Jobs



9:35-9:50 Snack & Physical Education

9:50-10:00 Big Books and Poetry



10:00-10:30 Small Group Reading/Jobs' Menu

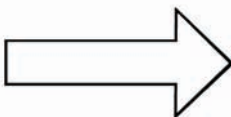
10:30-10:35 Teacher Write



10:35-10:45 Daily Read Aloud

10:45-11:15 Mathematics

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11:15-11:20 Homework and Closing

# Daily Schedule: Grade 1

The First Grade's Daily Schedule (blackline master on next page) displays times, subjects, and simple icons. Each subject is listed below with a brief description.

\*\*\*\***Teacher Write and Mechanics:** The teacher models to the students how a good writers thinks and writes. During the writing the teacher introduces or reviews past grammar and mechanic skills or rules.

\***Language Arts: Focus Text:** One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

\*\*\***Spelling and Phonics:** Daily spelling and phonics' activities.

\***Big Books and Poetry:** Use big books and poems to model *learning to read* strategies.

\***Small Group Reading:** Guided reading groups to teach students how to read. Independent work is posted on the *Job's Menu*. Independent reading and writing are two "must-do's" on the *Job's Menu*.

\*\*\*\***Interactive Writing:** Over one or two days, the teacher and students brainstorm a story or information on butcher paper. For many days after, different students come to the whiteboard to write one-two sentences. In the end, the story is published into a big book.

\*\*\*\***Writing Lessons:** Choose one of the two formats: 1) small guided writing groups for emergent writers; or 2) whole class explicit direct instruction writing lessons.

\*\***Mathematics:** Explicit instruction to learn mathematical concepts and procedures.

\***Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study.

\***Daily Read Aloud:** Each day, the teacher reads aloud to students modeling good reader behaviors.

\*Use contents of this manual for instruction.

\*\* Use district adoption for instruction.

\*\*\*Use Nancy Fetzter's *Spelling and Phonics Program*

\*\*\*\*Use Nancy Fetzter's *Writing Connections*

# Our Daily Schedule

8:00 - 8:05 Opening, Roll, Lunch Count



8:05-8:10 Teacher Write & Mechanics

8:10-8:40 Language Arts: Focus-Text



abc

8:40-9:00 Spelling and Phonics

9:00-9:15 Big Books and Poetry



9:15-10:35 Small Group Reading and Job Menu

10:35-10:50 Recess



10:50-11:05 Interactive Writing & Mechanics

11:05-11:35 Writing Lessons



11:35-12:05 Lunch

12:05-1:00 Mathematics

$$2+2=4$$



1:00-1:20 Physical Education

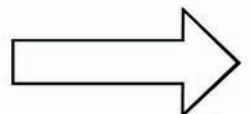
1:20-2:00 Social Studies or Science



2:00-2:15 Daily Read-Aloud



2:14-2:20 Homework and Closing



# Daily Schedule: Grade 2, First Semester

The Second Grade's Daily Schedule (blackline master on next page) displays times, subjects, and simple icons. Each subject is listed below with a brief description.

\*\*\*\***Teacher Write and Mechanics:** The teacher models to the students how a good writers thinks and writes. During the writing the teacher introduces or reviews past grammar and mechanic skills or rules.

\***Language Arts: Focus Text:** One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

\*\*\***Spelling and Phonics:** Daily spelling and phonics' activities.

\***Big Books and Poetry:** Use big books and poems for vocabulary, fluency, and strategy instruction.

\***Small Group Reading:** Guided reading groups to teach students how to read. Transition Groups or Beginning Book Clubs for fluent readers. Independent work is posted on the *Job's Menu*. Independent reading and writing are two "must-do's" on the *Job's Menu*.

\*\*\*\***Interactive Writing:** Over one or two days, the teacher and students brainstorm a story or information on butcher paper. For many days after, different students come to the whiteboard to write one-two sentences. In the end, the story is published into a big book.

\*\*\*\***Writing Lessons:** Whole class explicit direct instruction writing lessons.

\*\***Mathematics:** Explicit instruction to learn mathematical concepts and procedures.

\***Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study.

\***Daily Read Aloud:** Read aloud to students modeling good reader behaviors.

\*Use contents of this manual for instruction.

\*\* Use district adoption for instruction.

\*\*\*Use Nancy Fetzter's *Spelling and Phonics Program*

\*\*\*\*Use Nancy Fetzter's *Writing Connections*

# Our Daily Schedule

8:00 - 8:05 Opening, Roll, Lunch Count



8:05-8:10 Teacher Write & Mechanics



8:10-8:40 Language Arts: Focus-Text

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8:40-9:00 Spelling and Phonics

9:00-9:15 Big Books and Poetry



9:15-10:35 Small Group Reading and Job Menu

10:35-10:50 Recess



10:50-11:05 Interactive Writing & Mechanics

11:05-11:35 Writing Lessons



11:35-12:05 Lunch



12:05-1:05 Mathematics

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1:05-1:25 Physical Education



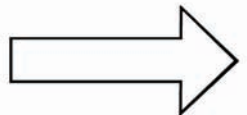
1:25-2:05 Social Studies or Science



2:05-2:20 Daily Read-Aloud



2:20-2:30 Homework and Closing



# Daily Schedule: Grades 2-3

This Daily Schedule (blackline master on next page) displays times, subjects, and simple icons. Each subject is listed below with a brief description.

\*\*\***Spelling and Phonics:** Daily spelling and phonics' activities.

\*\*\*\***Teacher Write and Editing:** The teacher models to the students how a good writers thinks and writes. During the writing the teacher introduces or reviews past grammar and mechanic skills or rules to revise and edit her writing.

\***Language Arts: Focus Text:** One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

\***Small Group Reading:** Guided reading groups to teach students how to read. Transition Groups or Beginning Book Clubs for fluent readers.

\*\***Mathematics:** Explicit instruction to learn mathematical concepts and procedures.

\*\*\*\***Writing Lessons:** Whole class explicit direct instruction writing lessons.

\***Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study. Use big books and poems for vocabulary, fluency, and strategy instruction.

\***Daily Read Aloud:** Read aloud to students modeling good reader behaviors.

\* **Independent Reading (Just Right Books):** Students choose and read text at their independent reading levels to practice habits of good readers and to build their endurance.

\*Use contents of this manual for instruction.

\*\* Use district adoption for instruction.

\*\*\*Use Nancy Fetzer's *Spelling and Phonics Program*

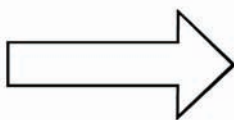
\*\*\*\*Use Nancy Fetzer's *Writing Connections*

# Our Daily Schedule

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8:00 - 8:05 Opening, Roll, Lunch Count



8:05-8:25 Spelling and Grammar Skills

8:25-8:35 Teacher Write & Editing



8:35-9:15 Language Arts: Focus-Text

9:15-10:00 Small Group Reading



10:00-11:00 Mathematics

11:00-11:15 Recess



11:15-12:00 Writing Lessons



12:00-12:45 Social Studies or Science

12:45-1:15 Lunch



1:15-1:30 Daily Read-Aloud

1:30-2:00 Physical Education



2:00-2:20 Independent Reading

2:20-2:30 Homework, Closing



# Daily Schedule: Grades 4-6

This Daily Schedule (blackline master on next page) displays times, subjects, and simple icons. Each subject is listed below with a brief description.

**\*\*Skills: Spelling, Mechanics, and Grammar:** Focused systematic lessons.

**\*\*\*Teacher Write & Editing:** The teacher models to the students how a good writers thinks and writes. During the writing the teacher utilizes the spelling, mechanics, and grammar skills to revise and edit.

**\*Language Arts: Focus Text:** One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

**\*Small Group Reading:** Transition Groups, Beginning Book Clubs, or Advanced Book Clubs

**\*\*Mathematics:** Explicit instruction to learn mathematical concepts and procedures.

**\*\*\*Writing Lessons:** Whole class explicit direct instruction writing lessons.

**\*Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study. Use big books and poems for vocabulary, fluency, and strategy instruction.

**\*Daily Read Aloud:** Read aloud to students modeling good reader behaviors.

**\* Independent Reading (Just Right Books):** Students choose and read text at their independent reading levels to practice habits of good readers and to build their endurance.

\*Use contents of this manual for instruction.

\*\* Use district adoption for instruction.

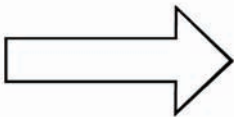
\*\*\*Use Nancy Fetzer's *Writing Connections*

# Our Daily Schedule

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**8:00 - 8:05 Opening, Roll, Lunch Count**



**8:05-8:25 Spelling and Grammar Skills**

**8:25-8:35 Teacher Write & Editing**



**8:35-9:15 Language Arts: Focus-Text**

**9:15-10:00 Small Group Reading**



**10:00-11:00 Mathematics**

**11:00-11:15 Recess**



**11:15-12:00 Writing Lessons**



**12:00-12:45 Social Studies or Science**

**12:45-1:15 Lunch**



**1:15-1:30 Daily Read-Aloud**

**1:30-2:00 Physical Education**



**2:00-2:20 Independent Reading**

**2:20-2:30 Homework, Closing**