**Wonders Day 1**

Please change the order of the lesson to the following:

Middle of lesson for phonics, then to beginning of lesson for first comprehension story, then end of lesson for second story, writing and grammar. Skip Spelling – it’s done in small groups.

Before groups

* Phonemic Awareness - carpet
* Phonics
  + Introduce the sound focus
  + Blend words on the board
  + Go back to seats and choose 4 words to practice writing on whiteboards for dictation
  + Choose one of the sentences to write for dictation
  + Back to floor – Blend the sentences on the board
  + High Frequency Words – follow script on back of cards
* Do the first page in the worksheet packet for the week (taken from Your Turn book)

After groups

* Introduce the Concept – carpet
  + Vocabulary– follow script on back of cards
  + Build Background
  + Talk About It (either Unit Big Book at floor or at tables with the small Reading/ Writing Workshop book in Reading tubs
* Listening Comprehension – Big Book at carpet
* Shared Read – Reading Writing Workshop small book at tables and it is in the Unit Big Book. (This is a decodable text and all students should be actively reading with you at a set pace.)
* Shared Writing – based on the shared reading story – at carpet/tables
* Grammar – at carpet

**Wonders Day 2**

Please change the order of the lesson to the following:

Middle of lesson for phonics, then to beginning of lesson for first comprehension story, then end of lesson for second story, writing and grammar. Skip Spelling – it’s done in small groups.

Before groups

* Phonemic Awareness - carpet
* Phonics
  + Review the sound focus
  + Blend words on the board – all the words are within the text of the teacher manual directions
  + Build Words: Use these words for dictation on white boards at tables
  + Structural Analysis - carpet
  + High Frequency Words
* Do the second page in the worksheet packet for the week

After groups

* Build the Concept – carpet
  + Vocabulary– follow script on back of cards
* Listening Comprehension – Interactive Read Aloud at carpet – they are poster cards or you can show and listen to it on the projector with the online materials
* Comprehension – Reread story from Day 1 – Reading Writing Workshop small book at tables and it is in the Unit Big Book. (This is a decodable text and all students should be actively reading with you at a set pace.)
  + Genre/ Skill
* Interactive Writing – based on the shared reading story – at carpet/tables
* Grammar – at carpet

**Wonders Day 3**

Please change the order of the lesson to the following:

Middle of lesson for phonics, then to beginning of lesson for first comprehension story, then end of lesson for second story, writing and grammar. Skip Spelling – it’s done in small groups.

Before groups

* Phonemic Awareness - carpet
* Phonics
  + Blend words on the board
  + Structural Analysis - carpet
  + High Frequency Words
* Do the third page in the worksheet packet for the week

After groups

* Build the Concept – carpet
  + Vocabulary review
* Listening Comprehension – Reread Big Book from Day 1 at carpet
* Close Read – Literature Anthology - large book in reading tubs at tables. (This is a decodable text and all students should be actively reading with you at a set pace. Use prompts at bottom of story for skills and strategies to discuss as you read.
  + Meet Author/ Illustrator
  + Respond to the Text
* Independent Writing – based on the close read story – at tables have students use a sheet of lined paper and keep it in their writing folder in the writing tub.
* Grammar – at carpet
* Read paper decodable from Your Turn book – read 2-3 times as a whole group, read 2-3 times with partners
  + Complete worksheet for comprehension about the story

**Wonders Day 4**

Please change the order of the lesson to the following:

Middle of lesson for phonics, then to beginning of lesson for first comprehension story, then end of lesson for second story, writing and grammar. Skip Spelling – it’s done in small groups.

Before groups

* Phonemic Awareness - carpet
* Phonics
  + Build Words – Just blend all the words on the board – all the words are within the text of the teacher manual directions
  + Go back to seats and choose 4 words to practice writing on whiteboards for dictation
  + Structural Analysis - carpet
  + High Frequency Words
* Finish any pages in the worksheet packet for the week – send it home

After groups

* Build the Concept – carpet
  + Vocabulary review
* Listening Comprehension – Reread Big Book from Day 1 at carpet
* Close Read – Literature Anthology - large book in reading tubs at tables. (This is a decodable text and all students should be actively reading with you at a set pace. Use prompts at bottom of story for skills and strategies to discuss as you read.
  + Meet Author/ Illustrator
  + Respond to the Text
* Independent Writing – based on the close read story – at tables have students use a sheet of lined paper and keep it in their writing folder in the writing tub.
* Grammar – at carpet

**Wonders Day 5**

Please change the order of the lesson to the following:

Middle of lesson for phonics, then to beginning of lesson for first comprehension story, then end of lesson for second story, writing and grammar. Skip Spelling – it’s done in small groups.

Before groups

* Phonemic Awareness - carpet
* Phonics
  + Build Words – Just blend all the words on the board – all the words are within the text of the teacher manual directions
  + Go back to seats and choose 4 words to practice writing on whiteboards for dictation
  + Structural Analysis - carpet
  + High Frequency Words

After groups

* Grammar – at carpet
* Test for the week – use offices
* Independent Writing –have students take out their writing from yesterday in their folder in the writing tub. Model good speaking and listening by having 2-4 students share with the class. Have them all share with their tables.
* Research and Inquiry – finish and turn in for a grade
* If time, choose one:
  + Text Connections
  + Text to \_\_\_ (Music, Art, etc) using the Close Reading Companion book on the cart (DO NOT write in these books!)