

Sample Balanced Literacy Planning Form

<p>Topic: <i>Animal Movement</i></p>	<p>Grade: <i>Kindergarten</i></p>
<p>Read Aloud/Modeled Reading</p> <p><i>(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)</i></p> <p><i>Read: <u>I Can Do It!</u> by Eric Carle. Discuss picture clues for each page. Discuss beginning sound of each animal name.</i></p>	<p>Write Aloud/Modeled Writing</p> <p><i>(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)</i></p> <p><i>Write sentence stem. Insert animal name and movement. Sound out words as you write them.</i></p>
<p>Shared Reading</p> <p><i>(Teacher models and teaches reading strategies.)</i></p> <p><i>Read: <u>I Can Do It!</u> Discuss picture clues for each page. Discuss beginning sound of each animal name.</i></p>	<p>Shared Writing</p> <p><i>(Teacher models and teaches writing strategies.)</i></p> <p><i>Write sentence stem.</i></p> <p><i>Insert animal name and movement.</i></p> <p><i>Students help sound out words</i></p>
<p>Interactive Reading</p> <p><i>(Teacher and child choose text and share reading with teacher encouraging child to read when able.)</i></p> <p><i>Choose from: <u>This One Can Run</u> (Outside the Box), <u>Jumpers</u> (SUNSHINE™, Emergent), <u>I Can Jump</u> (SUNSHINE™, Emergent). Discuss picture clues, and beginning sound for each animal name.</i></p>	<p>Interactive Writing</p> <p><i>(Teacher and child choose topic and share pen. The teacher and child compose together.)</i></p> <p><i>Decide on sentence stem for class book.</i></p> <p><i>"The ___ can ___." Or "I can ___ like a _____. Can you do it?"</i></p> <p><i>Demonstrate inserting animal name. Review beginning sound of animals. Play an animal guessing game. "This animal starts with an /s/. What animal might it be?" Students guess several animals that begin with that sound. Teacher turns it over and shows the picture.</i></p>
<p>Guided Reading</p> <p><i>(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies.)</i></p> <p><i>Choose from: <u>This One Can Run</u> (Outside the Box), <u>Jumpers</u> (SUNSHINE™, Emergent), <u>I Can Jump</u> (SUNSHINE™, Emergent). Discuss picture cues and beginning sound for each animal name. Make sentence strip for each page in the book.</i></p>	<p>Guided Writing</p> <p><i>(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)</i></p> <p><i>As a whole group, students try to say the sounds they hear in an animals' name or movement. Students write the sounds that they hear.</i></p>
<p>Independent Reading</p> <p><i>(Child chooses text and practices reading independently at his level.)</i></p> <p><i>Choose from: <u>This One Can Run</u> (Outside the Box), <u>Jumpers</u> (SUNSHINE™, Emergent), <u>I Can Jump</u> (SUNSHINE™, Emergent).</i></p>	<p>Independent Writing</p> <p><i>(Child chooses topic and practices writing at his independent level.)</i></p> <p><i>Each student makes page for a class book titled <u>I Can Do It!</u></i></p> <p><i>I can ___ like a _____. Can you do it?</i></p>

Sample Balanced Literacy Planning Form

<p>Topic: <i>Water</i></p>	<p>Grade: <i>First Grade</i></p>
<p>Read Aloud/Modeled Reading</p> <p><i>(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)</i></p> <p>Read <i>What Will Float?</i> by Fred and Jeanne Biddulph (SUNSHINE™, Level 1) or <i>Who Sank the Boat?</i> by Pamela Allen.</p>	<p>Write Aloud/Modeled Writing</p> <p><i>(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)</i></p> <p>Ask students to predict if an object will float or sink. Demonstrate writing in recording prediction and results.</p>
<p>Shared Reading</p> <p><i>(Teacher models and teaches reading strategies.)</i></p> <p>Discuss question marks and inflection of questions. Discuss the index at the back and page numbers of items. Discuss the table of contents.</p>	<p>Shared Writing</p> <p><i>(Teacher models and teaches writing strategies.)</i></p> <p>Discuss punctuation and then fill in the blanks. Rob puts a penny in the water. Will it sink or float? A penny sinks in water.</p>
<p>Interactive Reading</p> <p><i>(Teacher and child choose text and share reading with teacher encouraging child to read when able.)</i></p> <p>Read <i>Is It Floating?</i> by Fred and Jeanne Biddulph (SUNSHINE™, Level 1). Review question marks and vocal inflection. Ask student to find page numbers of various items using the index at the back of the book.</p>	<p>Interactive Writing</p> <p><i>(Teacher and child choose topic and share pen. The teacher and child compose together.)</i></p> <p>Invite children to bring in objects for floatation tests. Have them predict what will float and what will not, then test their hypothesis. Record the results on a chart and post it in the room.</p>
<p>Guided Reading</p> <p><i>(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies.)</i></p> <p>Student rereads <i>Is It Floating?</i></p>	<p>Guided Writing</p> <p><i>(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)</i></p> <p>Review punctuation, table of contents, or index.</p> <p>Have students help create an index for the shared writing activity.</p>
<p>Independent Reading</p> <p><i>(Child chooses text and practices reading independently at his level.)</i></p> <p>Student selects from: <i>What Floats?</i> (TWiG®, Wright Group , Emergent), <i>Sink or Float?</i> by Leslie Fox (Harcourt Science, Level 1).</p>	<p>Independent Writing</p> <p><i>(Child chooses topic and practices writing at his independent level.)</i></p> <p>Each student makes a book <i>Float or Sink?</i> and makes an index showing the page number for each item he includes in the book.</p>

Sample Balanced Literacy Planning Form

<p>Topic: <i>Student Research Animals</i></p>	<p>Grade: <i>Second Grade</i></p>
<p>Read Aloud/Modeled Reading</p> <p><i>(Teacher expands access to the text beyond students' reading abilities and exposes students to a variety of genres.)</i></p> <p>Read <u>How Big Is an Elephant?</u> by Joe Wahman (SUNSHINE™, Level N).</p>	<p>Write Aloud/Modeled Writing</p> <p><i>(Teacher demonstrates proficient writing beyond students' abilities and exposes students to a variety of genres.)</i></p> <p>Demonstrate reading the question, reading the book, finding an answer, then writing the answer to the question as a complete sentence.</p>
<p>Shared Reading</p> <p><i>(Teacher models and teaches reading strategies.)</i></p> <p>Ask students to tell one fact they learned from the book. Students think of a question for which their fact provides an answer. Each student asks his question and calls on other students to tell the answers.</p>	<p>Shared Writing</p> <p><i>(Teacher models and teaches writing strategies.)</i></p> <p>Read a question. Ask students to read the paragraph where the question is first answered. Write the answer as a complete sentence.</p>
<p>Interactive Reading</p> <p><i>(Teacher and child choose text and share reading with teacher encouraging child to read when able.)</i></p> <p>Practice reading a page. Think of a question answered on that page. Write the question on a sticky note. Post the sticky note in the front of the book.</p>	<p>Interactive Writing</p> <p><i>(Teacher and child choose topic and share pen. The teacher and child compose together.)</i></p> <p>Ask students to read question and text and then place a sticky note under the answer in the text. Students compose complete sentences, stating answers to questions. Give examples of complete sentences and incomplete sentences.</p>
<p>Guided Reading</p> <p><i>(Teacher engages child in questioning and discussion. Teacher acts as a guide when child does reading and practices strategies.)</i></p> <p>Ask each student to follow the same procedure—independently with a book of her choice. Read the book and write two questions.</p>	<p>Guided Writing</p> <p><i>(Teacher reinforces skills and engages children in questioning and discussion. Teacher acts as a guide with children doing the writing and practicing strategies.)</i></p> <p>Students write a short paragraph about an animal, stating answers to questions.</p>
<p>Independent Reading</p> <p><i>(Child chooses text and practices reading independently at his level.)</i></p> <p>Each student will trade books with another student. Each student reads the questions, then he reads the book, watching for answers to the questions. When he finds an answer, he places a sticky note under the text.</p>	<p>Independent Writing</p> <p><i>(Child chooses topic and practices writing at his independent level.)</i></p> <p>Students read three different books about an animal of their choice. They should answer two sticky note questions (posted in the front of each book by the teacher). The students will write a short summary of what they learned about the animal and draw an illustration of the animal. Students will present their animal report to a small group of classmates.</p>