



| Activity                                                                                       | Day 1                                                                                                                                                         | Day 2                                                                                                                   | Day 3                                                                                                                                  | Day 4                                                                                                          | Day 5                                                                                                                  |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Whole Group Activity</b><br><br>9:00-9:20                                                   | Oracy Building<br>10-15 minutes: Identifying the animals in the pictures and introduce the TPR.<br><br>Introduce centers.                                     | Oracy building continues –review of TPR, and move to student-student TPR.<br><br>Introduce sorting activity for centers | Review of TPR – and add new words and phrases<br><br>Begin LEA about sorting center – focus on writing skill.<br><br>Begin read aloud. | Review of TPR.<br><br>Continue LEA about sorting centers - focus on writing skill.<br><br>Continue read aloud. | Review of TPR.<br><br>Continue read aloud.<br><br>Introduce new center: experiments with living and non-living things. |
| <b>Small group activities students can do without direct teacher supervision</b><br>9:20-10:10 | Students work in centers interacting with pictures of living and non-living things used in the oracy building.                                                | Students work in centers sorting living and non-living things.                                                          | Students continue work in sorting centers and reading centers.                                                                         | Students finish LEA in partnerships or individually.                                                           | Students continue writing in partnerships or individually.                                                             |
| <b>Guided reading/writing teacher-directed small group activities</b><br>9:20-10:10            | Teacher focuses on building oracy with small, homogeneous groups of students.                                                                                 | Guided reading or writing activities with small, homogeneous groups of students.                                        | Guided reading or writing activities with small, homogeneous groups of students.                                                       | Guided reading or writing activities with small, homogeneous groups of students.                               | Guided reading or writing activities with small, homogeneous groups of students.                                       |
| <b>Dictado (10-15 minutes daily/alternate weeks by language)</b><br>10:10-10:30                | Dictado based on previous week's content. Teacher dictates and students write. This same dictado is used all week – while still allowing for differentiation. | Teacher reads dictado – focus on identifying and counting syllables.                                                    | Teacher reads dictado – focus on identifying stressed syllables for each word.                                                         | Students read dictado to each other. Focus on counting the syllables within each word.                         | Final test on the dictado.                                                                                             |