

## CREATING COHERENCE

All of the instructional contexts of *FPC* fit together in a coherent way and offer students multiple opportunities to engage in powerful small-group, whole-group, and independent reading that propels their learning.

Throughout early childhood, the foundation of reading and writing is joyful play, language, and literacy experiences. Play and exploration are infused with literacy throughout each instructional context within *FPC*.

### FITTING IT ALL TOGETHER

INSTRUCTIONAL CONTEXT	EVERY DAY ACTIVITY OPTIONS	MINUTES
GROUP MEETING	<ul style="list-style-type: none"> <li>Bring the classroom community together to introduce/discuss the day and set goals.</li> </ul>	5
INTERACTIVE READ-ALOUD LESSON	<div>IRA</div> <ul style="list-style-type: none"> <li>Teacher reads aloud a book from a text set and students share their thinking. The text experience often leads to writing about reading in the <i>Reader's Notebook</i>.</li> </ul>	15
SHARED READING	<div>SR</div> <ul style="list-style-type: none"> <li>Teacher engages students in shared reading using enlarged print books and poetry charts and often leads to shared/interactive writing.</li> </ul>	10
PHONICS, SPELLING, AND WORD STUDY LESSON	<div>PWS</div> <ul style="list-style-type: none"> <li>Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing.</li> </ul>	10
BREAK		
READING MINILESSON	<div>RML</div> <ul style="list-style-type: none"> <li>Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing.</li> </ul>	10
SMALL-GROUP INSTRUCTION	<div>GR</div> <ul style="list-style-type: none"> <li>Teacher meets with 2 Guided Reading groups each day.</li> </ul>	30
	<div>BC</div> <ul style="list-style-type: none"> <li>Teacher initiates Book Clubs as appropriate, and they meet about once per month.</li> </ul>	
INDEPENDENT LITERACY WORK	<div>IR</div> <ul style="list-style-type: none"> <li>Rotate through Literacy Centers <i>OR</i> engage in four tasks:               <ol style="list-style-type: none"> <li>Read a book</li> <li>Listen to a book</li> <li>Work on writing</li> <li>Work on letters/words [application from Phonics lesson]</li> </ol> </li> </ul>	
GROUP SHARE	<ul style="list-style-type: none"> <li>Gather students together to reflect on and share learning.</li> </ul>	5
BREAK		
		TOTAL: 85 MINS.

INSTRUCTIONAL CONTEXT	OTHER ACTIVITIES	MINUTES
CENTERS, CHOICE TIME, AND/OR PLAY	<ul style="list-style-type: none"> <li>Children rotate through a variety of centers; dramatic play, sand/water table, art, blocks, music/movement, computer, science table, math, etc.</li> </ul>	30
INTERACTIVE WRITING –OR– SHARED WRITING	<ul style="list-style-type: none"> <li>Teacher and children compose and construct a text together in a highly collaborative manner.</li> </ul>	10
		TOTAL: 40 MINS.