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Balanced Literacy through the Use of a Progressive Daily Message in a Kindergarten Classroom

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ABSTRACT

BALANCED LITERACY THROUGH THE USE OF A PROGRESSIVE DAILY MESSAGE IN A KINDERGARTEN CLASSROOM

By

N. Elizabeth DeBritz

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The focus of this project was to review available literature on using a daily message within the framework of a balanced literacy program, and create specific lessons and activities to use in a kindergarten classroom that help students become successful readers and writers. Throughout this project the students will be experiencing powerful communication between teacher and students, and student to student, practicing various literacy skills, responding to print daily, and interacting with text and other students. These activities will help foster their attitude and ability to read independently.

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Chapter One

Background of Project

Introduction

“The teacher’s demonstration as a reader and writer at work provides models which children can approximate and refine according to their own stages of development as readers and writers” (Mooney, 1990, p. 23). Daily (morning) messages can be used by teachers for this purpose by modeling and engaging students in literacy activities (Geddes & Swearingen, 2004).

Daily messages enhance teaching and learning in many ways. These ways include: “(a) powerful communication between teacher and students, and student to student, (b) literacy skills practice across the curriculum, (c) daily opportunities to respond to print, (d) interaction with text and other students, and with the whole class, (e) quick assessment of skills and of the ways children approach tasks, and (f) opportunities to collect data on children’s thinking and feelings” (Adams, Farnham, McQuillen, & Peabody, 2003, p. 4).

Geddes and Swearingen (2004) explain that daily messages can take on many different forms. The lessons taught through a message can be individualized and can cover all levels of development. They can be either teacher directed or student directed.

When using a progressive daily message, children are immersed in an environment where the components of a balanced literacy program are included. These children then begin experiencing more meaningful reading and writing activities that are

presented in a fresh piece of writing each morning (Adams, Farnham, McQuillen, & Peabody, 2003).

Purpose

The purpose of this project was to develop a handbook of progressive daily (morning) messages to use in a kindergarten classroom that fit within the framework of a balanced literacy program. Through the use of these messages, kindergartners are presented meaningful reading and writing lessons in a variety of formats. Each message can be tailored to the individual child's developing literacy skills and can build upon each other to create effective language learning experiences.

Significance of the Project

The author of this project is a kindergarten teacher in the North Kitsap School District in Poulsbo, Washington. As a kindergarten teacher, she sees the importance of making the most of the short amount of time she spends with her students everyday. The author has experienced a lack of time in her classroom to focus on specific literacy skills in previous years. She finds that when using a daily message, she is able to do more modeling for her students in different reading and writing situations.

Limitations

The limitations of this project are as follows:

- ◆ The author of this project was only able to design this handbook for students who are proficient in English.
- ◆ The project was designed for students who are in kindergarten.

- ◆ This project's effectiveness was designed for a traditional nine-month school year.
- ◆ Due to uncontrollable circumstances, a message couldn't be written everyday.

Definition of Terms

In order for the reader to better understand this project, the following terms are defined:

Balanced Literacy. The teacher uses reading aloud, writing aloud, shared (interactive) reading, shared (interactive) writing, guided reading/reading workshop, guided writing/writing workshop, independent reading, and independent writing in their classroom to experience literacy (Routman, 1994).

Reading Aloud. The teacher reads different texts to the students (Routman, 1994).

Writing Aloud. The teacher writes a message by verbalizing the student's thinking and by demonstrating various aspects of writing (Gunning, 2002).

Shared (Interactive) Reading. The students are invited to read along with the teacher (Routman, 1994).

Shared (Interactive) Writing. The students and teacher share the pen to compose a message collaboratively (McCarrier, Pinnell, & Fountas, 2000).

Guided Reading/Reading Workshop. The teacher and a group of children read, respond, and think critically about a new text. The teacher introduces different reading strategies to use when reading (Fountas & Pinnell, 1996).

Guided Writing/Writing Workshop. The teacher guides students, responds to them, and extends their thinking in the process of composing text. The students do the

writing and the teacher facilitates their writing. The teacher provides general guidance and mini-lessons on any aspect of writing (Feldgus & Cardonick, 1999).

Independent Reading. The students self-select books to read individually or with a partner. This can be done during library time and later the teacher and students can share their individual books through a book walk or book talk (Miller, 2002).

Independent Writing. The students write without teacher intervention and evaluation. This writing is done without interruption in any form they choose (Routman, 1994).

Daily (morning) message. A piece of writing that provides daily opportunities for students to respond to print using a variety of literacy skills across the curriculum. (Adams, Farnham, McQuillen, & Peabody, 2003).

Progressive daily (morning) message. Daily (morning) messages that increase in skill as the year progresses (Geddes & Swearingen, 2004).

Chapter Two

Review of Literature

Introduction

The relevance of reading and writing does not come from teaching subjects separately but teaching them as an integrated part of a day's normal activity. This can be reinforced by exposing children to books and texts of all types and forms covering a wide range of content appropriate for children's interest and conceptual level (Mooney, 1990). Morning messages are a tool to help students' practice both reading and writing skills in a single teaching lesson. They are used by teachers in many primary classrooms for the purpose of modeling and engaging the students in literacy activities (Geddes & Swearingen, 2004). A review of literature will provide an overview of the components that are essential to a progressive daily messages; the components of a balanced literacy program; the importance of teacher modeling; and efficient use of time and sequence of appropriate developmental skills.

Balanced Literacy

Teachers of early literacy are challenged with balancing a multitude of strategies and techniques. Reading aloud, shared reading, guided reading, independent reading, shared writing, guided writing, interactive writing, and independent writing are components described in the Ohio State University Early Literacy Learning Initiative framework (Fountas & Pinnell, 1996). "Classroom teachers know that the variety of literacy experiences described in the framework are valuable and necessary for children to learn and understand and connect between reading and writing" (Kaufman, 2002, p.

722). Balanced literacy allows teachers the freedom to be creative while basing their instruction on ongoing diagnostic information. Teachers also realize that organization, structure, and effective classroom management need to be in place for a literacy program to be successful. However, there are some common questions teachers ask, “How are all of these components managed in a daily schedule?” and “What does this look like in a primary classroom?” (p. 722).

Implementing a balanced approach to reading means many things to different people. Researchers have a variety of opinions about the ingredients of a balanced reading program. Routman (1994) states that a balanced reading program in the primary grades should include eight components: “(a) reading aloud, (b) shared/interactive reading, (c) guided reading or reading workshop, (d) independent reading, (e) writing aloud, (f) shared/interactive writing, (g) guided writing or writing workshop, and (h) independent writing” (p. 31).

Fountas and Pinnell (1996) state that students need to be engrossed in reading and writing activities on a daily basis. This helps them to be able to express what they have read, heard, or observed in class to developing reading and writing skills. Students also need explicit instruction in grammar, spelling, and the process and mechanics of writing in the context of the fiction or informational texts being read and studied. Shared writing and guided writing with either the whole class, small groups, or individuals are ways to foster these skills.

In view of balanced reading for elementary-age children, the variety of reading and writing activities foster literacy. Fountas and Pinnell (1996) view all of these

components, not as separate elements, but linked together through the oral language that surrounds and supports all activities, and by the content or topic being studied.

Morrow, Tracey, Woo, and Pressley conducted a study in 1999 to determine what the characteristics were in exemplary first-grade literacy instruction. The volunteer participants included six first-grade teachers selected by their supervisors who were located in three different school districts in New Jersey.

Morrow, Tracey, Woo, & Pressley (1999) collected data by means of observation and interviews. Twenty-four hours of observation were completed in each classroom. During each observation, information was recorded about areas of literacy instruction. These areas included: “(a) scheduling of language arts, (b) word analysis instruction, (c) comprehension and language development, (d) assessment strategies, (e) social interaction during literacy, (f) affective teaching characteristics, (g) student engagement, (h) classroom management, and (i) physical environment” (p. 463). The interviews focused on teachers’ philosophies on teaching literacy and practices they used.

Once the data were collected from observing and interviewing the teacher, the results suggested that teachers were using a balanced literacy approach. The characteristics of this approach included shared (interactive) reading and writing, guided reading and writing, and independent reading and writing. Teachers also included in their classrooms an effective management system and a positive, supportive learning environment.

In conclusion, Morrow, Tracey, Woo, & Pressley showed that if these characteristics of a balanced approach were implemented in the classroom, students would be happy and productive in their learning. The students involved in this study

developed the literacy skills needed to heighten their academic achievement in various content areas. These classrooms also needed to be built around cooperation, respect, and strong expectations for work and achievement. The environments were a direct result of careful thought, planning, and conscious knowledge of a philosophy of education.

Modeling the strategies of good readers and writers is a major component of a comprehensive, balanced literacy program. Modeling is a powerful way to teach struggling students that the printed page carries an interesting message. It also shows them how good readers and writers observe and reflect upon their own strategies. Reading poetry, narrative, and informational text aloud are forms of modeling that work well and so does thinking aloud. Shared reading, in which the teacher reads and the students flow along in the text or with a peer, also works well (Miller, 2002).

Miller states that practicing is another major component to a balanced literacy program. Practicing is required to develop and hone skills in most anything you do. To close the achievement gap, students need to practice reading and writing daily. Being held accountable for independent reading is an essential component of developing fluency in readers (2002).

What is seen consistently in balanced literacy is that when teachers use higher-order thinking in their classroom, greater reading and writing is promoted (Taylor, Pearson, Peterson, & Rodriguez, 2003). These skills are obtained by reading to children, reading with children, reading by children, writing to/for children, writing with children, and writing by children (Felgus & Cardonick, 1999).

Now the review of literature will include these components of a balanced literacy program: "(a) reading aloud, (b) shared/interactive reading, (c) guided reading or reading

workshop, (d) independent reading, (e) writing aloud, (f) shared/interactive writing, (g) guided writing or writing workshop, and (h) independent writing” (Routman, 1994, p. 31).

Reading Aloud

According to Routman (1994), reading aloud is one of the most influential factors in a child’s success in learning to read. It can improve listening skills, create positive student attitudes, build vocabulary, and help increase comprehension. Due to the fact that reading aloud is so easy to incorporate, takes little time to prepare, and results in few discipline problems, many teachers neglect doing it in their classrooms.

Repeated reading of favorite books and poems is needed a lot in kindergarten and first grade. After reading these books, teachers find that when placed in the classroom library they are revisited by children throughout the day (Routman, 1994).

According to Routman (1994), reading should take place everyday and should be carried out at all grade levels. Reading aloud can be a powerful tool for establishing story enjoyment and literature appreciation in the classroom. By seeing what authors do in the writing process, students can make similar positive choices.

In 2000, the National Reading Panel’s report addressed the importance of comprehension in the development of a child’s reading skills. Their findings and determinations explained how vocabulary instruction is learned both in the context of storybook reading but also in listening to others. Through reading aloud, teachers are able to demonstrate to students how to use specific reasoning strategies when barriers to understanding come up while they are reading.

Shared/Interactive Reading

According to Fountas and Pinnell (1996) shared reading is when both teacher and children are actively reading a text together. Sometimes, the teacher will demonstrate early reading strategies first by reading alone, and then students are invited to read along with the teacher (Routman, 1994).

Taylor, Pearson, Peterson, and Rodriquez, to determine the effects of higher order thinking on a student's reading achievement, conducted a study in 2003. There were 88 teachers involved in this study and nine randomly selected students. This study took place in nine high poverty schools in eight districts throughout the United States.

Data were collected through teacher observations three times a year for one hour on reading lessons taught, reading level tests given both in the fall and in the spring to each of the nine students. Teachers were also interviewed three times a year for 30 minutes to document their interpretations of how well their school was teaching reading (Taylor, Pearson, Peterson, & Rodriquez, 2003).

The information gathered from the observations completed by Taylor, Pearson, Peterson, and Rodriquez (2003) was used as a source of feedback to the teachers. The data from the reading scores and tests were analyzed and compared to find relationships.

In conclusion, administering reading level tests contributes to a student's growth in reading and writing. The data shows that students need to be involved in their learning and this can occur both in an effective small or large group instruction setting (Taylor, Pearson, Peterson, & Rodriquez, 2003).

Guided Reading or Reading Workshop

The purpose of guided reading according to Fountas & Pinnell (1996), is to help children read for meaning when introduced to different texts. The teacher and a group of children read, respond, and think critically about a new text. The teacher may at times focus on developing different strategies, but the overall focus is on meaning. The teacher may use guided reading in many different settings. It can be used successfully with the whole class, in a small group, or they can meet individually with students (Routman, 1994).

In 2004, Morrow and Casey conducted a project to change early literacy instruction by focusing on the education of teachers and to provide a research based model for implementing an effective early literacy instruction program in the classroom. The participants in this project were twelve female teachers who taught from kindergarten to second grade. The two year project was carried out at two schools in one of the most at-risk school districts in New Jersey.

Each teacher participated in the following ways: “(a) completed a ten week course taught by the project director, (b) met once a week for three hours using interactive television, (c) set an individual goal, and (d) were assigned a coach and a student from the university to help in the classroom” (Morrow & Casey, 2004, p. 663-664). They also met once a month to discuss and reflect on readings and to visit two classrooms to see different teachers implementing the changes.

One of the participants in Morrow and Cassey’s (2004) study, Stacey, started implementing guided reading groups. She learned through her lectures and assignments that she needed to improve her literacy environment by creating centers for her students

to use when she was working with small guided reading groups. She was able to make positive changes towards her goal by implementing guided reading groups.

Data were collected using surveys, observations, documentation of teacher group discussions and by informal discussion or interviews with each teacher. This data was then used to determine how teachers felt about change in their classroom and how much support they felt they were receiving from their staff. There was no relationship between the amount of change that occurred and the number of years of experience (Morrow & Casey, 2004).

Morrow and Casey's study in 2004 showed that if small steps were taken and much support was given, then change occurred in the classroom. Also, when learning was based on research and proven practice, the teacher's self-worth increased.

Independent Reading

Reading independently is when students self-select books of their own to read to themselves or with partners. These books should be interesting and manageable texts for each individual student. Choosing these books can be done during library time and then later the teacher and students can do a book walk where they share text from their books, or pictures to the class. This gives other students a chance to hear about books that they want to read at a later time (Miller, 2002).

In 1995, Fresch conducted a study to explore how six year olds' self-selection of texts supported their literacy development. The study lasted six months and the participants included twenty-three first-grade children in a Midwestern suburban school in the United States.

Data were collected through observations three to five times a week during 20 minutes of sustained reading time and 30 minutes of free choice time. After the initial observations, ten case studies were chosen. These case studies were then observed for their selection of big books, stories read by an adult but read independently at another time, and personal favorites during free choice. The difficulties of texts chosen were compared using Peterson's, "The Reading Recovery Booklist" (as cited in Fresch, 1995, p. 23) which placed books on a continuum of levels.

Once the data were collected through running records taken by the teacher, the results showed that the students went back and forth between books that were easy and those that were difficult to read. When the data were graphed, a pattern suggested that the children were taking risks and increasing their confidence by choosing these different levels of books (Fresch, 1995).

In conclusion, this study by Fresch (1995) showed that time should be given each day for a child to be in charge of her own learning. Children need the chance to experiment with different texts in a multitude of ability levels. This study also revealed that when children are able to choose different texts, this allowed for extended practice in literacy development.

In 1996, a similar study was done by Gambrell along with her colleagues. In this study, researchers conducted numerous studies on the critical role teachers play in creating a classroom culture that fosters reading motivation. These studies were completed over a four year time span of working with first, third, and fifth grade students to see what elements in the classroom promoted reading engagement.

All participants in the studies were given surveys created to assess the program's effectiveness. The program used for first grade was called the Running Start (RS). The goal was to increase the number of books in the classroom library. Approximately 550 first graders and parents participated in the study (Gambrell, 1996).

The Motivation to Read Profile (MRP) was used in Gambrell's study with third and fifth graders. This instrument was designed to assess a student's self-concept as a reader and it measured the value placed on the reading by the student. Interviews were also used to gain knowledge of what motivated third and fourth graders to read (1996).

With the results of the analysis, interviews, and surveys came a heightened awareness of understanding the importance of supporting students in their reading development and for creating an environment that encourages reading. This study stressed that there was a strong correlation between choice and the development of intrinsic motivation (Gambrell, 1996).

In conclusion, one of the major findings in Gambrell's (1996) study was the importance of books in the classroom. When an environment is book-rich in first, third, and fifth grade, the motivation to read is high.

Writing Aloud

During writing aloud the teacher writes a message by verbalizing what they are thinking and writing and by doing this, they are able to demonstrate various aspects of writing (Gunning, 2002). Sometimes, teachers aren't aware that children's understanding of the way writing works is in the broadest sense when they enter school. By modeling writing, teachers can provide children useful language to analyze their own writing strategies (Feldgus & Cardonick, 1999).

Neuman (2004) shares how important it is to model writing for children every day and this should occur in an environment that motivates writing. Beginning writers will usually write in a number of different forms. When the teacher models the writing process, her students are given the opportunity to see and hear the step by step process an adult goes through to put a thought or idea on paper. Over time, this will lead to more conventional spelling in individual writing.

One of the ways Neuman (2004) suggested to model writing was by using a morning message so that students have a chance to see written language constructed with meaning. In these messages she would briefly tell of daily events that would happen or review lunch or snack menus. Next, she would have the students read the message along with her and then discuss the content.

When teachers model their own writing in class, students have the opportunity to see how a proficient writer works through the writing process. By thinking aloud, students see that sometimes writers change their minds about what they are going to write, crossing out words is faster than erasing, and it is not difficult to write a whole page about a topic that is interesting to them (Routman, 1994).

Shared/Interactive Writing

According to McCarrier, Pinnell, & Fountas (2000), shared writing is when the students and teacher share the pen to compose a message collaboratively. Shared writing can take on many forms from poems, retellings, class charts, and reports. If used to its potential, shared writing can be a powerful time for promoting development and enjoyment of writing (Routman, 1994).

In 2003, Craig investigated the effects of two instructional approaches, interactive writing plus and metalinguistic games-plus. These approaches were evaluated on phonological awareness, alphabetic knowledge, and early reading of kindergarten children. These approaches provided teachers with an outline for teaching listening, rhyming, synthesis, analysis games ordered, and a systematic approach to code instruction.

The participants in Craig's (2003) study were 87 children from four half-day kindergarten sessions. These children came from a predominantly white, middle class elementary school. Random selection placed these students in one of the two treatment groups. These groups met for 20 minute sessions four times a week for 16 weeks.

Data were collected for this study by using a variety of standardized tests. Some of these tests were repeated to determine the differential effects of treatment and to establish a student's literacy level and reading performance (Craig, 2003).

Once the data were analyzed, the results indicated that the writing-plus group matched or exceeded the metalinguistic games-plus group on each measure. Writing instruction that encouraged phonemic segmentation and invented spelling helped provide for the development of phonological awareness and alphabetic knowledge for early readers (Craig, 2003).

According to Craig's (2003) study, teachers need to be constantly observing their instruction in order to plan and implement skill and strategy instruction into teaching writing in their classroom. To determine the effects of interactive writing-plus on an extended period of time, additional studies should be conducted to acquire more data.

Guided Writing or Writing Workshop

During guided writing the teacher guides students, responds to them, and extends their thinking in the process of composing text. The students do the writing and the teacher facilitates their writing. The teacher provides general guidance and mini-lessons on any aspect of writing (Feldgus & Cardonick, 1999).

Fountas and Pinnell (1996) describe guided writing as a time when children are engaged in writing a variety of texts. The teacher guides the process and provides instruction through modeled lessons and conferences.

During lessons and conferences the teacher gives feedback and support to the student about different aspects of writing. In order for writers to successfully perform in guided writing and writing workshop activities, they need to first know a simple predictable structure to follow (Fountas & Pinnell, 1996).

The teacher's role in guided writing is to be a guide to the students. They are helping the students to be able to discover what to say and some how put that idea down on paper so that it makes sense (Routman, 1994).

Routman (1994) states that guided writing comes in many forms. It may occur during whole group, small group, one-on-one, or as part of a writing workshop. To be successful at guided writing, the students must have had many opportunities to see writing modeled aloud and shared in different contexts.

Independent Writing

Independent writing is used to: "(a) have the student build fluency, (b) establish writing habit, (c) make personal connections, (d) explore meanings, (e) promote critical

thinking, and (f) use writing as a natural, pleasurable, self-chosen activity” (Routman, 1994, p. 67). Students write independently without teacher intervention or evaluation.

Some examples of independent writing that Routman (1994) gives are journals, literature logs, letters, and messages. During this time, attention should be directed toward accessing high frequency words previously introduced in guided reading and interactive writing lessons to secure these high frequency words for use in reading.

Journal writing can be an easy component to add to a balanced literacy program. It gives the students an opportunity to write about something that is meaningful to them. By doing this, students come to value and enjoy writing. Journal writing can also “promote fluency in writing and reading, encourage risk taking, provide reflection opportunities, and bring value to personal experiences and feelings” (Routman, 1994, p. 199).

Children practice many skills of reading when they are engaged in writing activities. However, they must not just be copying words or letters from charts written by the teacher, but by taking their own thoughts and writing them down in spoken language (Griffin & Olson, 1992).

Daily (Morning) Message

Morning messages can come in many different formats depending on a student’s varying levels of literacy and the teacher’s intent. They give students literacy skills practice across the curriculum. The younger the children the more a message you want. Older children can benefit from a more complex message (Adams, Farnham, McQuillen, & Peabody, 2003).

When creating or reading a message it is important for teachers to keep the pace moving all the time. They should know what they want to accomplish before beginning the message. “The most effective rhythm is continuous and simultaneous interacting, observing, modeling interacting, responding, and encouraging” (Mooney, 1990, p. 14).

The purpose of a morning message, according to Mariage (2001) is a “form of interactive writing that allows the students and teacher to construct a message via participation in a problem solving dialogue” (2001, p. 174). The students help the teacher edit and revise the text, which may lead to the introduction or demonstration of a reading strategy or skill. Morning messages can also be used for teacher modeling, hearing sounds in words, reading together, locating words, teaching strategies, and language experience (Kaufman, 2002).

It is important to be aware of how much “alphabet knowledge and beginning consonant awareness” each kindergartner bring to the class at the beginning of the year (Morris, Bloodgood, Lomax, & Perney, 2003, p. 309). This will determine the pace of the messages in the first few months.

At Deer Park Elementary School, Geddes and Swearingen (2004) researched different ways that a morning message could be used in a kindergarten or first grade classroom. They focused on three types of messages: teacher directed, shared writing, and independent/student generated writing through informal and formal observations.

In the beginning of the year most messages were teacher directed. This helped the students realize that their thoughts could be written down for others to view. Children

then learned the basic concepts of print and were also exposed to different types of genre (Geddes & Swearingen, 2004)

Later in the year, Geddes and Swearingen (2004) explained that the messages provided more opportunities for students to “share the pen” with the teacher (p. 1). This took on the form of decoding a secret message, filling in missing letters and words, or dictating to the teacher what to write.

In the second half of the school year Geddes and Swearingen (2004) state that the students were given more opportunities to create their own messages. They used their own ideas to write a message that was then read to the class. This gave students the opportunity to practice editing skills and to become more confident writers.

The results of the data collected in the study by Geddes and Swearingen (2004) showed that students preferred a more hands on approach to a message. Both a teacher directed and student directed method needs to occur so that students can learn and practice the skills they are taught. This can be accomplished by including a balance of all of these methods in classroom instruction.

Summary

Children need to practice their reading and writing everyday. This balance can be achieved when a thoughtful teacher, knowledgeable of both literacy strategies and individual children’s development, plans for a variety of literacy activities (Bruneau, 1997). Using the balanced literacy components that have been described in the research helps guide the development of these literacy activities. These components are: “a) reading aloud, (b) shared/interactive reading, (c) guided reading or reading workshop, (d) independent reading, (e) writing aloud, (f) shared/interactive writing, (g) guided writing

or writing workshop, and (h) independent writing” (Routman, 1994, p. 31). All of these activities can be focused on in a daily message. Sometimes a lesson can use one component and sometimes it can use many.

By using these components, messages can be valuable skill-builders that help inform teachers about their students’ needs and growth. They can also help students begin to understand the connections between the written word and oral language (Adams, Farnham, McQuillen, & Peabody, 2003).

Chapter Three

Design of the Project

Introduction

Teachers focus on many content areas throughout a school year. Finding time to address all of them can be tricky. This project aims to help address this issue by including the components of a balanced literacy program in a classroom environment through the use of a daily message.

Development of Project

The purpose of this project was to create a daily progressive message handbook. The messages start on the first day of school with the kindergartners and continued throughout the school year. Each month the messages progressed to introducing more difficult concepts to the students.

It is important to write messages in a familiar pattern at the beginning of the year so children can remember the pattern and successfully read it on their own during another time of the day. However, over time, the message changes. It may not follow a pattern and may include more text and more difficult vocabulary and concepts.

Procedures

The review of literature was done on developing a progressive daily message using the components of a balanced literacy program. This collection and gathering of research began in the summer of 2003. As part of the research, the researcher attempted to network and discuss the topic of balanced literacy with many colleagues.

In addition, Proquest and ERIC searches and the review of educationally-related teacher books were examined for references and journal articles. Relevant articles were

then located and collected through the use of the Research Library Periodicals Database. All research was carefully read, reread, and digested to formulate this project.

As a result of the reviewed literature, the author created monthly lessons to use in a daily message. The lessons were based on the Washington Essential Academic Learnings for kindergarten (Office of Superintendent of Public Institution, 2003). Some other useful tools were the North Kitsap School Districts kindergarten report card, and the district's reading and writing program; Reading Reflex and Investigations.

Listed below are the different concepts that are introduced each month or carried over from the previous month.

- ◆ September consists of demonstrating different aspects of writing by reading messages together, word space (two finger space), punctuation (period, exclamation mark, and question mark), choosing one word for the word wall each week, left to right reading, identify capital letters, identify rhyming words, count on hands words/sounds, and clapping syllables.
- ◆ October consists of practicing letter formation, introducing the function of a comma, explaining what a sight word is, counting words/letters, and highlighting letters or words (circle).
- ◆ November consists of writing in missing letters, names, words, and numbers.
- ◆ December consists of identify sounds (student's circle), talk about consonants/vowels, start writing mini-lessons on Mondays, students identify chunks in words (ing, ch, ill, etc.).

- ◆ January consists of introducing reading strategies (does it make sense, go back, sound out, skip, chunks, ask someone), cut up sentences and have students put together for structure, and starting to read messages alone.
- ◆ February consists of identifying unfamiliar words (chunks), using words from the word wall in messages, reviewing reading strategies, and book walks (Library).
- ◆ March consists of playing what's in my head where students locate a word in the message that the teacher is thinking of (secret code).
- ◆ April consists of writing in missing words (dry erase boards), and dictating what to write on the messages.
- ◆ May consists of students starting to write messages with some teacher assistance (show conventions/writing).
- ◆ June consists of students writing messages alone with little assistance from the teacher, and individual students reading message aloud to the class.

The research supported the ideas included in this project and helped in identifying and developing appropriate grade level objectives for a progressive message sequence.

The message sequence is intended to cover one school year for a kindergarten classroom

Chapter 4

The Project

Balanced Literacy Through the Use of a Daily Message in a Kindergarten Classroom

By

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July, 2005

25

Balanced Literacy Through the use of a Progressive

Daily Message in a Kindergarten Classroom

By

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North Kitsap School District

Forward

Children need to practice their reading and writing everyday. This balance can be achieved when a thoughtful teacher, knowledgeable of both literacy strategies and individual children's development, plans for a variety of literacy activities (Bruneau, 1997). Using the balanced literacy components that have been described in the research helps guide the development of these literacy activities. These components are: "a) reading aloud, (b) shared/interactive reading, (c) guided reading or reading workshop, (d) independent reading, (e) writing aloud, (f) shared/interactive writing, (g) guided writing or writing workshop, and (h) independent writing" (Routman, 1994, p. 31).

By using these components, messages can be valuable skill-builders that help inform teachers about their students' needs and growth. They can also help students begin to understand the connections between the written word and oral language (Adams, Farnham, McQuillen, & Peabody, 2003).

The purpose of a morning message, according to Mariage (2001) is a "form of interactive writing that allows the students and teacher to construct a message via participation in a problem solving dialogue" (2001, p. 174). The students help the teacher edit and revise the text, which may lead to the introduction or demonstration of a reading strategy or skill. Morning messages can also be used for teacher modeling, hearing sounds in words, reading together, locating words, teaching strategies, and language experience. These messages can be written on chart paper, white boards, or any surface that is big enough for students to interact and read with (Kaufman, 2002).

Teachers every year are trying to find a way or program that will help manage the amount of things that they need to teach their students all the curriculum they required in one year (Bruneau, 1997). Using a progressive daily (morning) messages gives children the opportunity to see “meaningful written language as it is being constructed” (Neuman, 2004, p.39) and can be used to model and engage students in literacy activities (Geddes & Swearingen, 2004). With each day that goes by, the messages grow in content and needed literacy skills in order to complete the lesson or activity that is presented by the teacher.

It is very likely that at the beginning of a kindergarten year, there will be more reading, shared reading, and language to experience than guided or independent reading. When the teacher sees that students have developed more confidence and competence in a specific skill, it is time to create more difficult texts and activities. The great participation a teacher sees from their students, the less contribution they should make (Mooney, 1990).

This handbook was developed to provide primary teachers, in particular, kindergarten teachers, a guide so that they can implement a progressive daily message in their classrooms and into their own balanced literacy programs. Sources for the handbook include, but are not limited to *Kid Writing* written by Eileen G. Felgus and Isabell Cardonick (1999), *Investigations* a math curriculum written by Karen Economopoulos and Megan Murray (2004), *Reading Reflex* written by Carmen McGuinness and Geoffrey McGuinness (1998), and the North Kitsap School District’s *Essential Learnings and Parent Guide for kindergarten* (2001). These resources helped develop activities that correspond with a child’s early reading and writing development.

In this handbook you will find the daily messages written from September to June. Each message itself will indicate, by boldfacing, what month it occurred in and what literacy component(s) it addressed. At the end of each message you will find a lesson on how it was presented by the teacher or the students to the class.

Reinforcement activities follow each month's messages. These activities can be used in class or they can be sent home for added support on new concepts being presented. These activities are optional and don't need to be used in order for concepts to be learned.

N Elizabeth DeBritz

The Project

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Components of a Balanced Literacy Program

Reading Aloud

The teacher reads different texts to the students (Routman, 1994).

Writing Aloud

The teacher writes a message by verbalizing their thinking and by demonstrating various aspects of writing (Gunning, 2002).

Shared (Interactive) Reading

The students are invited to read along with the teacher (Routman, 1994).

Shared (Interactive) Writing

The students and teacher share the pen to compose a message collaboratively (McCarrier, Pinnell, & Fountas, 2000).

Guided Reading/Reading Workshop

The teacher and a group of children read, respond, and think critically about a new text. The teacher introduces different reading strategies to use to gain meaning (Fountas & Pinnell, 1996).

Guided Writing/Writing Workshop

The teacher guides students, responds to them, and extends their thinking in the process of composing text. The students do the writing and the teacher facilitates them. The teacher provides general guidance and mini-lessons on any aspect of writing (Feldgus & Cardonick, 1999).

Independent Reading

The students self-select books to read to themselves or with partners. This can be done during library time. The teacher and students share their individual books through a book walk (Miller, 2002).

Independent Writing

The students write without teacher intervention and evaluation. This writing is done without interruption in any form they choose (Routman, 1994).

Content Areas Used in a Daily Message

Social Studies

- Families and Community
- Celebrations around the World
- Building Community

Supporting Literacy

- Phonological Awareness
- Letters from A to Z
- Words
- Phonics
- Concepts of Print
- Writing-handwriting
- Literature
- Speaking and Listening
- Drama

Meeting the Math Standards

- Number and Operations
- Patterns and Algebra
- Geometry and Spatial Sense
- Measurement

Strengthening Science Concepts

- Seasons
- Spiders
- Insects
- Five Senses
- Healthy Choices
- Weather
- Marine Science

Adapted from Adams, A., Farnham, D., McQuillen, & Peabody, D's *Morning Message*.

Adapted from North Kitsap School District's *Essential Learnings*.

Daily Message Progression

Each month the message will build on the previous skills. New skills are added each month and used in the daily message.

September-word space (two finger space), punctuation (period, exclamation mark, and question mark), chose one word for the word wall each week, left to right reading, identify capital letters, identify rhyming words, count on hands words/sounds, clap syllables, message is written aloud to demonstrate different aspects of writing

October-practice letter formation, introduce the function of a comma, explain what a sight word is, count words/letters, highlight letter or words (circle)

November-write in missing letters, names, words, and numbers

December-identify sounds (student's circle), talk about consonants/vowels, start writing mini-lessons on Mondays, students identify chunks in words (ing, ch, ill, etc.)

January-introduce reading strategies (does it make sense, go back, sound out, skip, chunks, ask someone), cut up sentences and have students put together for structure, start reading messages alone

February-identify unfamiliar words (chunks) using words from the word wall, review reading strategies, book walks (Library)

March-play what's in my head word-locate a word in the message that the teacher is thinking of, secret code

April-write in missing words (dry erase boards), dictate what to write

May-students start writing messages with teacher assistance (show conventions/writing)

June-students write messages alone with little assistance from the teacher, individual students read message aloud

Adapted from Adams, A., Fanham, D., McQuillen, & Peabody, D's *Morning Message*.

Adapted from North Kitsap School District's *Essential Learnings*.

Adapted from North Kitsap School District's *Parent Guide K*

September Messages

Mrs. DeBritz's Daily Message

Wednesday, September 8, 2004

Good Morning,

Today is your first day of Kindergarten.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: Today the students will listen to a message congratulating them on their first day of Kindergarten.

Mrs. DeBritz's Daily Message

Thursday, September 9, 2004

Good Morning,

Today is our second day of school. We will draw a picture of what we look like.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: Today the students will listen to a message discussing what they will do today.

Mrs. DeBritz's Daily Message

Friday, September 10, 2004

Good Morning,

Today is our last day of school this week!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message.

Mrs. DeBritz's Daily Message

Monday, September 13, 2004

Good Morning,

Today we are going to paint.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message.

Mrs. DeBritz's Daily Message

Tuesday, September 14, 2004

Good Morning,

Today we are going to talk about the 3Rs.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. Today the students will help the teacher read the daily message.

Mrs. DeBritz's Daily Message

Wednesday, September 15, 2004

Good Morning,

Today we are going to write numbers. Can we count to ten together?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will also introduce the concept of spaces between words (two fingers). The spaces between words will be circled to illustrate this concept to the students.

Mrs. DeBritz's Daily Message

Thursday, September 16, 2004

Dear Class,

Today is our last day of school this week.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. The teacher will ask the students if they can remember how you can tell when a new word begins (two finger spaces). The spaces will be circled.

Mrs. DeBritz's Daily Message

Monday, September 20, 2004

Good Morning,

Today we will be working on writing.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will review two finger spaces (circled) between words. The students will help the teacher choose a word for the word wall that they can use in their writing. The word chosen was **today**.

Mrs. DeBritz's Daily Message

Tuesday, September 21, 2004

Dear Class,

We will paint during center time the letter G.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will introduce what a period is. The period will be circled to show where it goes.

Mrs. DeBritz's Daily Message

Wednesday, September 22, 2004

Dear Class,

Today our Reading Buddies will be here!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will introduce what an exclamation mark is. The exclamation mark will be circled to show what it looks like to the students.

Mrs. DeBritz's Daily Message

Thursday, September 23, 2004

Good Morning,

Tomorrow is Nic's birthday! He is 6 years old.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. The teacher will review the difference between a period and an exclamation mark.

Mrs. DeBritz's Daily Message

Friday, September 24, 2004

Good Morning,

We have finished our first full week of school. There are five days in all!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will review the difference between a period and an exclamation mark. The teacher will circle the punctuation marks.

Mrs. DeBritz's Daily Message

Monday, September 27, 2004

Good Morning,

Today Ms. Stephanie's class will be here for centers.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. The teacher will review the difference between a period and an exclamation mark. The punctuation marks will be circled on the message to show what they look like to the students.

Mrs. DeBritz's Daily Message

Tuesday, September 28, 2004

Dear Class,

Today we will be making a shape book! What shapes do you think we will put in our book?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will introduce what a question mark is. The teacher will circle the question mark. The students will decide a word from the message to put on the word wall. The word chosen was a.

Mrs. DeBritz's Daily Message

Wednesday, September 29, 2004

Good Morning,

Today our Reading Buddies will come to our class.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. The teacher will review spaces between words and periods. The teacher will circle the spaces between words and the period.

Mrs. DeBritz's Daily Message

Thursday, September 30, 2004

Dear Class,

Today we will write about things that are yellow.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will talk about what syllables are. The students will clap syllables in words found in the daily message.

Reinforcement Activities

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

October Messages

Mrs. DeBritz's Daily Message

Friday, October 1, 2004

Dear Class,

Today is the first day of October.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
	Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
	Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. The teacher will review syllables and introduce a comma. The comma will be circled. The class will practice taking deep breaths after reading "Dear Class" to illustrate the function of a comma.

Mrs. DeBritz's Daily Message

Monday, October 4, 2004

Dear Class,

Did you bring back your orange paper? Today we will be brainstorming fall things.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will review syllables.

Mrs. DeBritz's Daily Message

Tuesday, October 5, 2004

Dear Class,

Today we need **to** choose a word for **the** word wall.

What should we choose?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students voted on a word from the message to put on the word wall. The votes were eight for the word **dear**, two for **class**, two for **to**, and one for the word **the**.

Mrs. DeBritz's Daily Message

Wednesday, October 7, 2004

Dear Class,

Today our Reading Buddies will be here. We will also have students who share on Tuesdays and Wednesdays share today!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
	Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
	Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will underline the **T** in Today and the **W** in We to illustrate when it is appropriate to capitalize letters in words.

Mrs. DeBritz's Daily Message

Thursday, October 8, 2004

Good Morning,

Today is our last day of school this week! We will write about spilled milk today.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will underline the **T** in Today and the **W** in We to illustrate when it is appropriate to capitalize letters in words.

Mrs. DeBritz's Daily Message

Monday, October 11, 2004

Dear Class,

Today is Columbus Day. He was a great explorer! Do you know what an explorer is? Let us brainstorm together.

- travels around**
- hunts**
- finds things**
- boat**

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will have the student's brainstorm what they know about Christopher Columbus. The students voted on a word from the message to put on the word wall. They chose the word **class**.

Mrs. DeBritz's Daily Message

Tuesday, October 12, 2004

Dear Class,

Today we will be getting our picture taken and someone will check our vision and hearing.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will repeat back to the teacher the two things they will do that day mentioned in the message.

Mrs. DeBritz's Daily Message

Wednesday, October 13, 2004

Dear Class,

Today our Reading Buddies will be here. We will also get our extra recess today!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing. Students will be chosen to come up and underline the beginning letter of a sentence and circle the punctuation at the end of a sentence.

Mrs. DeBritz's Daily Message

Thursday, October 14, 2004

Dear Class,

Today we will be making a rhyming book. What are some words that rhyme?

cat-hat **mat-cat**
red-bed **rat-sat**

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will ask students to come up and put a circle between each word to show where a space needs to be. The students will brainstorm some words that rhyme and the teacher will write them on the message. The teacher will ask a student to come up and circle the question mark in the message. The teacher will talk about when you use a question mark.

Mrs. DeBritz's Daily Message

Friday, October 15, 2004

Dear Class,

Today we will be going to music with Mrs. Gilman.
We will also be doing a math activity together.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
	Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop				Independent Reading	
	Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the teacher.

Mrs. DeBritz's Daily Message

Monday, October 18, 2004

Dear Class,

Today is **the** only day we are in school this week.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will ask students to come up and fill in the missing letter in the words **today** and **school**. They will also vote on a word from the message to put on the word wall. Eight students voted for the word **is** and five students voted for the word **the**.

Mrs. DeBritz's Daily Message

Monday, October 25, 2004

Dear Class,

Today we will be talking about the last letter of the alphabet. What letter is it? **z**

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop		Independent Reading					
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop		Independent Writing					

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will ask students to come up and fill in the beginning letter in the words **letter** and **DeBritz**. A student will also come up and write the last letter of the alphabet, which is **z**.

Mrs. DeBritz's Daily Message

Tuesday, October 26, 2004

Good Morning,

Today we will be writing **in** our journals. Lets brainstorm things **w**e could write about.

cats	field trip	bats	space
pumpkins	haunted house	summer	cars
Indiana Jones	wolves	ghosts	witches

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will ask students to come up and fill in the beginning letter in the words **w**e and **w**riting. The students will vote on a word to put on the word wall. Six students voted for the word **w**e and eight students voted for the word **in**. The students will then brainstorm words that they can write in their journals.

Mrs. DeBritz's Daily Message

Wednesday, October 27, 2004

Dear Class,

Today is Ryan's birthday. He is 6 years old. How old will he be on his next birthday? 7

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop			Independent Reading				
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop			Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will ask Ryan to fill in his name and his age. The teacher will also ask the students to figure out how old he will be next year and have someone come up and write it on the message.

Mrs. DeBritz's Daily Message

Thursday, October 28, 2004

Dear Class,

Today we will continue to talk about spiders. We only have 1 day till our field trip.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will ask students to fill in the missing letters to the words **today**, **Mrs.**, **DeBritz**, and **we**. Someone will also come up and write the number of days until the field trip.

Reinforcement Activities

SCHOOL-HOME LINKS

Russon, M., Topolovae, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

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Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

November Messages

Mrs. DeBritz's Daily Message

Monday, November 1, 2004

Dear Class,

Today we will start reading workshop. We also will be visiting Mr. Webb.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading			Guided Reading		Independent Reading		
Writing Aloud		Shared (Interactive) Writing			Guided Writing		Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will write the message in front of the students and also verbalize what they are thinking and writing.

Mrs. DeBritz's Daily Message

Tuesday, November 2, 2004

Dear Class,

Today is **our** second day doing reading workshop. **We** will also start writing workshop.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will vote on a word to put on the word wall. 11 students voted for the word **our** and six students voted for the word **we**.

Mrs. DeBritz's Daily Message

Wednesday, November 3, 2004

Dear Class,

Today we need to review what it means in our class to be respectful, safe, and kind. What do you think that looks like?

be a good friend
be helpful

say nice words
use walking feet

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading							Independent Reading
Writing Aloud		Shared (Interactive) Writing							Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will brainstorm words that show them remembering to be respectful, safe, and kind.

Mrs. DeBritz's Daily Message

Thursday, November 4, 2004

Dear Class,

Today our ReadBuddies will be here! We will also have our special snack.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading								Independent Reading
Writing Aloud	Shared (Interactive) Writing								Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will fill in the missing letters to the words **reading**, **buddies**, **special**, and **snack**. The teacher will also have students come up and circle all the capital letters, end punctuations, and commas.

Mrs. DeBritz's Daily Message

Monday, November 8, 2004

Dear Class,

Today we will be writing a book about things we are thankful for. What things could we write about?

grandma/grandpa	100 cows	God	planet	presents
cat	puppy	turkey	teacher	family
kids	parents	castle	toys	school horse
yellow dog	stuff we have			

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/'Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will brainstorm things to write about in their journals.

Mrs. DeBritz's Daily Message

Tuesday, November 9, 2004

Good Morning,

Today **we** will **be** having a lockdown drill. Can you remember what that looks like?

Yes
11

No
4

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will vote on a word from the message to put on the word wall. Three students voted for the word **we** and 12 students voted for the word **be**. The students will then vote if they remember what a lockdown drill looks like. 11 students voted **yes** and four students voted **no**.

Mrs. DeBritz's Daily Message

Tuesday, November 16, 2004

Good Morning,

We had a great day yesterday during Reading Workshop! What great things can we do today?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will review the question mark and exclamation mark. Some students will come up and circle the punctuations.

Mrs. DeBritz's Daily Message

Wednesday, November 17, 2004

Dear Class,

Today our Reading buddies will be here. You will start working on your count down to Christmas.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop		Independent Reading				
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop		Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will have students come up and circle the letter **Tt** in the message. They will then count how many **Tts** they circled.

Mrs. DeBritz's Daily Message

Thursday, November 18, 2004

Dear Class,

Today we will read another book about feelings. We will also talk about patterns in math. Can you find the words that are the same in our message?

**w
e
w
i
l
l
a
b
o
u
t
t
h
e
i
n**

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading							Independent Reading
Writing Aloud		Shared (Interactive) Writing							Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will have students fill in the missing letters in the word **will** and **book**. The students will also help list the words that are repeated in the message.

Mrs. DeBritz's Daily Message

Friday, November 19, 2004

Dear Class,

Here are some things I want to remind you about.

white boards
read the room
bathroom
centers

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will remind students of some important information about white boards, reading the room, the bathroom, and center time.

Mrs. DeBritz's Daily Message

Monday, November 22, 2004

Dear Class,

Today we will write a story about what we like to do.
What are some things you like to do?

play with my family
play with my fish
watch TV
play with my dog

soccer
baseball
play with my cat

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will fill in the missing letters to the words **story** and **about**. The teacher will have the students brainstorm what they like to do.

Mrs. DeBritz's Daily Message

Tuesday, November 23, 2004

Dear Class,

Today is Kris's birthday! He is 6 years old. How old
was he two years ago. 6 5 4 3 2 1

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. Kris will come up and write his name and the age he is. The students will count back two years to find out what Kris's age was then. The students will then vote on a word from the message to put on the word wall. Nine students voted for the word **he** and three students voted for the word **was**.

Mrs. DeBritz's Daily Message

Wednesday, November 24, 2004

Dear Class,

Tomorrow is Thanksgiving! We will be making Stone Soup today. We will have a feast for snack.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The students will help sound out the word Thanksgiving.

Mrs. DeBritz's Daily Message

Monday, November 29, 2004

Good Morning,

Today we have a new student! Her name is Juliana.
We will begin today to partner read during Reading
Workshop. How does that look?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. Today the students will help the teacher read the daily message. The teacher will chose students to come up and help spell the word **student** and **today**.

Mrs. DeBritz's Daily Message

Tuesday, November 30, 2004

Dear Class,

Today is the last day in November. What is the beginning letter in our next month? D What are some things we can write about in December?

Christmas	reindeer	elves
tree	sleigh	Santa
snowballs	snow	

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will chose a student to come up and write the first letter of the month of December. The students will also help brainstorm words that they can write in their journals about the month of December.

Reinforcement Activities

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

| K/Uses Phonemic Awareness and Letter Knowledge to Spell/2

Please note: Content on this page was redacted due to copyright concerns.

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

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K/Recognizes and Can Name All Uppercase and Lowercase Letters/10

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SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

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December Messages

Mrs. DeBritz's Daily Message

Wednesday, December 1, 2004

Dear Class,

Today we will go to the
Holiday Shop.

The Class

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Shared (Interactive) Reading	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Independent Reading	Independent Reading	Independent Reading
Writing Aloud	Shared (Interactive) Writing	Shared (Interactive) Writing	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Independent Writing	Independent Writing	Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will have students come up and finish the sentence-Today we will go to the Holiday Shop. After the writing is finished, the students will read the message aloud alone.

Mrs. DeBritz's Daily Message

Thursday, December 2, 2004

Good Morning,

Today we will be working with patterns in math. How do you feel about making patterns?

<u>Good</u>	<u>OK</u>	<u>Not Good</u>
10	2	6

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask the students to vote on how they feel about patterns.

Mrs. DeBritz's Daily Message

Wednesday, December 8, 2004

Good Morning,

Today we will see our Reading Buddies. Can you help me list some words that end in ill like will?

Bill	kill	mill	sill	bill
fill	still	silly	till	ill

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask the students to brainstorm some words that have the chunk **ill** in them. When all the words are written the teacher and the students will read them together.

Mrs. DeBritz's Daily Message

Thursday, **December 9**, 2004

Good Morning,

We have talked about 4 four letters so far, c, t, a, and s. What word can we spell from these letters. Lets spell the word cats.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask the students write the word **four** in the message and spell the word **cats** from the letters c, t, a, and s. The students will also vote on a word to put on the word wall. 8 students voted for the word **December** and eleven students voted for the word **cats**.

Mrs. DeBritz's Daily Message

Monday, December 13, 2004

Dear Class,

Today we need to decide what we want to give Mrs. Beam for Christmas. We will also play on the instruments today.

Christmas tree	reindeer poster	paint flowers
flower hat	class picture	ornament
big card	Santa poster	snowman

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask the students to brainstorm some Christmas gifts for Mrs. Beam.

Mrs. DeBritz's Daily Message

Tuesday, December 14, 2004

Good Morning,

Today **we** will listen to another Jan Brett book. What was the name of **the** book we read yesterday?

Town Mouse Country Mouse

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask some students to come up and spell the words **Jan Brett**. The students will also tell the teacher what story they read yesterday and the teacher will write it down. The class will then vote on a word to put on the word wall. 7 students voted for the word **we** and 9 students voted for the word **the**.

Mrs. DeBritz's Daily Message

Wednesday, December 15, 2004

Good Morning,

Today we won't be seeing our Reading Buddies. We will see them on Friday.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask some students to come up and write the words **Reading Buddies** and **Friday**. The teacher will also talk about the chunk **ing** and have a student locate the chunk in the message.

Mrs. DeBritz's Daily Message

Friday, December 17, 2004

Good Morning,

Today we will have a special surprise. We will also have special snack too.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher complete the sentence; Today we will...

Reinforcement Activities

SCHOOL-HOME LINKS

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SCHOOL-HOME LINKS

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Retrieved October 10 2004 from <http://www.ed.conn.edu/commactforreading/fin4av.html>

SCHOOL-HOME LINKS

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K/Learns One-to-One Letter/Sound Correspondences/3

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January Messages

Mrs. DeBritz's Daily Message

Monday, January 3, 2005

Dear Class,

Today is our first day in school in January.

Do you know what season we are in now? winter

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will have students come up and write the word **January** and the word **winter**. The teacher will have a student circle the month of the year. The students will tell the teacher what season they are in right now. Once the word January is written, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Tuesday, January 4, 2005

Good Morning,

Today we will be writing in our journals. Can we think of some winter things we can write about?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop			Independent Reading				
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop			Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask some students to come up and underline the words that have the chunk **th**. The students will help the teacher choose a word for the word wall that they can use in their writing. 3 students voted for the word **think** and twelve students voted on the word **things**. After the teacher and the students have read through the message once, the students will read the message again alone.

Mrs. DeBritz's Daily Message

Wednesday, January 5, 2005

Dear Class,

Today we will see our Reading Buddies. You will also be drawing a picture of something you see in winter.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask some students to come up write the words **Reading Buddies**. A student will also come up and circle the word that was put on our word wall yesterday (thing). After the teacher and the students have read through the message once, the students will read the message again alone.

Mrs. DeBritz's Daily Message

Thursday, January 6, 2005

Good Morning,

Today we will continue talking about winter.



Wnt is fn.

Winter is fun.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Shared (Interactive) Reading	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Independent Reading	Independent Reading	Independent Reading
Writing Aloud	Shared (Interactive) Writing	Shared (Interactive) Writing	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Independent Writing	Independent Writing	Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence **Winter is fun**. After the students have written the sentence using inventive spelling, the teacher will write the sentence as an adult would write it. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, January 11, 2005

Dear Class,

Yesterday we didn't have school because of the ice on the roads. Today we **will** be doing math **and** author's chair.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop			Independent Reading				
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop			Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will help the students decode the words **yesterday**, **today**, and **doing** by underlining different chunks and words in the word itself. The students will help the teacher choose a word for the word wall that they can use in their writing. 4 students voted for the word **will** and fourteen students voted for the word **and**. After the teacher and the students have read through the message once, the students will read the message again alone.

Mrs. DeBritz's Daily Message

Wednesday, January 12, 2005

Dear Class,

Today we will be seeing our Reading Buddies. We will also be reading another snowman story. Can you help me find all the word wall words in this message?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher locate all the words in the messages that are found on the word wall. After the teacher and the students have read through the message once, the students will read the message again alone.

Mrs. DeBritz's Daily Message

Thursday, January 13, 2005

Dear Class,

Can you help me put this sentence together?

is rat mad fat. The

The mad rat is fat.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop		Independent Reading			
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop		Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, January 18, 2005

I look forward to being your guest teacher today.

Mrs. Zeringer

September	October	November	December	January	February	March	April	May	June
	Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop				Independent Reading	
	Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with their guest teacher.

Mrs. DeBritz's Daily Message

Wednesday, January 19, 2005

Today we will read with our reading buddies.

Mrs. Zeringer

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with their guest teacher.

Mrs. DeBritz's Daily Message

Thursday, January 20, 2005

Dear Class,

Today we are going to talk about Chinese New Years. I also want to know how it went with your guest teacher the last few days while I was gone?

skiing reading sitting
writing playing

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

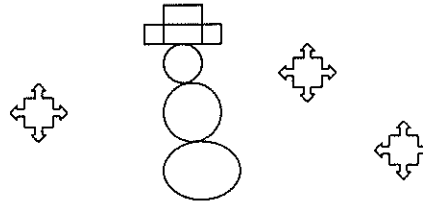
Lesson: The teacher will say the date and then the students will repeat it with her. The students will inform the teacher how the last few days went with their guest teacher. The students will also help brainstorm some words that end with the chunk **ing**.

Mrs. DeBritz's Daily Message

Monday, January 24, 2005

Good Morning,

Today we write a story.



I wot it to snow.

I want it to snow.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence **I want it to snow**. After the students have written the sentence using inventive spelling, the teacher will write the sentence using adult writing. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, January 25, 2005

Good Morning,

Today **we are** going to talk about what causes weather? What is your favorite weather?

rainy	cloudy	windy	partly cloudy	sunny	snowy
1	1	0	1	6	8

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will vote on which weather they like the most. The students will also vote on a word to put on the word wall. 3 students voted for the word **we**, 4 for **are**, and 8 for the word **to**. The students will then read the message alone.

Mrs. DeBritz's Daily Message

Wednesday, January 26, 2005

Dear Class,

Today our **Reading Buddies** will be here! We will also talk more about the weather.

Mrs. DeBritz

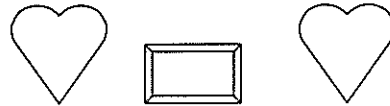
September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask some students to come up and underline the words in the message that are found on the word wall. Some students will help write the words **Reading Buddies**. The students will then read the message alone.

Mrs. DeBritz's Daily Message

Monday, January 31, 2005

Dear Class,
Lets write a message together!



Valnts Day is cae.

Valentines Day is coming.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence **Valentines Day is coming**. After the students have written the sentence using inventive spelling, the teacher will write the sentence using adult writing. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Reinforcement Activities

#1

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

— Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

February Messages

Mrs. DeBritz's Daily Message

Tuesday, February 1, 2005

Dear Class,

Today is the **first day** of February. Lets practice how we would write a capital and lowercase Bb.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher choose a word for the word wall that they can use in their writing. 5 students voted for the word **first** and 9 students voted for the word **day**. After the teacher and the students have read through the message once, the students will read the message again alone.

Mrs. DeBritz's Daily Message

Wednesday, February 2, 2005

Dear Class,

Today is a special day.

It is Groundhogs Day.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher fill in the missing words to the sentence. The teacher will spell each word out loud as she writes it. After the words are written, the students will read the message again.

Mrs. DeBritz's Daily Message

Thursday, February 3, 2005

Good Morning,

Today I want you to think of words that end with the same chunk as mop.

pop cop top

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the teacher. The teacher will choose three students to come up and put a beginning letter on the paper that completes the op words. After the words are written the students will read the message again.

Mrs. DeBritz's Daily Message

Tuesday, February 5, 2005

Dear Class,

Who would like to do a book walk?

Let me know you what it looks like.

Rexton shared a snake book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading
Writing Aloud		Shared (Interactive) Writing			Guided Writing/Writing Workshop				Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Monday, February 7, 2005

Good Morning,

Please help me put this sentence together.

fat rat The on sat a mat.

The fat rat sat on a mat.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, February 8, 2005

Good Morning,

My name is Mrs. Simons. I am glad to meet you.

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop				Independent Reading	
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop				Independent Writing	

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the guest teacher.

Mrs. DeBritz's Daily Message

Wednesday, February 9, 2005

Good Morning,

I hope yesterday went well. Please help **me** finish these words below using the letter **u**.

bud mud run

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the teacher. The teacher will choose three students to come up and finish the words using the letter **u**. After the words are written the students will read the message again. The students will help choose a word to put on the word wall. 1 student voted for the word **I**. Fifteen students voted for the word **me**.

Mrs. DeBritz's Daily Message

Thursday, February 10, 2005

Good Morning,

Today we will hear another fairytale story. Can you find a chunk of letters in our message?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the teacher. The teacher will choose three students to come up and each underline a different chunk they see in the message. The students will read the message again after they have located the chunks.

Mrs. DeBritz's Daily Message

Tuesday, February 14, 2005

Dear Class,

Today is Valentines Day.

We will be doing many Valentines activities today!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher fill in the missing words to the sentence. The teacher will spell the word out loud as she writes it. After the words are written the students will read the message again.

Mrs. DeBritz's Daily Message

Wednesday, February 16, 2005

Dear Class,

Lets write a story together!



We reed boks!

We read books!

Mrs. DeBritz and The Class

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Shared (Interactive) Reading	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Independent Reading	Independent Reading	Independent Reading
Writing Aloud	Shared (Interactive) Writing	Shared (Interactive) Writing	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Independent Writing	Independent Writing	Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence. **We read books!** After the students have written the sentence using inventive spelling, the teacher will write the sentence as an adult would write it. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Thursday, February 17, 2005

Good Morning,

Today is we will talk about George Washington and Abraham Lincoln.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading				Guided Reading/Reading Workshop				Independent Reading
Writing Aloud	Shared (Interactive) Writing				Guided Writing/Writing Workshop				Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher fill in the missing words to the sentence. The teacher will spell the word out loud as she writes it. After the words are written the students will read the message again.

Mrs. DeBritz's Daily Message

Wednesday, February 23, 2005

Dear Class,

Please help me find the rhyming words.

bat rug hat bed mat

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

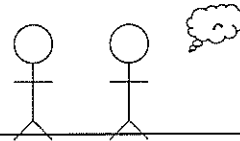
Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask the students to find the words that rhyme from the ones that are listed on the message. When all the correct words are chosen, the teacher and the students will read the message again.

Mrs. DeBritz's Daily Message

Thursday, February 24, 2005

Good Morning,

Lets write a story together!



R class is fun!

Our class is fun!

Mrs. DeBritz and The Class

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence. **Our class is fun!** After the students have written the sentence using inventive spelling, the teacher will write the sentence as an adult would write it. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Monday, February 28, 2005

Good Morning,

Please help me put this sentence together.

our is library Tomorrow day

Tomorrow is our library day.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Reinforcement Activities



SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS / BOOK LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

March Messages

Mrs. DeBritz's Daily Message

Tuesday, March 1, 2005

Dear Class,

Lets do a book walk!

Kris shared a dinosaur book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, March 2, 2005

Good Morning,

Tomorrow is our 100th day. Please bring in 100 things.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will have students come up and write the missing words for the message. The missing words are underlined. Once the words are written, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Thursday, March 3, 2005

Dear Class,

Today is our 100th day of school. We will do many activities using the number 100.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will give clues to what words she is thinking of in the message (secret code). The words chosen are the words that are underlined. After the words are found, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Monday, March 7, 2005

Dear Class,

Lets write a story together!



We get to do lots of things!

We get to do lots of things!

Mrs. DeBritz and The Class

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence. **We get to do lots of things!** After the students have written the sentence using inventive spelling, the teacher will write the sentence as an adult would write it. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, March 8, 2005

Dear Class,

Lets do a book walk!

Andy shared a dinosaur book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Thursday, March 10, 2005

Good Morning,

Please help me put this sentence together.

the will rug. We sit on

We will sit on the rug.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Monday, March 14, 2005

Dear Class,

Today we will read a fairytale book.

Remember to bring your library book tomorrow!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop			Independent Reading				
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop			Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher fill in the missing words to the sentence. The teacher will spell each word out loud as she writes it. After the words are written the students will read the message again.

Mrs. DeBritz's Daily Message

Tuesday, March 15, 2005

Dear Class,

Lets do a book walk!

Ian shared a reptile book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, March 16, 2005

Good Morning,

Today we will listen to a story of Saint Patrick's Day.

I hope you like it! This holiday is tomorrow.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will give clues to what words she is thinking of in the message (secret code). The words chosen are the words that are underlined. After the words are found, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Thursday, March 17, 2005

Dear Class,

Today is St. Patrick's Day. We will take pictures. It will be fun!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher fill in the missing words to the sentence. The teacher will spell each word out loud as she writes it. After the words are written the students will read the message again.

Mrs. DeBritz's Daily Message

Monday, March 21, 2005

Good Morning,

What will we do today?

work will math. We on

We will work on math.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Wednesday, March 23, 2005

Dear Class,

Today we will continue to talk about the 5 senses. We will also talk about safety. What type of safety do you think we will talk about?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will give clues to what words/numbers she is thinking of in the message (secret code). The words chosen are the words that are underlined. After the words are found, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Thursday, March 24, 2005

Dear Class,

What are we going to do today?

talk will senses. We about

We will talk about senses.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Monday, March 28, 2005

Dear Class,

Lets put this sentence together.

like at learn school. I to

I like to learn at school.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Reinforcement Activities

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

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Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

K/Recognizes Some Words by Sight/1

Please note: Content on this page was redacted due to copyright concerns.

April Messages

Mrs. DeBritz's Daily Message

Tuesday, April 12, 2005

Dear Class,

Lets do a book walk!

Carson shared a whale book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, April 13, 2005

Good Morning,

Today we will continue to talk about Crusty the Crab.
We will meet a new animal today in the story!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop			Independent Reading				
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop			Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the teacher. The teacher will choose two students to come up and write the words **Crusty** and **Crab**. After the words are written, the students will read the message again.

Mrs. DeBritz's Daily Message

Thursday, April 14, 2005

Good Morning,

What are we going to do today?

will in work journals. We our

We will work in our journals.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Shared (Interactive) Reading	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Independent Reading	Independent Reading	Independent Reading
Writing Aloud	Shared (Interactive) Writing	Shared (Interactive) Writing	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Independent Writing	Independent Writing	Independent Writing

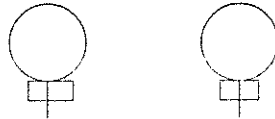
Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Monday, April 18, 2005

Dear Class,

Lets write about what we will do today!



Kameron birthday was last Sunday!

Kameron's birthday was last Sunday!

Mrs. DeBritz and The Class

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Shared (Interactive) Reading	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Independent Reading	Independent Reading	Independent Reading
Writing Aloud	Shared (Interactive) Writing	Shared (Interactive) Writing	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Independent Writing	Independent Writing	Independent Writing

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence. **Kameron's birthday was last Sunday!** After the students have written the sentence using inventive spelling, the teacher will write the sentence as an adult would write it. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, April 19, 2005

Dear Class,

Lets do a book walk!

Nic shared an I Spy book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, April 20, 2005

Good Morning,

Today **w**e have a new student in our **class**! His name is Rily. We also will se our Reading Buddies.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop			Independent Reading				
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop			Independent Writing				

Lesson: The teacher will say the date and then the students will repeat it with her. The students will read the message with the teacher. The teacher will choose some students to come up and write the words **student**, **Rily**, and **Reading Buddies**. The teacher will also give clues to some words she is thinking of in the message (secret code). The words chosen are the words that are boldfaced in the message. After the words are found, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Monday, April 25, 2005

Good Morning,

Please help me put this sentence together.

like. see crab I a I

I see a crab I like.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, April 26, 2005

Dear Class,

Lets do a book walk!

Kiah shared a cat book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, April 27, 2005

Good Morning,

Lets think of some words that remind us of the months of April and May. We will put them on our word wall!

Star Wars **flowers** **Memorial Day**
soccer **baseball** **sun**

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will brainstorm a list of things that remind them of April and May. They will then read the list with the teacher.

Mrs. DeBritz's Daily Message

Thursday, April 28, 2005

Good Morning,

Today we will hear more poems! What is your favorite poem e so far?

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will have some students come up and write the missing letters for some words in the message. The letters are underlined. Once the letters are written, the teacher will have the students read the message again by themselves.

Reinforcement Activities

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

K/Writes to Express Own Meaning /1

Please note: Content on this page was redacted due to copyright concerns.

SCHOOL-HOME LINKS

Russell, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovas, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guida.*

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

May Messages

Mrs. DeBritz's Daily Message

Monday, May 2, 2005

Good Morning,

Today we will read a poem.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will have some students come up and finish words to complete the message. The words are underlined in the message. Once the words are written, the teacher will have the students read the message again by themselves.

Mrs. DeBritz's Daily Message

Tuesday, May 3, 2005

Dear Class,

Lets do a book walk!

Evan shared a dinosaur book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, May 4, 2005

Good Morning,

What are we going to do today?

will write today! together a We poem

We will write a poem together today!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Independent Reading						
Writing Aloud	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Independent Writing						

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Thursday, May 5, 2005

Good Morning,

Today is Anthony's and Danny's birthday.

Tomorrow we don't have school.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will fill in the missing words to the sentence. The teacher can help as needed. After the words are written, the students will read the message again.

Mrs. DeBritz's Daily Message

Monday, May 9, 2005

Today we are going to work on a writing project.
Then we will do math with our shoes! It will be a fun
morning.

Mrs. M

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will fill in the missing words to the sentence. The teacher can help as needed. After the words are written, the students will read the message again.

Mrs. DeBritz's Daily Message

Tuesday, May 10, 2005

Dear Class,

Lets do a book walk!

Kameron shared a tiger book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, May 11, 2005

Dear Class,

Today we will read with our Reading Buddies.

We also have a new student named Grace.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher and the students will read the message together. The students will help the teacher fill in the missing words to the sentence. The teacher will spell the words as she write them down. After the words are written, the students will read the message again.

Mrs. DeBritz's Daily Message

Thursday, May 12, 2005

Dear Class,

What are we going to do today?

will with today! magnets We play

We will play with magnets today!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Monday, May 16, 2005

Good Morning,

Lets write a story together!



I hope yu fel beter!

I hope you feel better!

Mrs. DeBritz and The Class

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will help the teacher brainstorm a story to write. A student will help with the pre-writing step by drawing a picture and then the teacher will ask different students to come up and write the sentence. **I hope you feel better!** After the students have written the sentence using inventive spelling, the teacher will write the sentence as an adult would write it. The teacher will remind students of two finger spaces between words, punctuation, and capital letters. The students will then read the message alone. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Tuesday, May 17, 2005

Good Morning,

Lets do a book walk!

Blake shared a Magic Tree House book.

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The teacher will ask a student to come up and do a book walk/talk with the library book that they just checked out. They can read a few pages to the class, summarize what they know about it, or talk about the pictures in the book.

Mrs. DeBritz's Daily Message

Wednesday, May 18, 2005

Dear Class,

What are we going to do today?

will about today! insects We learn

We will learn about insects today!

Mrs. DeBritz

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The students will put the words written on note cards in the correct order so the sentence makes sense. Then the students will read the sentence aloud without the help of the teacher. The teacher will show the different reading strategy cards and have the students double check to see if their sentence makes sense.

Mrs. DeBritz's Daily Message

Thursday, _____ 19, 2005
May

Good _____,
Morning

Today we will _____.
go to recess

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

Monday, _____ 23, 2005
May

Good _____,
Morning

Today we will _____.
see Ms. Stephanie's class

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

Tuesday, _____ 24, 2005
May

Good _____,
Morning

Today we will _____.
go to the library

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

Wednesday, _____ 25, 2005
May

Good _____,
Morning

Today we will _____.
see our Reading Buddies

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

Thursday, _____ 26, 2005
May

Dear _____,
Class

Today we will _____.
read a poem

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____ 31, 2005
Tuesday, May

Dear _____,
Class

Today we _____.
go to the library

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Reinforcement Activities

Please note: Content on this page was redacted due to copyright concerns.

SCHOOL-HOME LINKS



Russon, M., Topolovae, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Koaman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

SCHOOL-HOME LINKS

Russon, M., Topolovzac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide.*

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

K/Writes to Express Own Meaning/4

Please note: Content on this page was redacted due to copyright concerns.

June Messages

Mrs. DeBritz's Daily Message

_____, _____ 1, 2005
Wednesday, June

Dear _____,
Class

Today we _____.
will have our last library day.

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____ 2, 2005
Thursday, June

Dear _____,
Class

Today we _____.
will write a bug poem.

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____ 6, _____
Monday, June 6, 2005

Good _____,
Morning

Today _____.
we will have centers

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____ 7, _____
Tuesday, June 7, 2005

_____, _____,
Dear Class,

Today _____.
we will let our butterflies go

Mrs. DeBritz and

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop			Independent Reading		
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop			Independent Writing		

Lesson: The teacher will say the date and then the students will repeat it with her. The student of the day will fill in the missing words of the message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____, _____
Thursday, June 9, 2005

_____, _____
Good Morning,

Example-Today we will write poems.

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading	Shared (Interactive) Reading	Shared (Interactive) Reading	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Guided Reading/Reading Workshop	Independent Reading	Independent Reading
Writing Aloud	Shared (Interactive) Writing	Shared (Interactive) Writing	Shared (Interactive) Writing	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Guided Writing/Writing Workshop	Independent Writing	Independent Writing

Lesson: The student will say the date and then the rest of the class will repeat it with him/her. The student of the day will write the morning message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____, _____
 Wednesday, June 8, 2005

_____, _____,
 Dear Class,

 Example-Today we will read with our buddies.

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop					Independent Reading
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop					Independent Writing

Lesson: The student will say the date and then the rest of the class will repeat it with him/her. The student of the day will write the morning message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____, _____
Monday, June 13, 2005

_____, _____
Dear Class,

Example-Today we will write poems.

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading			Guided Reading/Reading Workshop					Independent Reading
Writing Aloud	Shared (Interactive) Writing			Guided Writing/Writing Workshop					Independent Writing

Lesson: The student will say the date and then the rest of the class will repeat it with him/her. The student of the day will write the morning message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____, _____
 Tuesday, June 14, 2005

_____, _____
 Dear Class,

 Example-Today we will have centers.

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The student will say the date and then the rest of the class will repeat it with him/her. The student of the day will write the morning message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____, _____
 Wednesday, June 15, 2005

_____, _____
 Good Morning,

 Example-Today we will see our Reading Buddies.

September	October	November	December	January	February	March	April	May	June
Reading Aloud		Shared (Interactive) Reading		Guided Reading/Reading Workshop					Independent Reading
Writing Aloud		Shared (Interactive) Writing		Guided Writing/Writing Workshop					Independent Writing

Lesson: The student will say the date and then the rest of the class will repeat it with him/her. The student of the day will write the morning message. Then, the class will read the message together.

Mrs. DeBritz's Daily Message

_____, _____, _____
 Monday, June 20, 2005

_____, _____
 Dear Class,

 Example-Today is our last day of school.

September	October	November	December	January	February	March	April	May	June
Reading Aloud	Shared (Interactive) Reading		Guided Reading/Reading Workshop			Independent Reading			
Writing Aloud	Shared (Interactive) Writing		Guided Writing/Writing Workshop			Independent Writing			

Lesson: The student will say the date and then the rest of the class will repeat it with him/her. The student of the day will write the morning message. Then, the class will read the message together.

Reinforcement Activities

SCHOOL-HOME LINKS

Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

K/ Writes to Express Own Meaning/5

Please note: Content on this page was redacted due to copyright concerns.

SCHOOL-HOME LINKS

— Russon, M., Topolovac, E., Kosman, G., Ginsburg, A., Hoffman, S., & Pederson, J. (1999). *A compact for reading guide*.

Retrieved October 10, 2004, from <http://www.ed.gov/pubs/CompactforReading/index.html>

K/Connects Information and Events in Texts to Life and Life to Texts/2

Please note: Content on this page was redacted due to copyright concerns.

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Chapter Five

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop a handbook to use in kindergarten classes, which outlined a framework for presenting literacy activities in a progressive sequence through the use of a daily message. The hope is that students will become more engaged and excited about learning how to read and write.

Children need to practice their reading and writing everyday (Bruneau, 1997). Daily messages give children the opportunity to interact with different texts and to watch an adult demonstrate a proficient reader and illustrate the writing process. Teacher modeling, efficiency in use of time, knowledge of appropriate developmental skills, and understanding the components of a balanced literacy program, are the various parts that create a successful progressive message sequence.

Conclusions

Fountas & Pinnell (1996) advocate a balanced literacy program that provides several kinds of reading and writing. Although one method does not always work for all students, it is important to present concepts in different ways. Using a daily (morning) message is just one way. The following conclusions are based on research and the belief that daily (morning) messages fit well into a balanced literature program.

1. Children need to feel in partnership with the teacher so they will be motivated to take an even greater role in the creation of their own texts and in recreating those of others (Mooney, 1990).

2. Morning messages provide literacy skills practice across the curriculum (Adams, Farnham, McQuillen, & Peabody, 2003).
3. The teacher's demonstration as a reader and writer at work provides models which children can approximate and refine according to their own states of development as readers and writers (Mooney, 1990).
4. Teachers know that the variety of literacy experiences describes in the framework are valuable and necessary for children to learn and understand the connection between reading and writing (Kaufman, 2002).
5. Composing a morning message together is a form of modeled and shared writing (Kaufman, 2002).
6. Daily (morning) messages can be used by teachers for the purpose of modeling and engaging students in literacy activities (Geddes & Swearington, 2004).
7. Using a progressive daily message gives student the opportunity to see written language as it is being created (Neuman, 2004).

The project was completed in June and was viewed successful. More students were meeting benchmark for reading and writing than in any other teaching year. The excitement and ability to produce independent writing samples from the students, had also greatly increased.

Recommendations

As a result of developing this project, the following recommendations are suggested:

Teachers can utilize the messages for almost all reading and writing activities done in the classroom. They can also be used for a broad range of content areas (math, science, and social studies). Teachers may find that they have more time for whole group writing mini-lessons. These lessons can be very specific to the skills teachers want to present.

Teachers need to be flexible daily because life happens. Some days you might not have enough time for a message or your students may be unable to stay focus for more than two minutes. It is also important to be aware how long you are spending on a specific skill but don't assume that everyone "got it" the first time. If a lesson does begin to drag, students may have a difficult time keeping track of where you want them to go.

Send the messages home daily with different students. This gives students the opportunity to interact with the text at home and to review skills taught.

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