



## A Typical Day of Instruction: Days 2–5

### Introduction

This guide discusses instruction on Days 2–5 with Opening the World of Learning, or OWL.

It reviews each of the lessons taught on Days 2–5 as well as Center Time, small group, and whole group lessons. This guide also explains how to Wrap Up Your Week on Day 5.

Viewing the tutorial for Typical Day of Instruction: Day 1 on this Web site is recommended before continuing.

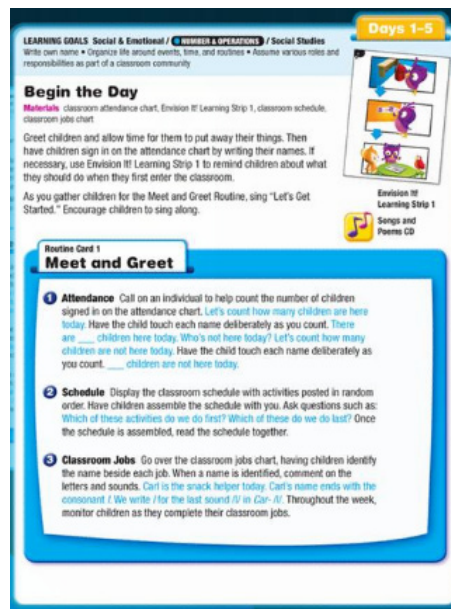
### Getting Started

The following goes through each lesson that is taught on Day 2. Then, it focuses on the lesson features unique to Days 3–5.

The lessons are reviewed in the order that they appear in the Teacher’s Guide, but the order can change to meet the needs of the class. For example, to teach the Math Circle lesson a little earlier in the day, switch it with Science & Social Studies Circle or Story Time. Be consistent about starting each day with the Morning Meeting and ending with Wrap Up Your Day.

### Day 2

Every day, Days 1–5, starts with the Morning Meeting.



After Morning Meeting, move on to the Literacy Circle lesson to develop oral language, phonological awareness, and alphabet knowledge. Review the Concept Words that were introduced on Day 1.

Then, it is on to Center Time and the Small Groups Lesson. Just like Day 1, as the teacher leads small group instruction, other children visit centers throughout the classroom.

After Center Time and Small Groups, move on to the Story Time lesson. Day 2 is the second read of the Trade Book started on Day 1. Follow the Higher Order Thinking Routine Card to Preview, Read, and Discuss.

The image shows a 'Higher Order Thinking' routine card. At the top, it says 'Routine Card 4 Higher Order Thinking'. Below that, it instructs to 'Use Story Time Card 30 to plan your second reading of *A Little Bit More*.' The card is divided into three numbered sections: 1. Preview, 2. Read, and 3. Discuss. Each section contains specific instructions for the teacher. There is also a 'Social and Emotional' section and a star icon with a note about using a word card. An inset image of 'Story Time Card 30' is shown in the top right corner of the routine card.

**Routine Card 4**  
**Higher Order Thinking**

Use Story Time Card 30 to plan your second reading of *A Little Bit More*.

**1 Preview** Give children a purpose for reading today. Display the front cover. Do you remember how the animals had to work together to help the hurt elephant? I still wonder why the animals didn't want the ant's help. Let's think about this as we read today.

**2 Read**

- **Develop Concepts and Vocabulary** Continue to develop new words and concepts using voice, gestures, illustrations, or brief explanations.
- **Model Sequence of Events** Help children understand what happens first, next, and last in the story. Name the first animal to arrive and try to help the elephant. Then name the next animal that comes. After, have children continue naming the animals in the order in which they appear in the story.
- **Review Plot/Add Information** Review the characters' actions, how the animals resolved the conflict, and how setting affects the plot. Follow up on children's responses by rereading or discussing part of the story. Clear up any misunderstandings and provide additional information as necessary.

**3 Discuss** Focus today's discussion on sequence of events. Turn to appropriate pages in the book to help children answer questions, such as those on the Story Time Card.

**Social and Emotional** For children to begin to demonstrate empathy and caring for others, have children discuss their emotions related to the characters' experiences in the story.

★ Have Ottilie use Amazing Word Card 177 to introduce *sway*.

Story Time Card 30

Now it is time for the Science & Social Studies Circle lesson. This lesson varies each day and may include a science demonstration, shared writing, or an activity that relates to a selection read earlier in the week.

Math Circle is next. The Day 2 Math Circle lesson follows a similar routine as Day 1. Introduce the day's topic, Model and Guide Practice, and then lead students as they apply what they have learned independently.

To follow the full-day schedule, use the Extend Your Day lesson.

Day 2 ends with the Wrap Up Your Day lesson. Begin with an Alphabet Knowledge review. Next, Connect to Literature using this week's Trade Book and finish with a preview of Day 3.

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## Day 3

Remember that OWL provides teachers with one literacy lesson and one math lesson for each day's Small Groups instruction. During Day 3, the Small Groups literacy lesson includes a built-in progress monitoring assessment to assess whether or not the students are on track for success in Kindergarten. The If...then statements and Personalized Practice help teachers support students as they learn new skills.

**MONITOR PROGRESS** Success Predictor for Kindergarten

Say *blend*. What word is hidden inside *blend*? (*lend*)

**If...** a child cannot delete a phoneme from a word,  
**then...** model how you separate the first sound from the rest of the word and then say the new word.

**Personalized Practice** Use games such as "Break It" (pp. 118, 119) to provide practice with this skill over time.

The Small Groups lesson is followed by Story Time. Day 3 is the first reading of a selection from the Read More About It Book. Just like Day 1, use the appropriate Story Time Card to plan the first reading. Then, follow the Vocabulary & Comprehension Routine to Preview, Read, and Discuss the story.

Once again, the day ends with Wrap Up Your Day. On Day 3, review Oral Vocabulary and Math concepts before finishing with a preview of Day 4.

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## Day 4

The Day 4 Literacy Circle lesson includes a Spiral Review, to practice skills covered in previous weeks.


The Small Groups lesson is next. The Day 4 literacy lesson once again includes a built-in progress monitoring assessment.

After the Small Groups lesson, it is on to the Story Time lesson. On Day 4, lead the class through a second reading of the Read More About It selection that the class read on Day 3. During this lesson, also review the Amazing Words introduced throughout the week. The What's My Word? game makes the review fun and interactive.

**What's My Word?** Amazing Words

**Materials** Amazing Word Cards 175–180

To ensure that children will be able to demonstrate understanding of the meaning of 3,000 to 4,000 words by the time they enter kindergarten, have them play a word game, using the Amazing Words. Have Ollie read the word clues on the back of each Amazing Word Card. As Ollie reads each clue, have children tell what they think the word is. Display the picture side of the card and have children say the word with Ollie. Model a sentence with the word.



The Math Circle lesson on Day 4 has a different focus than on Days 1–3. Day 4, reviews concepts that students explored the previous week.

During the Wrap Up Your Day lesson, review Oral Vocabulary and Science, Connect to Literature, and Preview Day 5.

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## Day 5

Finish the week with Day 5 lessons.

During the Day 5 Literacy Circle lesson, review the week's Concept Words, and then assess students using the information in the Monitor Progress box. Reference the Monitor Progress Plan to determine which children to call on this week. Using this plan helps to ensure that the teacher is checking in with all students at various points throughout the unit.

### Concept Words

**Materials** Concept Word Cards 175–180

To review the Concept Words, have children play “What’s My Word?” again. Use the directions as specified on Day 4, p. 122.

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#### MONITOR PROGRESS

#### Success Predictor for Kindergarten

To ensure that children will be able to demonstrate understanding of the meaning of 3,000 to 4,000 words by the time they enter kindergarten, monitor individuals’ responses to the following Concept Word prompts. Use the Monitor Progress Plan to determine which children to call on this week.

- Name something you can pull and something you can push.
- Which weighs more—a stuffed animal or a desk?
- Which object can roll: a basketball or a box?
- What is something you can lift?

**If...** a child does not demonstrate understanding of a Concept Word, **then...** show the picture and reread the definition.

End the Literacy Circle lesson with a shared reading of this unit’s Big Book.

Then it is time for the Small Group Lesson. On Day 5, the math lesson includes built-in progress monitoring.

Story Time is next. During the Day 5 lesson, lead a third reading of this week’s Trade Book. Follow the steps in the Reread and Retell routine. Then, review the Amazing Words and play What’s My Word?

After the review, assess students using the information in the Monitor Progress box. Check the Monitor Progress Plan. Story Time ends with a shared or interactive writing activity.

### Reenact A Little Bit More

**Introduce** Have children participate in reenacting or recreating through dramatic representations the story, *A Little Bit More*. Who are the characters we will play today? Where does the story take place?

**Model** For each character, make your voice sound different. For example, use a low, loud voice if you are the elephant and a high, soft voice if you’re the ant.

**Your Turn** Have children reenact and recreate *A Little Bit More* through dramatic representations.

- Where does the story take place? (near a big tree on the side of a mountain)  
What is the elephant trying to do? (swing from a tree like a monkey)
- What happens when the zebra, monkey, and camel try to lift the elephant? (They can’t lift him. He’s too heavy.)
- When the ant comes to help, why are all of the animals able to lift the elephant? (The rest of the animals just needed a little bit more help to lift the elephant. The ant made a big difference!)

Bring the week to a close with the Wrap Up Your Week lesson. Begin by revisiting the Question of the Week. Filling out a graphic organizer with students will help to further review the weekly concept. Next, play the review game with students so they have a chance to demonstrate their understanding of the concept. And, finally, finish Day 5 with a preview of next week.

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**Review**

This guide discussed the lessons specific to Days 2–5. It explained how each day includes Center Time, small group, and whole group lessons. It also discussed how to Wrap Up Your Week on Day 5.