

# Differentiating Instruction for Workshop



## Day 1

### Approaching Level

### On Level

### English Learner

### Above Level

#### Preparing to Read

##### Phonics and Fluency:

Help students complete **Reteach** page 1 or work with them on the phonics activities for Unit 1 Lesson 1 in the **Intervention Guide**. Then have students read **Decodable Stories, Book 2**, Story 11.

##### Phonics and Fluency:

Have students make lists of words to add to the word lines.

##### Phonics and Fluency:

Have students read **Decodable Stories, Book 2**, Story 11. Use **English Learner Support Guide** for additional long vowel instruction.

##### Phonics and Fluency:

Have students complete **Challenge Activities** page 1.

#### Reading and Responding

**Vocabulary:** Have students find the definitions of words from *Amos & Boris* that are unfamiliar to them in a dictionary. Add the words to their Writer's Notebooks.

**Comprehension:** Have students apply ideas and questions about the importance of friendship in *Amos & Boris* on the **Concept/Question Board**.

**Inquiry:** Have students work in small groups to generate ideas and questions about friendship to place on the **Concept/Question Board**.

**Vocabulary:** Have students add words from *Amos & Boris* that apply to friendship to their Writer's Notebooks.

**Comprehension:** Have students write a paragraph explaining how *Amos & Boris* demonstrates the importance of friendship.

**Inquiry:** Have students work in small groups to generate ideas and questions about friendship to place on the **Concept/Question Board**.

**Vocabulary:** Have students add words from *Amos & Boris* that apply to friendship to their Writer's Notebooks. Have students begin a picture dictionary and draw small illustrations that will help them remember the meanings of the words.

**Comprehension:** Review the events of the story with students. Have students create an illustration for an event in *Amos & Boris*.

**Inquiry:** Have students work in small groups to generate ideas and questions about friendship to place on the **Concept/Question Board**.

**Vocabulary:** Have students add words from *Amos & Boris* that apply to friendship to their Writer's Notebooks. Have students write a story using the words.

**Comprehension:** Place students into pairs. Have students co-write a short play about friendship.

**Inquiry:** Have students work in small groups to generate ideas and questions about friendship to place on the **Concept/Question Board**.

#### Language Arts

**Writing:** Have students view different genres of writing in the class library.

**Spelling:** Have students divide three spelling words into separate syllables, and then try to spell each syllable.

**Writing:** Have students share their ideas with classmates. Encourage them to add to the list of reasons to write.

**Spelling:** Have students review the **Sound/Spelling Cards** that correspond to this week's spelling words.

**Writing:** Use the **English Learner Support Guide** for support activities.

**Spelling:** Have students create flash cards to help study spelling words.

**Writing:** Have students list careers that require strong writing abilities.

**Spelling:** Have students work in pairs to quiz one another on this week's spelling words.