

The Teaching and Learning Cycle (TLC) with Stories Sample Weekly Plan: Grades PK-1

Story: <i>Mango, Abuela, and Me</i>	Author/Illustrator: Meg Medina/Angela Dominguez	Week Dates: Sept. 20-24
The Problem in the Story: Mia’s Abuela arrives from a far-away place. Mia doesn’t speak much Spanish, and Abuela doesn’t speak much English, so they have a hard time communicating.		
Overview of the week: Students participate in repeated interactive teacher read alouds on days 1-3 where they discuss increasingly complex comprehension questions and then write/compose about text-dependent questions. On days 3-4, they orally retell the story with peers and jointly construct their version of the story before writing their own versions of it, using success criteria. On day 5, they share their stories with peers and give/get feedback.		
Culminating Writing Task: Students write their own versions of the story, paying attention to story’s big messages, its organizational structure, and the language used in it.		

Monday	Tuesday	Wednesday	Thursday	Friday
Interactive Reading Notes: Students discuss “on-the-surface” questions and make predictions. Highlight sophisticated vocabulary (explain, point to, act out) and figurative language. Model (think aloud) inference making.	Interactive Reading Notes: Students discuss “below-the-surface” questions. Highlight sophisticated vocabulary and language. Model thinking about (think aloud) the themes and story’s problem. Start story map sketching.	Interactive Reading Notes & Guided Oral Retelling: Students discuss “deeper-dive” questions. Guide oral retelling while reviewing the story and completing the story map with details. Model thinking about (think aloud) the themes and how the characters evolve.	Joint & Independent Construction: Facilitate joint construction of the story while referring to the story map. Students orally retell the story and negotiate what to write as a class. Students then start to compose their own versions using success criteria.	Independent Construction & Sharing Texts: Students complete and then read their stories to a partner and give and get feedback, using the success criteria and a feedback sharing protocol.
After Reading Discussion & Writing Prompt: <i>How did Mia and her Abuela help each other understand one another?</i>	After Reading Discussion & Writing Prompt: <i>How do Mia and her Abuela change from the beginning to the end of this story?</i>	After Reading Discussion & Writing Prompt: <i>What do you think the author wanted us to learn from this story?</i>	After Joint Construction Discussion & Writing Prompt: <i>What will you include in your version of the story?</i>	After Sharing Discussion & Writing Prompt: <i>In what ways have you grown as a reader and writer this week?</i>
Explicit Vocabulary Instruction: Teach a 7-step lesson for <i>communicate</i> .	Explicit Vocabulary Instruction: Teach a 7-step lesson for <i>understand</i> .	Explicit Vocabulary Instruction: Teach a 7-step lesson for <i>practice</i> .	Explicit Vocabulary Instruction: Teach a 7-step lesson for <i>good enough</i> .	Explicit Vocabulary Instruction: Review <i>communicate, understand, practice, good enough</i>
<i>Post vocabulary words and phrases on a “big kid words” word wall, frequently review previously taught words, and encourage students to use them in speaking and writing.</i>				