

## Second and Third Grade Reading First Summer Reading Camp Schedule

Component MT (Master Teacher) MC (Master Coach) P (Participants)															
<b>Familiar Reading (15)</b>	MT/MC			MT/3 P (one from each group)			MT/3 P (one from each group)			MT/3 P (one from each group)			MT/3 P (one from each group)		
<b>Phonics (30)</b>	MT/MC														
<b>Read Aloud with comprehension and vocabulary lesson (15)</b>	MT/MC														
<b>Strategy Based Mini-Lesson (10)</b>	MT/MC														
<b>Interventions/Guided Reading (30 each)</b>	Guided Reading														
	Intervention														
	Group														
	Independent														
Group 1 (LG)	MT	IW		MT	IW	MC	MT	IW	MC/P	MT	IW	MC/P	MT	IW	MC/P
Group 2	MC	MT	MC	MC	MT	IW	MC/P	MT	IW	MC/P	MT	IW	MC/P	MT	IW
Group 3	IW	M	MT	IW	MC/P	MT	IW	MC/P	MT	IW	MC/P	MT	IW	MC/P	MT
		C													
<b>Sharing (5)</b>	MT/MC														
<b>Writing Mini-Lesson Connected to Comprehension Strategy or Non-fiction Genre of Reading Mini-Lesson (10)</b>	MT/MC			MT/MC			MT/MC			MT/MC			MT/MC		
<b>Independent Writing/Assisted Writing/Conferring (30 total)</b>	MT/MC			MT/MC			MT/MC			MT/MC			MT/MC		
<b>Sharing Time (5)</b>															

### **Interventions/Guided Reading**

Every child will be in one guided reading lesson with the MT every day. The children will also be in an intervention group taught on Monday by the MC, but subsequently by participant teachers supported by the MC. Children will have 25 minutes of independent work time.

### **Comprehension Strategies to target during summer school:**

*Asking and generating questions, using graphic and semantic organizers, summarizing*

These strategies need to be integrated into the read aloud, discussions during guided reading, strategy based mini-lessons, literature responses, and become the basis for writing workshop mini-lessons. In addition, writing workshop mini-lessons will include teaching students to organize and write expository text.

*For example:* The teacher might read aloud using the text *Wolves*, a descriptive text. During the strategy based mini-lesson she teaches how descriptive text is organized using a semantic map and *Wolves*. During guided reading, students in various groups will have expository descriptive text. Their response will be to create a semantic map using their text. The writing mini-lesson will show students how to use a semantic map as a planning sheet for writing. The teacher will model using the semantic map she created earlier in reading workshop to write a summary descriptive paragraph about wolves. For instance, creating a topic sentence using the center of the map and generating main idea statements for each spoke of the map, and adding details to support in order to write a good descriptive paragraph. Students will use their semantic map that they created during reading workshop to write a summary of their guided reading text.

Students should learn to write a summary,