



# [A few ideas based on the 3 hours of daily teaching in Reading, Writing and Mathematics in New Zealand.](#)

*Document written late December, 2023 / early January 2024. Updated 25/1/2024.  
Credit: Many thanks to Catherine Broman, a New Zealand experienced and specialised literacy teacher, who contributed greatly to these ideas and sheets.*

[www.therelievingteacher.weebly.com](http://www.therelievingteacher.weebly.com) (N.Z - 2024)



## 3 Hours Back to Basics Sheet A1 - Teacher Administration Notes

- The below plan is based on the 3 hours of teaching per day in relation to Reading, Writing and Mathematics. It is written in a way which hopefully will make it easier to fit everything in based on the new requirements. Of course, there will be times when the below will change, especially when there are interruptions, and when some parts may be done as a cross curricular or thematic approach. This is written to try and help the teacher keep track of things, and it is not intended to be an absolute document.
- As with all things, some parts will work and some won't, especially when teachers are involved in different classes which require multi level teaching. This is intended to be a working document, and I will be amending parts of it as and when it is required, so it works best for me and the class I am currently teaching.
- For Mathematics and Reading, these are based on having 4 different groups. Depending on classes, this may require more, or less groups than the four listed. However, it does give a starting base by using 4 groups. This could be used as 4 groups in a regular class, but could also be based on having 4 levels rather than groups, as would be the case if working in a sole charge school.
- Until we know what the government is going to be doing re the phases and the refreshed curriculum, I have gone back to referring to levels rather than phases at this stage. Level 1 for Years 0/1/2 , Level 2 for Years 3/4, Level 3 for Years 5/6, and Level 4 for Years 7/8.
- For Mathematics (Option 1): I have written it where the time spent with the teacher is solely spent on the Number strand. The other strands are touched on during rotations. I have also written it in a way so all children have something related every week to every strand in the Maths curriculum. There is space for 3 different activities for each strand. This is done not only to ensure coverage\*, but it is also done so there are three different activities from easy to hard, to ensure all kids can be included no matter their ability. Which activity they do may be directed by the teacher or the child themselves. It also means that if they get stuck, they can go onto an easier one without interrupting the teacher who is taking another group at the time.

### **3 Hours Back to Basics Sheet A2 - Teacher Administration Notes (continued)**

-\* For Mathematics (Option 2): As stated in option 1 above, the rotational activity sections shown in the below plan for Mathematics, has been written in a way where each of the different strands are touched on each week based on 4 groups/rotations. However, this can also be done where a particular strand is focussed on each term as opposed to having a focus on all strands each week. So for example, based on the weekly rotations, the teacher may have all rotation activities each week for the term based on Geometry for Term 1, Statistics for Term 2, Measurement for Term 3 and Algebra for Term 4. Number would stay the same for all 4 terms as that is the strand focussed on when the teacher works with groups. As a result, a 2nd Maths planning option has been included below, where the teacher decides to focus on a particular strand for the whole term with the rotational groups.

- For activities and tasks for any of the 3 main curriculum areas, (Reading, Writing, Math), this could also include device programmes, either as a specific activity, and end of the week activity, or as an extra activity for fast finishers. Of course, daily tasks/rotations can also be replaced with Daily 5 activities for literacy areas, (Reading and Writing), and Daily 3 activities (Mathematics), if you are using that structure\*.

- Teachings should be explicit but do not have to be done all in one go. Different areas (Maths, Reading, Writing) can be split over different times during the day. However, the below plans are written for them to be done all in one go, which is the road I plan to go down.

- If you have a Teacher Aide and/or parent help in your class, or in fact a more senior child such as when classes are merged, then those extra hands can also easily adapt to the planning and be there to assist and help. It would also mean that although the below plan is written, for example, to hear every child read at least twice a week in a group situation, with the extra help, children could be heard more, either individually or in a paired/group situation while the teacher is working with the planned group/s for that day.

- A diary template/checklist is also included below to help teachers keep track of, both how they are going in relation to the requirements, as well as keeping a track record of any interruptions, and how often these interruptions are occurring, which is preventing the teacher to be able to attain the required hours on a daily basis.

- The below plans are also written in a way where Tuakana-Teina (kids helping kids), fostering independence, as well as using some of the Key Competencies, are encouraged and promoted, especially in the rotation situations. As time goes on, it is hoped that the kids will become more confident with groups and rotations by being required, and using some of the above strategies, which will then lessen the need to interrupt the teacher when they are working with other groups, which in effect gives the group the teacher is working with, less teachable time. By also fostering Tuakana-Teina and Independence (just to name two), as time goes on, the kids will become more confident and it will become more smoother. However, be aware that it could be a bit rocky at the start, but I come from the point of view, we can't expect them to be able to do these things if we don't give them the experience of learning how to do it.



- Note: The 'Daily 4 Quick Questions (QQ)-Mini revision task examples based on the Daily 4 Areas 'structure, is a separate document which is suggested, to also be attached to this document as a further supporting document to this document.

### **3 Hours Back to Basics Sheet A3 - Teacher Administration Notes (continued)**

- If you want to make any of the sheets larger, such as the rotation groups for use on the classroom wall, simply print them off and enlarge them on the photocopier, or even better, get the class to design and make their own, with group names.
- Some of the pages, (at the top of the pages), have a letter and number, such as 'W1'. The W is for Writing, and the '1' means that it is the first page related to the Writing section in this document. The codes are: Administration/Teacher Checklists (A), Writing (W), Mathematics (M), Reading (R).
- Remember that if you are typing in the spaces in this document as a Google Doc, that other parts of the document will move. You will need to move things back accordingly in order for any required pages to be printed out correctly.
- Parts shown as yellow highlight on the planning sheets, is where the teacher would normally type in the information, (if using this as a Google document)..
- Self assessment daily/weekly work slip. Apart from the teacher checklist, and any worksheet work the teacher wishes to keep for assessment purposes, attached below is a self reflection work slip. These could be used in a number of ways. The teacher could do it as a daily or weekly requirement. For older kids, they could write on the sheet, but for younger kids, they could draw a diagram or picture of something they did. If the teacher wanted to write any notes or feedback to the child based on their work slip, they could then write this on the reverse of the work slip form that the child has filled out, which of course could also include adding stickers etc. The sheets could even be done at the end of any sessions when everyone self reflects orally as a class. Two ways I intend to use these are (1), where I will get the kids to make up their own work booklet. They can then design and personalise the cover. Then any of the work slips and any completed worksheets can then be attached, and then sent home as a kind of work sample. The 2nd option, is where a 1B5 book, (which is usually the cheapest) or similar is used. Then any worksheets and work slips can be pasted in by the kids as they are completed. These can then also be sent home later on as a work sample.
- \*Daily 3/4/5 structure. Generally, it is the Daily 5 structure that is well known in Literacy, with Daily 3 for Maths. I have looked at how to do this using both the Daily 5 and Daily 3 structure. However, for me, I have decided to go with a Daily 4 structure for Reading, Writing and Maths, effectively having a Daily 12 within the 3 areas of Reading, Writing and Maths. I have done this based on having a sole charge class, where I would normally have all kids at all levels (Levels 1-4), although this can also be used in a normal single level/composite class based on having 4 groups. With that in mind, and based on doing the rotations over 4 days, (Monday to Thursdays), it then allows me to keep Friday free to do such things as to revisit areas, do a whole class activity that incorporates something from all 4 rotation activities done during the week, as well as being able to do lessons based on other curriculum areas that have not be touched on during the week. Further down this document, I have put in a 'Daily 4 Class Plan', based on how I plan to do it, based on the 3 curriculum areas and based on all three being done as a Daily 4. You will see some similarities but also differences based on the 'Teacher Plans' shown below. The teacher plans are more for the teacher, and the Daily 4 sheets, (enlarged to A3), are more to put on the wall for the kids to follow each week. Further notes re my Daily 4, are available in the relevant section below.

**3 Hours Back to Basics Sheet A4 - Teacher Administration**  
**Teacher Checklist Number 1 - Daily Time and Interruption Checklist.**

**Teacher:**

**Room:**

**School:**

**Class level/s:**

<b>Term:</b> <b>Year: 2024</b>	<b>Week:</b>	<b><u>Was the 1 hour teaching aim achieved?</u></b>	<b><u>Notes/ interruptions which prevented the 1 hour teaching session being achieved today.</u></b>
<b>Maths</b>	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		

<b>Term:</b> <b>Year: 2024</b>	<b>Week:</b>	<b><u>Was the 1 hour teaching aim achieved?</u></b>	<b><u>Notes/ interruptions which prevented the 1 hour teaching session being achieved today.</u></b>
<b>Reading</b>	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		

<b>Term:</b> <b>Year: 2024</b>	<b>Week:</b>	<b><u>Was the 1 hour teaching aim achieved?</u></b>	<b><u>Notes/ interruptions which prevented the 1 hour teaching session being achieved today.</u></b>
<b>Writing</b>	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		





### 3 Hours Back to Basics Sheet A7 - Teacher Administration

#### Teacher Checklist Number 3 - Student Weekly Self Reflection Work Slip.

*This could be done in various ways, but the two main ways I plan to use are, (1) getting the kids to make up their own weekly booklet, or (2) using a 1B5 or similar book, where the kids can stick in these reflection work slips as well as any worksheets, by themselves. The teacher could add notes/feedback on the reverse.*



My Weekly Journal Work Slip      Name:

Date:                                      Term:                                      Room:

For this last week, overall how do I think I have done (my effort)?


*You can tick more than one if you think two need to be ticked.*



*For the below, depending on the level, kids could either write something or draw an example of something they have learnt.*

<u>Maths: Something I have learnt today/this week:</u>	<u>Reading: Something I have learnt today/this week:</u>
<u>Writing: Something I have learnt today/this week:</u>	<u>Key Competencies (KC) and Personal Qualities (tick or circle).</u>
	<p>I helped someone who got stuck (Tuakana-Teina)                  I tried something on my own before asking for help (KC)                  I didn't give up                  I stayed on task/managed myself (KC), inc in the Daily 4 rotations                  I am improving with my stamina (staying on task for longer)                  I completed all my work                  I was involved and participated (KC)                  I didn't interrupt others / I waited my turn (KC)                  I tried my best                  I was independent when I needed to be (KC)</p>

### 3 Hours Back to Basics Sheet M1a (Option 1 - Weekly Strands): Teacher Mathematics Plan: Term 1, 2024 - Week 1.

1 Hour daily makeup	Monday	Tuesday	Wednesday	Thursday	Friday
15 mins	Whole class, (Revision - Basic Facts etc). Strand: Number (N), including Daily 4 expectations if used.				
20-30 mins - Teacher Explicit Group Teaching based on Number (N) strand.	Strand: Number (N) Teacher: Group 1 <b>Focus:</b>	Strand: Number (N) Teacher: Group 2 <b>Focus:</b>	Strand: Number (N) Teacher: Group 3 <b>Focus:</b>	Strand: Number (N) Teacher: Group 4 <b>Focus:</b>	Strand: Number (N) Teacher: Whole class & revision of weeks work. <b>Focus:</b>
<p><i>Other groups - 20-30 minutes on rotation activities/Daily 4 covering other strands.</i></p> <p><b>Teacher:</b></p> <p><b>School:</b></p> <p><b>Room:</b></p> <p><b>Class Level:</b></p> <p><b>Class Years:</b></p> <p><i>Activity Levels.</i> For 2 or 3 levelled classes, you may just use 3 activities, (such as 1A-1C), so you have, an easy, an at level, and a harder option.</p> <p>For multilevel classes such as sole charge, then you would probably use all 4 activity levels (1A-1D), so the activities cover all 8 levels, and allow individual kids to be able to choose from easy to hard depending on their ability.</p>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Whole Class Rotations</u></b>
	Groups: 2-4 Strand: Geometry Activity 1:	Groups: 1, 3, 4 Strand: Statistics Activity 2:	Groups: 1, 2, 4 Strand: Measurement Activity 3:	Groups: 1-3 Strand: Algebra Activity 4:	Group 1 does Activity 1 Geometry (from Monday)
	<b>Activity 1A (Level 1):</b>	<b>Activity 2A (Level 1):</b>	<b>Activity 3A (Level 1):</b>	<b>Activity 4A (Level 1):</b>	Group 2 does Activity 2 Statistics (from Tuesday)
	<b>Activity 1B (Level 2):</b>	<b>Activity 2B (Level 2):</b>	<b>Activity 3B (Level 2):</b>	<b>Activity 4B (Level 2):</b>	Group 3 does Activity 3 Measurement (from Wednesday)
	<b>Activity 1C (Level 3):</b>	<b>Activity 2C (Level 3):</b>	<b>Activity 3C (Level 3):</b>	<b>Activity 4C (Level 3):</b>	Group 4 does Activity 4 Algebra (from Thursday)
	<b>Activity 1D (Level 4):</b>	<b>Activity 2D (Level 4):</b>	<b>Activity 3D (Level 4):</b>	<b>Activity 4D (Level 4):</b>	
15 mins	Assessment, evaluation, reflection, (whole class), with the focus on the rotation groups.				



### 3 Hours Back to Basics Sheet M1b (Option 1 - Weekly Strands): Mathematics Plan for Class Rotational Groups.

**Term 1, 2024 - Week 1.**



Group Numbers	
Group 1 (add kids names)	
Group 2 (add kids names)	
Group 3 (add kids names)	
Group 4 (add kids names)	

Group / Daily 4 Rotations (Mathematics) for this week (Weekly Strands)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths Group 1 is with the Teacher</b></p>	<p><b>Maths Group 2 is with the Teacher</b></p>	<p><b>Maths Group 3 is with the Teacher</b></p>	<p><b>Maths Group 4 is with the Teacher</b></p>	<p><b>Different groups will be doing different activities from earlier in the week, as all groups will have missed one activity.</b></p>
<p><b>Groups 2-4 are on rotational activities (Geometry)</b></p>	<p><b>Groups 1, 3, 4 are on rotational activities (Statistics)</b></p>	<p><b>Groups 1, 2, 4 are on rotational activities (Measurement)</b></p>	<p><b>Groups 1, 2, 3 are on rotational activities (Algebra)</b></p>	

### 3 Hours Back to Basics Sheet M2a (Option 2 - Termly Strands): Teacher Mathematics Plan: Term 1, 2024 - Week 1.

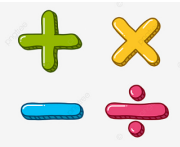
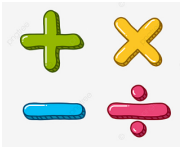
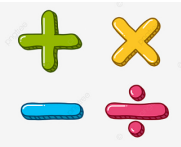
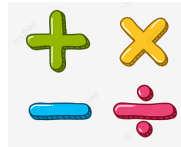
1 Hour daily makeup	Monday	Tuesday	Wednesday	Thursday	Friday
15 mins	Whole class, (Revision - Basic Facts etc). Strand: Number (N), including Daily 4 expectations if used.				
20-30 mins - Teacher Explicit Group Teaching based on Number (N) strand.	Strand: Number (N) Teacher: Group 1 <b>Focus:</b>	Strand: Number (N) Teacher: Group 2 <b>Focus:</b>	Strand: Number (N) Teacher: Group 3 <b>Focus:</b>	Strand: Number (N) Teacher: Group 4 <b>Focus:</b>	Strand: Number (N) Teacher: Whole Class & revision of weeks work. <b>Focus:</b>
<p><i>Other groups - 20-30 minutes on rotation/Daily 4 activities covering Math Strands as shown below.</i></p> <p><u>Rotation Term Focuses</u></p> <p><b>T1 Strand:</b></p> <p><b>T2 Strand:</b></p> <p><b>T3 Strand:</b></p> <p><b>T4 Strand:</b></p> <p><b>Teacher:</b></p> <p><b>School:</b></p> <p><b>Room:</b></p> <p><b>Class Level:</b></p> <p><b>Class Years:</b></p> <p><u>Activity Levels.</u> For 2 or 3 levelled classes, you may just use 3 activities, (such as 1A-1C), so you have, an easy, an at level, and a harder option. For multilevel classes such as sole charge, then you would probably use all 4 activity levels (1A-1D), so the activities cover all 8 levels, and allow individual kids to be able to choose from easy to hard depending on their ability.</p>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Group Rotations (other groups):</u></b>	<b><u>Whole Class Rotations</u></b>
	Groups: 2-4 <b>Strand:</b> Activity 1:	Groups: 1, 3, 4 <b>Strand:</b> Activity 2:	Groups: 1, 2, 4 <b>Strand:</b> Activity 3:	Groups: 1-3 <b>Strand:</b> Activity 4:	Group 1 does Activity 1 (from Monday)
	<b>Activity 1A (Level 1):</b>	<b>Activity 2A (Level 1):</b>	<b>Activity 3A (Level 1):</b>	<b>Activity 4A (Level 1):</b>	Group 2 does Activity 2 (from Tuesday)
	<b>Activity 1B (Level 2):</b>	<b>Activity 2B (Level 2):</b>	<b>Activity 3B (Level 2):</b>	<b>Activity 4B (Level 2):</b>	Group 3 does Activity 3 (from Wednesday)
	<b>Activity 1C (Level 3):</b>	<b>Activity 2C (Level 3):</b>	<b>Activity 3C (Level 3):</b>	<b>Activity 4C (Level 3):</b>	Group 4 does Activity 4 (from Thursday)
	<b>Activity 1D (Level 4):</b>	<b>Activity 2D (Level 4):</b>	<b>Activity 3D (Level 4):</b>	<b>Activity 4D (Level 4):</b>	
15 mins	Assessment, evaluation, reflection, (whole class), with the focus on the rotation groups.				



**3 Hours Back to Basics Sheet M2b (Option 2 - Termly Strands): Mathematics Plan for Class Rotational Groups.**

**Term 1, 2024 - Week 1.**

Group Numbers	
Group 1 (add kids names)	
Group 2 (add kids names)	
Group 3 (add kids names)	
Group 4 (add kids names)	

Group/Daily 4 Rotations (Mathematics) for this week (Termly Strands)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths Group 1 is with the Teacher</b></p> 	<p><b>Maths Group 2 is with the Teacher</b></p> 	<p><b>Maths Group 3 is with the Teacher</b></p> 	<p><b>Maths Group 4 is with the Teacher</b></p> 	<p><b>Different groups will be doing different activities from earlier in the week, as all groups will have missed one activity.</b></p>
<p><b>Groups 2-4 are on rotational activities (Add Strand focus)</b></p>	<p><b>Groups 1, 3, 4 are on rotational activities (Add Strand focus)</b></p>	<p><b>Groups 1, 2, 4 are on rotational activities (Add Strand focus)</b></p>	<p><b>Groups 1, 2, 3 are on rotational activities (Add Strand focus)</b></p>	



### 3 Hours Back to Basics Sheet R1: Teacher Reading Plan: **Term 1, 2024 - Week 1.**

1 Hour daily makeup	Monday	Tuesday	Wednesday	Thursday	Friday
15 mins	Whole class: Organisation and let the groups know who will be doing what. This can also start with a shared reading session such as a story, part of a novel or a poem for example. This could be by the teacher, or by some of the children themselves, or both. Include the Daily 4 expectations if used.				
20-30 mins - Teacher Explicit Group Teaching - listening to groups read. Listening to each group at least twice per week. <i>Daily 4 activities.</i> <i>Other groups do set activities related to their book/text.</i>  <b>Teacher:</b>  <b>School:</b>  <b>Room:</b>  <b>Class Level:</b>  <b>Class Years:</b>	Teacher: Group 1 <b>Book:</b>  <b>Activity:</b>	Teacher: Group 3 <b>Book:</b>  <b>Activity:</b>	Teacher: Group 1 <b>Book:</b>  <b>Activity:</b>	Teacher: Group 3 <b>Book:</b>  <b>Activity:</b>	Teacher: Whole Class. This could include a whole class activity based on something about their book, and/or a theme based around something that they have read.  It could also be used to introduce a new text ready for the following week.  This time could also be used to catch up with individual children who are having difficulty, or who may have been away earlier in the week.
	Teacher: Group 2 <b>Book:</b>  <b>Activity:</b>	Teacher: Group 4 <b>Book:</b>  <b>Activity:</b>	Teacher: Group 2 <b>Book:</b>  <b>Activity:</b>	Teacher: Group 4 <b>Book:</b>  <b>Activity:</b>	
15 mins	Assessment, evaluation, reflection, (whole class), with the focus on the rotation groups. This may also include a shared reading session similar to what was done at the beginning of the session. It could also include reporting back to the class or simply sharing and explaining something about their book or activity.				











**3 Hours Back to Basics Sheet R2: Reading Plan for Class Rotational Groups.**

**Term 1, 2024 - Week 1.**

<b><u>Group Numbers</u></b>	
Group 1 (add kids names)	
Group 2 (add kids names)	
Group 3 (add kids names)	
Group 4 (add kids names)	

### 3 Hours Back to Basics Sheet R3: Reading Plan for Class Rotational Groups.

**Term 1, 2024 - Week 1.**

Group/Daily 4 Rotations (Reading) for this week, (based on hearing 2 groups per session)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1st</b></p> <p>Reading Group 1 is with the Teacher</p> 	<p><b>1st</b></p> <p>Reading Group 3 is with the Teacher</p> 	<p><b>1st</b></p> <p>Reading Group 1 is with the Teacher</p> 	<p><b>1st</b></p> <p>Reading Group 3 is with the Teacher</p> 	<p><b>Whole class activity.</b></p> <p><b>Catchup work.</b></p> <p><b>Shared work/reading.</b></p> <p><b>Individual extra assistance with teacher.</b></p>
<p><b>2nd</b></p> <p>Reading Group 2 is with the Teacher</p> 	<p><b>2nd</b></p> <p>Reading Group 4 is with the Teacher</p> 	<p><b>2nd</b></p> <p>Reading Group 2 is with the Teacher</p> 	<p><b>2nd</b></p> <p>Reading Group 4 is with the Teacher</p> 	<p><b>Organise home reading and/or new books for the following week.</b></p> <p><b>To look at making or filling in some kind of school and home reader system, where the expectation is on the kids starting to fill these out.</b></p>
<p><b><u>Independent Activities</u></b></p> <p>Teacher + Activity: Groups 1, 2</p> <p>No Teacher today: Groups 3, 4</p>	<p><b><u>Independent Activities</u></b></p> <p>Teacher + Activity: Groups 3, 4</p> <p>No Teacher today: Groups 1, 2</p>	<p><b><u>Independent Activities</u></b></p> <p>Teacher + Activity: Groups 1, 2</p> <p>No Teacher today: Groups 3, 4</p>	<p><b><u>Independent Activities</u></b></p> <p>Teacher + Activity: Groups 3, 4</p> <p>No Teacher today: Groups 1, 2</p>	<p><b>Reading diaries.</b></p> <p><b>Buddy reading either within class or with another class.</b></p>



### 3 Hours Back to Basics Sheet W1: Teacher Writing Plan: Term 1, 2024 - Week 1.





1 Hour daily makeup	Monday	Tuesday	Wednesday	Thursday	Friday
20 mins Word / Letter Study	Whole class fossing on word study and conventions of print, including handwriting for lower levels. Include the Daily 4 expectations if used.				
<b>Word/Letter Study Focus</b>					
20-30 mins - Teacher Explicit Gp Teaching. <i>Daily 4 activities.</i>	<i>There will be times when the below are not done as groups, where the teaching moments will be done as a whole class, with the teacher then doing group or individual conferences. As a result the below timetable is set out as a whole class daily activity, as opposed to it being set out in groupings. Writing may also be related to a theme or cross curriculum activity.</i>				
<b>Teacher:</b>	<b>Class Focus:</b>	<b>Class Focus:</b>	<b>Class Focus:</b>	<b>Class Focus:</b>	<b>Class Focus:</b>
<b>School:</b>					
<b>Room:</b>					
<b>Class Level:</b>	<b>Related activity/task:</b>	<b>Related activity/task:</b>	<b>Related activity/task:</b>	<b>Related activity/task:</b>	<b>Related activity/task:</b>
<b>Class Years:</b>					
10 mins	Assessment, evaluation, reflection, (whole class), including sharing of student work with the whole class.				



## 3 Hours Back to Basics Sheet W2: Writing Plan for Class Rotational Groups.

**Term 1, 2024 - Week 1.**

<b>Group Numbers</b>	
Group 1 (add kids names)	
Group 2 (add kids names)	
Group 3 (add kids names)	
Group 4 (add kids names)	

<b>Group/Daily 4 Rotations (Writing) for this week (when writing groups are used).</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Writing Group 1 is with the Teacher</b> 	<b>Writing Group 2 is with the Teacher</b> 	<b>Writing Group 3 is with the Teacher</b> 	<b>Writing Group 4 is with the Teacher</b> 	<b>Teacher directed.</b>  <b>This could include reporting back to the class/group, and/or sharing work that the kids have been working on during the week.</b>



3 Hours Back to Basics Sheet:

The following pages are all to do with my idea of using a 'Daily 4' structure based on Mathematics, Reading and Writing/Word Study.



# 'Daily 4' Teacher Notes 1a (Reading, Writing, Maths)

Below are a few teacher notes based on my idea of using a 'Daily 4' structure in literacy and numeracy.



## General to all curriculum areas of Maths, Reading and Writing/Word Study.

- Daily 4 (just like the normal Daily 5), is about Structure rather than about Instruction.
- Teacher Time where the teacher works specifically with individual groups while others are on rotations, is where the explicit teaching occurs.
- Stamina aims: Approximately 20 mins per rotation depending on ages in class (reading). For maths and writing, I use approx 30-35 mins.
- Organisation things to think about: having reading books, stations and equipment, writing prompts, pencils etc ready for when rotations begin, so kids aren't coming up asking for things from the teacher.
- Rotational activity skills/headings usually stay the same each week. They are only changed if they need to be. It's the content/instruction that will change often rather than the structure.
- Reading activities are to be a mix of levelled books and interest books, (kids can choose the interest books such as in library time). It does not matter if the interest books are too hard for them.
- A Free Choice option could be used if a time period allows, where a choice could be made to do something based on something related to that curriculum area. It could also include doing or redoing one of the activities from the week.
- At the beginning, remember to go over expectations for each session. I also plan to go over such things as activity briefings, and what to do if others get off task, and/or what to do if they get stuck. This will also include the expectation of which task/s need to be completed for the session, especially if using the stated, 'Daily 4 Quick Questions (QQ) Revision Tasks', (a separate document). It's probably a good idea to also let them know what to do if they wish to go to the toilet during the time you are with a group.
- At the end of the session, I plan to come together as a whole class to reflect, report back and share. What went well and what didn't? Share work /weekly self reflection work/journal slip. Each group to orally report back to the class on what they did/learnt for the activity at their rotation.
- Maths: Not all groups will do all rotation acts as for at least 1 rotation, they will have Teacher Time (TT) where they are with the teacher rather than at a rotation. As the Daily 4 does not include Fridays, this missed rotation could be made up then if the teacher chooses.
- My Daily 4 is based on work over 4 days, (Mon-Thurs). This allows me time to focus on each group at least once per week, as well as having time to work with those children who need individual/small group intervention. This also allows the Teacher Time to be more about quality and not rushed, (well it is for me anyhow). It also allows a Friday to be used for such things as followup, completion, a whole group/class related activity, thematic approach with other curriculum areas etc.
- Depending on the levels you are teaching, each rotation should include 2 task/skill focus activities, (if you have a multi level class), one for lower (junior) and one for higher (senior) abilities.
- If using Ipads, I will also be allowing related apps to be used at times, although they must be activities related to the curriculum area we are focussing on at the time. For example, in Reading time, an app used must be to do with books.
- There may be times where you might have 2 groups within 1 rotation group. That is having 1 group at TT where some are more able and some are less able, although it may be suitable/practical to have them all in that same group for that curriculum area. So, despite having one group with the teacher, you may end up with 2 groups within the one group.



Note: The 'Daily 4 Quick Questions (QQ)-Mini revision task examples based on the Daily 4 Areas 'structure, is a separate document which is suggested, to also be attached to this document as a further supporting document to this document.

# 'Daily 4' Teacher Notes 1b (Reading, Writing, Maths) *continued*



<u>Maths:</u>	<u>Reading</u>	<u>Writing (inc. Word Study)</u>
<p>- Quick 10 mentioned in the Maths plan, is simply where 10 quick maths questions are either asked or written on the board based on maths questions. They can be written or answered orally, (depending on levels). This may just be as simple as reading numbers out for juniors, or using a Maths App with the whole class that has so many questions related to Basic Facts (BF).</p> <p>- Algebra is part of Number but I have separated them in the Daily 4, although some parts of algebra, (such as <math>&lt;=&gt;</math>), will be taught in Number when I have TT.</p> <p>- Pr1me or other student workbooks can also be used as part of the programme, such as doing 5 or 10 mins of work before going onto the rotations.</p> <p>- Basic numbers are to be used with juniors on a daily basis. These could be done as the warm up activity each day to ensure those who do not have TT on a particular day, continue to have this as a daily focus.</p>	<p>- For the 2 groups heard to read each day (TT), both groups do the same rotation, although because the teacher will have one group, only 1 group will be actually doing the activity at a time.</p> <p>- Comprehension and any related activities will be done during TT. If kids I have with TT, have any activity/worksheet to do with the book we have just read, they complete that first, before going onto a rotation activity at changeover.</p> <p>- CVC words/sounds/letters are to be used with juniors on a daily basis. These could be done as the warm up activity each day with both Reading and Writing areas, to ensure those who do not have TT on a particular day, continue to have this as a daily focus.</p>	<p>- Skill focus = 1 per week (literacy), focus on quality rather than quantity.</p> <p>- Home reading books to be fitted in somewhere (if teaching juniors), or if reading is part of homework. This could actually be done on the Friday prior, so they are all ready to go for the week on Monday, as well as being able to use these in in-class reading time.</p> <p>- Spelling could also be done on the Friday prior, so it is all ready to go on Monday. Friday could also be used as the spelling test day.</p> <p>- Handwriting. This could be done either as a whole class, (such as a warm-up activity so then there is daily focus each day), or it could be done during a TT session, although this would not have a daily focus on each day.</p> <p>- CVC words/sounds/letters are to be used with juniors on a daily basis. These could be done as the warm up activity each day with both Reading and Writing areas, to ensure those who do not have TT on a particular day, continue to have this as a daily focus.</p>



# Daily 4 Class Rotation Class Plan - Maths 1a



Parts of this plan may be changed weekly. It can be enlarged to A3 to be put on the class wall.

TT is used for explicit teaching of number skills within the Number stand.

Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Voice & volume control	Stay on task (stamina)	Don't annoy others	Ask others for help if needed	Work for the whole time & complete required tasks
If you finish or get stuck...	Ask for help from another child (or T.A), Help someone, Maths games, I pads (only 'maths' Apps), Workbooks. Do not interrupt the teacher if they are with a group, or interrupt any of the group working with the teacher.			

#1 - T1 - W1 - 2024	Monday	Tuesday	Wednesday	Thursday	
<p><i>Time Breakdowns:</i> Before: 15m, During (TT): 30m, After: 15m</p> <p><u>Maths Groups</u></p> <p><u>Group 1</u></p> <p><u>Group 2</u></p> <p><u>Group 3</u></p> <p><u>Group 4</u></p>	Station 1 - Geometry	Station 1 - Geometry	Station 1 - Geometry	Station 1 - Geometry	
	TT (Number) - Group 1	TT (Number) - Group 2	TT (Number) - Group 3	TT (Number) - Group 4	
	Station 2 - Statistics	Station 2 - Statistics	Station 2 - Statistics	Station 2 - Statistics	
	Group 2	Group 1	Group 4	Group 3	
	Station 3 - Measurement	Station 3 - Measurement	Station 3 - Measurement	Station 3 - Measurement	
	Group 3	Group 4	Group 1	Group 2	
	Station 4 - Algebra	Station 4 - Algebra	Station 4 - Algebra	Station 4 - Algebra	
	Group 4	Group 3	Group 2	Group 1	
	<p><i>Junior: Numbers 1-10 &amp; 10-20 write, recognise forwards &amp; backwards, shapes and sides/corners.</i></p>				
	<p><i>Senior: Place value, Renaming +&amp;-, x 2 step methods, Numbers to 1000, ⇔ (less/greater than).</i></p>				
	<p><i>Individual/Special Needs (SN):</i></p>				



# Daily 4 Teacher Rotation Class Plan - Maths 1b



Parts of this plan may be changed weekly. It can be enlarged to A3 to be put on the class wall.

TT is used for explicit teaching of number skills within the Number stand.

<p><b>#1 - T1 - W1 - 2024</b></p> <p><u>Whole class</u></p> <p><u>Time Breakdowns:</u></p> <p>Whole Class/Before: 15min</p> <p>During (TT): 30min (1 group per day)</p> <p>Whole Class/After: 15 min</p>	<p>Teacher and Kids: All equipment ready, and areas designated for the 4 rotational activities are set up.</p> <p>Before: Warm up oral activity (Number/BF), Quick 10 brief, Station briefs, Expectations, (inc what to do if others get off task), Toilet time. Quick 10 Maintenance/Revision* (oral/sheet/board). * This could also include time in student workbooks (such as Pr1me), if student workbooks are used.</p> <p>After (groups): Packing away gear and equipment. Handing in any work. Bringing down their work to share/report back on.</p> <p>After (orally as a whole class): Reflections, Self-Assessment, Show and Tell about your Station Activity (all stations).</p> <p>Focus on 1 skill per week.</p>				
<p><u>Maths Group Names and kids names</u></p>	<p><u>Group 1</u></p>	<p><u>Group 2</u></p>	<p><u>Group 3</u></p>	<p><u>Group 4</u></p>	<p><u>Individual / SN</u></p>
<p><u>Focus Areas and Skills focussed on this week used in Teacher Time (TT). Rotational Activity Stations for all groups. including skills/areas at all levels</u></p>					
<p>Teacher Time (TT) - Number</p>					
<p>Rotation Activity Station 1 Geometry</p>					
<p>Rotation Activity Station 2 Statistics</p>					
<p>Rotation Activity Station 3 Measurement</p>					
<p>Rotation Activity Station 4 Algebra</p>					
<p>Number</p>	<p>Geometry</p>	<p>Statistics</p>	<p>Measurement</p>	<p>Algebra</p>	



# Daily 4 Class Rotation Class Plan - Reading 1a



Parts of this plan may be changed weekly. It can be enlarged to A3 to be put on the class wall.

TT is used for explicit teaching - teacher listening to every child read at least twice per week.

Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Voice & volume control	Stay on task (stamina)	Don't annoy others	Ask others for help if needed	Work for the whole time & complete required tasks
If you finish or get stuck...	Ask for help from another child (or T.A), Help someone, Reading games/activities, Ipads (only 'Reading' Apps), Read. Do not interrupt the teacher if they are with a group, or interrupt any of the group working with the teacher.			

#1 - T1 - W1 - 2024	Monday	Tuesday	Wednesday	Thursday
<i>Time Breakdowns:</i> Whole Class/Before: 10m TT Per group: 20min (2 groups per day) Whole Class/After: 10m	<b>Activity 1a/b - Read to Self</b> mixed books - levelled & Interest / library books	<b>Activity 1a/b - Read to Self</b> mixed books - levelled <u>or</u> Interest / library books	<b>Activity 1a/b - Read to Self</b> mixed books - levelled & Interest / library books	<b>Activity 1a/b - Read to Self</b> mixed books - levelled <u>or</u> Interest / library books
	<b>TT - Group 1 (1st 1a)</b>	<b>TT - Group 3 (1st 1a)</b>	<b>TT - Group 1 (1st 1a)</b>	<b>TT - Group 3 (1st 1a)</b>
<u>Group 1</u>	<b>TT - Group 2 (2nd 1b)</b>	<b>TT - Group 4 (2nd 1b)</b>	<b>TT - Group 2 (2nd 1b)</b>	<b>TT - Group 4 (2nd 1b)</b>
<u>Group 2</u>	<b>Act 2a/b-Listen to Reading</b> audio, video, peer, buddy	<b>Act 2a/b-Listen to Reading</b> audio, video, peer, buddy	<b>Act 2a/b-Listen to Reading</b> audio, video, peer, buddy	<b>Act 2a/b-Listen to Reading</b> audio, video, peer, buddy
<u>Group 3</u>	<b>Group 3 (1st 2a)</b>	<b>Group 1 (1st 2a)</b>	<b>Group 3 (1st 2a)</b>	<b>Group 1 (1st 2a)</b>
	<b>Group 4 (2nd 2b)</b>	<b>Group 2 (2nd 2b)</b>	<b>Group 4 (2nd 2b)</b>	<b>Group 2 (2nd 2b)</b>
<u>Group 4</u>	<b>Act 3a/b - Reading or Interest</b> <b>Book Related Activity</b>	<b>Act 3a/b - Reading or Interest</b> <b>Book Related Activity</b>	<b>Act 3a/b - Reading or Interest</b> <b>Book Related Activity</b>	<b>Act 3a/b - Reading or Interest</b> <b>Book Related Activity</b>
	<b>Group 4 (1st 3a)</b>	<b>Group 2 (1st 3a)</b>	<b>Group 4 (1st 3a)</b>	<b>Group 2 (1st 3a)</b>
	<b>Group 3 (2nd 3b)</b>	<b>Group 1 (2nd 3b)</b>	<b>Group 3 (2nd 3b)</b>	<b>Group 1 (2nd 3b)</b>



# Daily 4 Teacher Rotation Class Plan - Reading 1b



Parts of this plan may be changed weekly. It can be enlarged to A3 to be put on the class wall.

TT is used for explicit teaching - teacher listening to every child read at least twice per week.

<p><b>#1 - T1 - W1 - 2024</b>  <b>Teacher Notes</b>          TT (Teacher Time)          Read + Comprehension activities (mix between oral and written).</p> <p>TT: 2 groups per day          3 Rotational Acts (4 groups)</p> <p><u>Time Breakdowns:</u>  <i>Whole Class/Before: 10min</i>  <i>TT Per group and Activity Rotations: 20min</i>  <i>Whole Class/After: 10 min</i></p>	<ul style="list-style-type: none"> <li>- Teacher and Kids: All equipment ready, and areas designated for the 4 rotational activities are set up.</li> <li>- Before: Warm up oral activity. This could include a poem or shared story with the whole class, plus CVC work if with juniors). Station briefs, Expectations, (inc what to do if others get off task), Toilet time, when to change rotations (especially for those who I don't have TT with on that day).</li> <li>- After (groups): Packing away gear and equipment. Handing in any work. Bringing down their work to share/report back on. Any leveled books used, could also be put into their home readers (if they use these/ juniors).</li> <li>- After (orally as a whole class): Reflections, Self-Assessment, Show and Tell about your Station Activity (all stations). Some kids perhaps could share part of a book they read, ensuring everyone shares something at least once each week.</li> <li>- For the 2 groups I hear read each day (TT), both groups do the same rotation, although because the teacher will have one group, only 1 group will be actually doing the activity at any one time.</li> <li>- Comprehension and any related activities will be done during TT. If kids I have with TT have any activity/worksheet to do with the book we have just read, they complete that, before going onto the rotational activity at the changeover.</li> <li>- If working with juniors, to also include CVC words and activities as part of the comprehension activities, or to make a separate group.</li> <li>- Fridays could be used as a finish off day, extra overall reflection or to organise home readers if these are used.</li> <li>- Sharing of work could include children sharing to a group or a whole class. This could simply be them sharing a book, or even recording themselves on a device and then showing that to the class, (making their own audio book).</li> </ul>				
<p><u>Reading Group Names and kids names</u></p>	<p><u>Group 1</u></p>	<p><u>Group 2</u></p>	<p><u>Group 3</u></p>	<p><u>Group 4</u></p>	<p><u>Individual / SN</u></p>
<p><u>Group Reading Levels</u></p>					
<p><u>Focus Areas and Skills focussed on this week used in Teacher Time (TT), Rotational Activity Stations for all groups, including skills/areas at all levels</u></p>					
<p>Teacher Time (TT)</p>					
<p>Rotation Activity Station 1a &amp; 1b: Read to Self</p>					
<p>Rotation Activity Station 2a &amp; 2b: Listen to Reading</p>					
<p>Rotation Activity Station 3a &amp; 3b: Reading or Interest Book Activity</p>					



# Daily 4 Class Rotation Class Plan - Writing 1a



Parts of this plan may be changed weekly. It can be enlarged to A3 to be put on the class wall.

TT is used for explicit teaching of skills. Writing includes Word Study.

Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Voice & volume control	Stay on task (stamina)	Don't annoy others	Ask others for help if needed	Work for the whole time & complete required tasks
If you finish or get stuck...	Ask for help from another child (or T.A), Help someone, Word games, Ipads (only 'Word/Letter' Apps). Do not interrupt the teacher if they are with a group, or interrupt any of the group working with the teacher.			

#1 - T1 - W1 - 2024	Monday	Tuesday	Wednesday	Thursday
<i>Time Breakdowns:</i> Before: 10m, During (TT): 35m, After: 15m	<b>Station 1 - Creative Writing</b> <i>Own choice / Wtg Prompts</i>	<b>Station 1 - Creative Writing</b> <i>Own choice / Wtg Prompts</i>	<b>Station 1 - Creative Writing</b> <i>Own choice / Wtg Prompts</i>	<b>Station 1 - Creative Writing</b> <i>Own choice / Wtg Prompts</i>
<u>Writing Groups</u> 1 skill per week	TT - Group 1	TT - Group 2	TT - Group 3	TT - Group 4
<u>Group 1</u>	<b>Station 2 - Work on Writing</b> <i>Editing, publish, sense etc</i>	<b>Station 2 - Work on Writing</b> <i>Editing, publish, sense etc</i>	<b>Station 2 - Work on Writing</b> <i>Editing, publish, sense etc</i>	<b>Station 2 - Work on Writing</b> <i>Editing, publish sense etc</i>
<u>Group 2</u>	Group 2	Group 1	Group 4	Group 3
<u>Group 3</u>	<b>Station 3 - Word Study</b> <i>Vocabulary/Sp/HW etc</i>	<b>Station 3 - Word Study</b> <i>Vocabulary/Sp/HW etc</i>	<b>Station 3 - Word Study</b> <i>Vocabulary/Sp/HW etc</i>	<b>Station 3 - Word Study</b> <i>Vocabulary/Sp/HW etc</i>
<u>Group 4</u>	Group 3	Group 4	Group 1	Group 2
	<b>Station 4 - Specific Writing</b> <i>Informative/Research/Share</i>	<b>Station 4 - Specific Writing</b> <i>Informative/Research/Share</i>	<b>Station 4 - Specific Writing</b> <i>Informative/Research/Share</i>	<b>Station 4 - Specific Writing</b> <i>Informative/Research/Share</i>
	Group 4	Group 3	Group 2	Group 1
<i>Teacher focus skills taught during this week to all groups (TT)</i>	<i>Junior: Handwriting (daily), Letters &amp; sounds (daily), CVC, poems,</i>			
	<i>Senior:</i>			
	<i>Individual/Special Needs (SN):</i>			





# Daily 4 Teacher Rotation Class Plan - Writing 1b



Parts of this plan may be changed weekly. It can be enlarged to A3 to be put on the class wall.  
 TT is used for explicit teaching. Writing includes Word Study, Spelling, Handwriting.

<p><b>#1 - T1 - W1 - 2024</b></p> <p><u>Whole class</u></p> <p><u>Time Breakdowns:</u></p> <p>Whole Class/Before: 10min</p> <p>During (TT): 35min (1 group per day)</p> <p>Whole Class/After: 15 min</p>	<p>Teacher and Kids: All equipment ready, and areas designated for the 4 rotational activities are set up.</p> <p>Before: Warm up oral activity, Station briefs, Expectations, (inc what to do if others get off task), Toilet time.</p> <p>After (groups): Packing away gear and equipment. Handing in any work. Bringing down their work to share/report back on.</p> <p>After (orally as a whole class): Reflections, Self-Assessment, Show and Tell about your Station Activity (all stations).</p> <p>Work on using/focusing on 1 skill per week, not a whole bunch of different skills (quality vs quantity).</p>				
<p><u>Maths Group Names and kids names</u></p>	<p><u>Group 1</u></p>	<p><u>Group 2</u></p>	<p><u>Group 3</u></p>	<p><u>Group 4</u></p>	<p><u>Individual / SN</u></p>
<p><u>Focus Areas and Skills focussed on this week used in Teacher Time (TT). Rotational Activity Stations for all groups, including skills/areas at all levels</u></p>					
<p>Teacher Time (TT)</p>	<p>Poems, CVC, letters &amp; sounds, blends, punctuation, conventions of print,</p>				
<p>Rotation Activity Station 1 Creative Writing</p>					
<p>Rotation Activity Station 2 Work on Writing</p>					
<p>Rotation Activity Station 3 Word Study / Vocab</p>	<p>Try and tie some of this into their writing (Activity Stations 2 &amp; 4),</p>				
<p>Rotation Activity Station 4 Specific Writing</p>					