

First Grade – Week Eleven

Tier One/Week Eleven

(For Students who demonstrate proficiency at grade level)

Phonemic Awareness/ Phonics

30 minutes

(Common Core Standards # RF.1.2.B RF.1.2.C

T.M.= Teacher's Manual

Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness Block packet p. 3 column 52 T.M 11-14	Phonemic Awareness Block packet p. 3 column 53 T.M 11-14	Phonemic Awareness Block packet p. 3 column 54 T.M 11-14	Phonemic Awareness Block packet p. 3 column 55 T.M 11-14	Phonemic Awareness Block packet p. 3 column 56 T.M 11-14
Phonics Practice reading words with R blends Phonics book 1 slide 43 T.M 18	Phonics Practice reading sentences with R blends Phonics book 1 slide 43 T.M 18	Phonics Identify and read words with R blends Phonics book 1 slide 44 T.M 18	Phonics Find S and R blends around the room. Identify and write blends	Phonics Play Bean Bags Blends Game – set up using r blends Resource section of teacher's manual p. 108

Scaffolding:

Teacher led and independent practice days may alter based on student need.

Fluency/Comprehension Practice

5 - 10 minutes

(Common Core Standards #RF 1.4 a,b,c)

Day 1	Day 2	Day 3	Day 4	Day 5
Familiar Read- Our Camping Trip (Level F)-Choose 2-3 pages to practice fluency and phrasing T.M. 38-40	Fluency Passage Tree Houses (Level F) T.M. 38-40	Fluency Passage Squares (Level F) T.M. 38-40	Fluency Passage What Day Is It? (Level F) T.M. 38-40	Familiar Read- Does It Sink or Float? (Level F)- Choose 2-3 pages to practice fluency and phrasing T.M. 38-40

Scaffolding:

Fluency passages are taken from the Phonics book or Reading A-Z online library.

Comprehension/Vocabulary Practice**30 minutes**

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # RL)RL2,RI2;RL3;RI7,

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher Led Needs and Wants (NF-Level F) Comprehension: Connecting to Prior Knowledge (Comprehension slide 8-10) T.M 42-43 Vocabulary: breathe clothes coat dinner drink storm T.M 55-58	Teacher Led Snowstorm (F- Level F) Comprehension: Visualize (Comprehension slide 42-47) T.M 52-54 Vocabulary: deep fall fast flake outside T.M 55-58	Teacher Led The Tortoise and the Hare (F-Level F) Comprehension: Cause and Effect (Comprehension slide 4-5) T.M 42 Vocabulary: brag hare pass race steady tortoise T.M 55-58	Independent Practice Students read for 10 minutes out of their own book. Oral Language practice: Find words with Jaw Droppers and share with a partner.	Independent Practice Students read for 10 minutes out of their own book. Oral Language practice: Have students practice using the prompting words with a partner to describe a picture. T.M. p. 52

Scaffolding:

Teacher led and independent practice days may alter based on student needs. Books listed come from the Reading A-Z online library. Books with an NF in front of the level are non-fictional text. Books with an F in front of the level are fictional text.

Shared Reading**20 minutes**

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # RF.K.2.A, RF.K.2.C, 1RI5

Day 1	Day 2	Day 3	Day 4	Day 5
Pop, Pop Boom Identify rhyming	Pop, Pop Boom Practice one-one correspondence	Pop, Pop Boom Practice rhyming	Pop, Pop Boom Identify vowels in words	Pop, Pop Boom Review sentence features and spacing

Scaffolding:

Shared books listed come from the Reading A-Z online library. Books with an NF in front of the level are non-fictional text. Books with an F in front of the level are fictional text.

Tier Two/Week Eleven

(For Students who demonstrate proficiency below grade level)

Phonemic Awareness/ Phonics

30 minutes

(Common Core Standards # RF.K.2.D, RF.K.2.E, RF.1.3.C

T.M.= Teacher's Manual

Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness Block Packet page 1 Column 16	Phonemic Awareness Block Packet page 1 Column 17	Phonemic Awareness Block Packet page 1 Column 17	Phonemic Awareness Block Packet page 1 Column 18	Phonemic Awareness Block Packet page 1 Column 18
Phonics Word Maker Square Magic e's Book 1 Slides 26-31 T.M p. 17 SI packet p. 2 T.M. p. 9-10 Practice Cards From resource section Directions T.M. p. 10-11	Phonics Word Maker Square Magic e's Book 1 Slides 26-31 T.M p. 17 SI packet p. 2 T.M. p. 9-10 Practice Cards From resource section Directions T.M. p. 10-11	Phonics Word Maker Square Magic e's Book 1 Slides 26-31 T.M p. 17 SI packet p. 2 T.M. p. 9-10 Practice Cards From resource section Directions T.M. p. 10-11	Phonics Word Maker Square Magic e's Book 1 Slides 26-31 T.M p. 17 SI packet p. 2 T.M. p. 9-10 Practice Cards From resource section Directions T.M. p. 10-11	Phonics Word Maker Square Magic e's Book 1 Slides 26-31 T.M p. 17 Play e rule game http://www.starfall.com/n/make-a-word/silent-e/load.htm?f SI packet p. 2 T.M. p. 9-10 Practice Cards From resource section Directions T.M. p. 10-11

Scaffolding:

Block packet columns are divided into 2 days. (The first 4 and then the last 4 words.) Do one column a day in the SI packet. Remember to complete all 5 practices for the word maker square daily. T.M. pages 8-9.

Fluency/Comprehension Practice

5 - 10 minutes

(Common Core Standards #RF 1.4 a,b,c)

Day 1	Day 2	Day 3	Day 4	Day 5
Familiar Read Dollars and Cents (NF) Level D T.M. p.38-40	Familiar Read My New School (F) Level D T.M. p.38-40	Familiar Read Nothing Scares Me! (F) Level D T.M. p.38-40	Familiar Read I like My Hair (NF) Level D T.M. p.38-40	Sentences from Phonics Book 1, slide 29 T.M. p.38-40

Scaffolding:

Repeated reading is an evidenced-based strategy designed to increase reading fluency and comprehension.

Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # 1RL2

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher Led A-Z book: Let's Make Lemonade (NF) Level E Comprehension Strategy: Sequence events Slide 29 T.M. 51 Vocabulary: lemon pitcher spot squeeze sweet thirsty Slides 48-49 T.M. p.55-58	Teacher Led A-Z book: A Week with Grandpa (F) Level E Comprehension Strategy: Sequence events Slide 29 T.M. 51 Vocabulary: Friday Monday Saturday Sunday Thursday Tuesday Wednesday Slides 48-49 T.M. p.55-58	Teacher Led A-Z book: A Sweet Tale (F) Level E Comprehension Strategy: Sequence events Slide 29 T.M. 51 Vocabulary: chew dough mix roll special treat Slides 48-49 T.M. p.55-58	Teacher Led: A-Z book: Time for Bed (F) Level E Comprehension Strategy: Sequence events Slide 29 T.M. 51 Vocabulary: bed brush drink pajamas read wash Slides 48-49 T.M. p.55-58	Independent Practice Students read for 10 minutes out of their own book. Oral Language practice Have the students tell a partner the sequence of events that happened in their independent reading book.

Scaffolding:

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Shared Reading

20 minutes

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # RF.K.2.A, RF.K.2.C, 1RI5

Day 1	Day 2	Day 3	Day 4	Day 5
Pop, Pop Boom Identify rhyming	Pop, Pop Boom Practice one-one correspondence	Pop, Pop Boom Practice rhyming	Pop, Pop Boom Identify vowels in words	Pop, Pop Boom Review sentence features and spacing

Scaffolding:

Shared books listed come from the Reading A-Z online library under the shared reading list. Books with an NF in front of the level are non-fictional text. Books with an F in front of the level are fictional text.