

Tier One/Week One

(For Students who demonstrate proficiency at grade level)

Phonemic Awareness/ Phonics

30 minutes

(Common Core Standards # RF 2.3 a,b

T.M.= Teacher's Manual

Day 1	Day 2	Day 3	Day 4	Day 5
Phonics Sight words – introduce scooter cards (sight words) Phonics book slide 2 T.M. 16-17	Phonics Word Maker Square introduction – introduce the first three jaw droppers (i,e,a) do all 5 reviews Phonics book slide 3 T.M. 17	Phonics Review Word Maker Square and words with (i,e,a) do all 5 reviews Phonics book slide 3-4 T.M. 17-18	Phonics Teach Air Writing, use Jaw Dropper list (i,e,a) do all 5 reviews Phonics book slide 5 and 4 T.M. 17-18	Phonics Introduce u,o, au/aw do all 5 reviews Phonics book slide 9 T.M. 17-18

Scaffolding:

Teacher led and independent practice days may alter based on student need. Phonics book refers to Grade 2 – Tier 1 phonics book

Fluency/Comprehension Practice

5 - 10 minutes

(Common Core Standards #RF 2.4 a,b,c)

Day 1	Day 2	Day 3	Day 4	Day 5
The Garden Level I T.M. 24-25	Getting to School Level I T.M. 24-25	How to Make Pizza Level I T.M. 24-25	Jefferson McAllister Lee Level I T.M. 24-25	Partner Read fluency practice T.M. 24-25

Scaffolding:

Fluency passages are taken from the Reading A-Z online library. Students read fluency passages for 4 days and then can practice a past fluency passage or a page from their reading books with a partner to work fluency and phrasing on the last day.

Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # RL 2.10)

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher Led Amazing Beaches (NF – Level I) Comprehension: Visualize (comprehension slide 27) T.M. 42-44 Vocabulary beach gem grain rare shore tide T.M 44-48	Teacher Led Healthy Me (F – Level I) Comprehension: Visualize (comprehension slide 27) T.M. 42-44 Vocabulary active cavity energy favorite germs healthy T.M 44-48	Teacher Led Winter Vacation (F – Level I) Comprehension: Visualize (comprehension slide 27) T.M. 42-44 Vocabulary arrive bored directions microphone neighborhood vacation T.M 44-48	Independent Practice Students read for 10 minutes out of their own book. Oral Language practice: Visualize a page from your book and share it with a partner.	Independent Practice Students read for 10 minutes out of their own book. Oral Language practice: Visualize a page from your book and share it with a partner.

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 # 2.RI.5 3.RI.5 2.10)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Camel Plods Along Ask Students: <i>Have you ever been to a zoo? Did you see a camel there? What was it doing?</i> <i>Have you seen pictures of camels in books or watched them on TV?</i> <i>What are camels like?</i></p> <p>Work on print features.</p>	<p>Camel Plods Along Analyze section headings</p> <p>Comprehend a table of contents</p> <p>Vocabulary: goggles grit loads plods slits swirling</p>	<p>Camel Plods Along Practice visualizing and verbalizing</p> <p>Encourage students to read along</p>	<p>Camel Plods Along Have students work with a partner to write a question that would require a reader to search the text in at least two places to find the answer. Have them share their questions aloud and answer them as a group, highlighting the evidence in the book that supports each answer.</p>	<p>Camel Plods Along Text to self connections (comprehension slide 7) Explain that engaged readers think about how the people they know and events from their own lives are like the people and events in whatever they are reading. They also think about times that they've felt the same way as the character or subjects.</p>

Scaffolding:

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