

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

### 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 <b>T.M. 38-40</b>	Fluency Passage Tree Houses (Level F) <b>T.M. 38-40</b>	Fluency Passage Squares (Level F) <b>T.M. 38-40</b>	Fluency Passage What Day Is It? (Level F) <b>T.M. 38-40</b>	Familiar Read- Does It Sink or Float? (Level F)- Choose 2-3 pages to practice fluency and phrasing <b>T.M. 38-40</b>

**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) <b>Comprehension:</b> Connecting to Prior Knowledge (Comprehension slide 8-10) T.M 42-43 <b>Vocabulary:</b> breathe clothes coat dinner drink storm <b>T.M 55-58</b>	Teacher Led Snowstorm (F- Level F) <b>Comprehension:</b> Visualize (Comprehension slide 42-47) T.M 52-54 <b>Vocabulary:</b> deep fall fast flake outside <b>T.M 55-58</b>	Teacher Led The Tortoise and the Hare (F-Level F) <b>Comprehension:</b> Cause and Effect (Comprehension slide 4-5) T.M 42 <b>Vocabulary:</b> brag hare pass race steady tortoise <b>T.M 55-58</b>	Independent Practice  Students read for 10 minutes out of their own book.  <b>Oral Language practice:</b> Find words with Jaw Droppers and share with a partner.	Independent Practice  Students read for 10 minutes out of their own book.  <b>Oral Language practice:</b> 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
<b>Pop, Pop Boom</b>  Identify rhyming	<b>Pop, Pop Boom</b>  Practice one-one correspondence	<b>Pop, Pop Boom</b>  Practice rhyming	<b>Pop, Pop Boom</b>  Identify vowels in words	<b>Pop, Pop Boom</b>  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
<b>Phonemic Awareness</b> Block Packet page 1 Column 16	<b>Phonemic Awareness</b> Block Packet page 1 Column 17	<b>Phonemic Awareness</b> Block Packet page 1 Column 17	<b>Phonemic Awareness</b> Block Packet page 1 Column 18	<b>Phonemic Awareness</b> Block Packet page 1 Column 18
<b>Phonics</b> 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	<b>Phonics</b> 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	<b>Phonics</b> 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	<b>Phonics</b> 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	<b>Phonics</b> Word Maker Square Magic e's Book 1 Slides 26-31 T.M p. 17 Play e rule game <a href="http://www.starfall.com/n/make-a-word/silent-e/load.htm?f">http://www.starfall.com/n/make-a-word/silent-e/load.htm?f</a>  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 <b>Dollars and Cents</b> (NF) Level D T.M. p.38-40	Familiar Read <b>My New School</b> (F) Level D T.M. p.38-40	Familiar Read <b>Nothing Scares Me!</b> (F) Level D T.M. p.38-40	Familiar Read <b>I like My Hair (NF)</b> 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: <b>Let's Make Lemonade</b> (NF) Level E  <b>Comprehension Strategy:</b> Sequence events Slide 29 T.M. 51  <b>Vocabulary:</b> lemon pitcher spot squeeze sweet thirsty Slides 48-49 T.M. p.55-58	Teacher Led  A-Z book: <b>A Week with Grandpa</b> (F) Level E  <b>Comprehension Strategy:</b> Sequence events Slide 29 T.M. 51  <b>Vocabulary:</b> Friday Monday Saturday Sunday Thursday Tuesday Wednesday Slides 48-49 T.M. p.55-58	Teacher Led  A-Z book: <b>A Sweet Tale</b> (F) Level E  <b>Comprehension Strategy:</b> Sequence events Slide 29 T.M. 51  <b>Vocabulary:</b> chew dough mix roll special treat Slides 48-49 T.M. p.55-58	Teacher Led:  A-Z book: <b>Time for Bed</b> (F) Level E  <b>Comprehension Strategy:</b> Sequence events Slide 29 T.M. 51  <b>Vocabulary:</b> 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.  <b>Oral Language practice</b>  Have the students tell a partner the sequence of events that happened in their independent reading book.

### Scaffolding:

Teacher led and independent practice days may alter based on student need. 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
<b>Pop, Pop Boom</b> Identify rhyming	<b>Pop, Pop Boom</b> Practice one-one correspondence	<b>Pop, Pop Boom</b> Practice rhyming	<b>Pop, Pop Boom</b> Identify vowels in words	<b>Pop, Pop Boom</b> 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.