

Tier Three/Week One

(For Students who demonstrate great difficulty with the phonemic awareness, phonics, accuracy, and/or spelling)

Students at this level will need direct instruction from the teacher **EVERY DAY**.

BLOCK ONE

Phonemic Awareness

10 minutes

(Common Core Standards #RF 3.3)

(For instructions on how to teach blocks, see **T.M page 33-36**)

Day 1	Day 2	Day 3	Day 4	Day 5
Block Packet: introduction TM: Pages 33-36	Block Packet: Page: <u>1</u> Column: <u>1</u>	Block Packet: Page: <u>1</u> Column: <u>2</u>	Block Packet: Page: <u>1</u> Column: <u>3</u>	Block Packet: Page: <u>1</u> Column: <u>4</u>

Scaffolding:

Phonemic Awareness is the foundation of reading. Please follow the instructions in the teacher's manual as given for best results.

Phonics

30 minutes

(Common Core Standards # RF 3.3)

T.M = Teacher's manual

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led</p> <p>Introduction to Word Maker Square. Begin with jaw droppers (i,e,a). (T.M: 28-30)</p> <p>Teach vowel practices (T.M: 30)</p> <p>Set-up Flip over Flip over 2 Flash Write</p>	<p>Teacher Led</p> <p>Teaching symbol imagery</p> <p>Phonics Book 1 Slide 7 (T.M: 8)</p> <p>SI practice: <u>p. 1, column 1-2</u> (T.M: 7)</p>	<p>Teacher Led</p> <p>Continue with jaw droppers (T.M: 29)</p> <p>All 5 vowel practices (T.M: 30)</p> <p>Set-up Flip over Flip over 2 Flash Write</p> <p>SI practice: <u>p. 1, column 1-2</u> (T.M: 7)</p>	<p>Teacher Led</p> <p>Continue with jaw droppers (u,o,au/aw) (T.M: 29)</p> <p>All 5 vowel practices (T.M: 30)</p> <p>Set-up Flip over Flip over 2 Flash Write</p> <p>SI practice: <u>p. 1, column 3-6</u> (T.M page 7)</p>	<p>Teacher Led</p> <p>Continue with jaw droppers (i,e,a,u,o,au/aw)</p> <p>All 5 vowel practices (T.M: 30)</p> <p>Set-up Flip over Flip over 2 Flash Write</p> <p>SI practice: <u>p. 1, column 3-6</u> (T.M page 7)</p>

Scaffolding:

Students at this level need very direct instruction in phonics daily. It is important to stay at each level until Mastery. Do not move on to the next week's lesson plan until Mastery is made on this week's plan.

BLOCK TWO

Fluency/Comprehension Practice

20-30 minutes during 2nd Block

(Common Core Standards # 3.RF.4, RL 3.2,3.4a b c, 3.6) (T.M pages 37-38)

Day 1	Day 2	Day 3	Day 4	Day 5
A Day at the Beach (Level F)	Good Things to Do (Level F)	I Move (Level F)	Squares (Level F)	Partner practice (not optional-choose a past story or a passage from leveled book)

Fluency passages are taken from the Reading A-Z online library. Teacher led and independent practice days may alter based on student need. Other scaffolding suggestions are listed on pages 37,38 in the Teacher's Manual. Making sure that students can visualize what they are reading is very important in this tier.

Scaffolding:

Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

(Common Core Standards # RL 3.10)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led</p> <p>Read: Dr. King's Memorial (NF – Level H)</p> <p>Comprehension Strategy: Visualize TM: 73-74</p> <p>Vocabulary: fair law march memorial peaceful separate</p> <p>T.M p. 75-79</p>	<p>Teacher Led</p> <p>Read: Pip, the Monster Princess (F – Level H)</p> <p>Comprehension Strategy: Visualize TM: 73-74</p> <p>Vocabulary: daring fancy glitter princess strolls tiara</p> <p>T.M p. 75-79</p>	<p>Teacher Led</p> <p>Read: Moose on the Move (F – Level H)</p> <p>Comprehension Strategy: Visualize TM: 73-74</p> <p>Vocabulary: antlers clearing dam hooves understand upset</p> <p>T.M p. 75-79</p>	<p>Learning Styles Assessment</p> <p>Have the students take the Learning styles assessment located in the resource section of the teacher's manual.</p> <p>Once given and the top two dominant styles are found, hand each student their own personal sheet listing their learning style. (These are located in the resource section of the teacher's manual.) For example, if a student scored kinesthetic and linguistic, hand</p>	<p>Independent Practice</p> <p>Students read for 15 minutes out of their own book</p> <p>Language Option: Have the student practice Using prompting words with a partner to better visualize what they are reading.</p> <p>T.M p. 75-79</p>

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Scaffolding:

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