

Tier One/Week One

(For Students who demonstrate proficiency at grade level)

Phonemic Awareness/ Phonics

30 minutes

(Common Core Standards # RF 1.2, 1.2a,b, c,d, 1.3c, 1.3g,

T.M.= Teacher's Manual

Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness introduce blocks and block jobs (phonics book 1, slide2) T.M 10-15	Phonemic Awareness Review block jobs Block packet p. 1 column 1 T.M 11-14	Phonemic Awareness Review block jobs Block packet p. 1 column 2 T.M 11-14	Phonemic Awareness Review block jobs Block packet p. 1 column 3 T.M 11-14	Phonemic Awareness Review block jobs Block packet p. 1 column 4 T.M 11-14
Phonics Sight words – introduce scooter cards T.M 55-56 Phonics book slide 3 T.M 15-16	Phonics Word Maker Square introduction – introduce the first three jaw droppers (i,e,a) do all 5 reviews T.M 6-9 Phonics book slide 4 T.M 16	Phonics Review Word Maker Square and words with (i,e,a) do all 5 reviews T.M 6-9 Phonics book slide 4-5 T.M 16-17	Phonics Teach Air Writing, use Jaw Dropper list (i,e,a) Phonics book slide 5 T.M 16-17	Phonics Review Jaw Droppers (l,e,a) do all 5 reviews T.M 6-9

Scaffolding:

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

Fluency/Comprehension Practice

5 - 10 minutes

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

Day 1	Day 2	Day 3	Day 4	Day 5
Fluency sentence Phonics book slide 6 sentence 1-2 T.M. 38-40	Fluency sentence Phonics book slide 6 sentence 3-4 T.M. 38-40	Fluency sentence Phonics book slide 8 sentence 1-2 T.M. 38-40	Fluency sentence Phonics book slide 8 sentence 3 T.M. 38-40	Fluency sentence Phonics book slide 8 and 10 sentence 1 T.M. 38-40

Scaffolding:

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

Common Core Standards # RL 1.1,1.2 RI 1.1,1.2

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led Sherman Sure is Shy (F – Level C) Comprehension: Ask and answer questions (comprehension slide 27) T.M 50 Vocabulary fancy grand proud shy sure wonderful T.M 55-58</p>	<p>Teacher Led Go Away Lily (F – Level C) Comprehension: Retell T.M 50 Vocabulary eat play read run sit sleep T.M 55-58</p>	<p>Teacher Led The Mitten (F- Level D) Comprehension: Make, revise and confirm predictions (comprehension slide 18) T.M 46 Vocabulary ant bear blue jay cold fox rabbit warm T.M 55-58</p>	<p>Independent Practice Students read for 10 minutes out of their own book. Oral Language practice: Have students choose one picture from their stories to Visualize and use prompting words to describe the picture to their partner T.M 52-54</p>	<p>Independent Practice Students read for 10 minutes out of their own book. Oral Language practice: Have students choose one picture from their stories to Visualize and use prompting words to describe the picture to their partner T.M 52-54</p>

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 # RL)

Day 1	Day 2	Day 3	Day 4	Day 5
Eddie's Pet Work on print features.	Eddie's Pet Introduce the sentence features of capital letter at the beginning of a sentence and ending punctuation.	Eddie's Pet Review the sentence features of capital letter at the beginning of a sentence and ending punctuation as well as print features such as author, title and page numbers.	Eddie's Pet Review the sentence features of capital letter at the beginning of a sentence and ending punctuation as well as print features such as author, title and page numbers.	Eddie's Pet Review the sentence features of capital letter at the beginning of a sentence and ending punctuation as well as print features such as author, title and page numbers.

Scaffolding:

Shared books listed come from the Reading A-Z online library under the Shared Reading list, level 1.