

Tier One/Week One

(For Students who demonstrate proficiency at grade level)

Phonemic Awareness/ Phonics

30 minutes

(Common Core Standards # **RF K.2 K.2.A, B, C, E**)

T.M.= Teacher's Manual

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Phonemic Awareness Introduce blocks, using Phonics book slide 2 to show how to place sounds that are the same and different. T.M 6-7 for detailed instructions (Block packet page 1, column 1)</p>	<p>Phonemic Awareness Review same and different block color for same/different sounds Phonics book slide 2 T.M 6-7 (Block packet page 1, column 2)</p>	<p>Phonemic Awareness Phonics book slide 2 T.M 6-7 (Block packet page 1, column 3)</p>	<p>Phonemic Awareness Phonics book slide 2 T.M 6-7 (Block packet page 1, column 4)</p>	<p>Phonemic Awareness Phonics book slide 2 T.M 6-7 (Block packet page 1, column 5)</p>
<p>Phonics Rhyming: Phonics book slide 3 T.M 7-8</p>	<p>Phonics Rhyming: Phonics book slide 4 Discuss real and nonsense words, play a game to help students recognize nonsense versus real words. Randomly read a word from the list, have students stand for real and sit for nonsense.</p>	<p>Phonics Rhyming: Phonics book slide 5 T.M 7-8</p>	<p>Phonics Rhyming: Do onset and rime slide activity for "at" words found in resource section of the teacher's manual</p>	<p>Phonics Rhyming: Play beanbag rhyming game found in resource section of the teacher's manual</p>

Phonemic Awareness is the foundation of reading. Students will use colored blocks and rhyming activity to pay attention to the placement of sounds as well as to differentiate sounds. Students will be asked to identify if the sounds are the same or are different. Students at this stage will NOT be blending sounds together, but will notice them as individual sounds.

Scaffolding:

Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # RF K.1a-d, RI.K.5

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led</p> <p>A-Z book: Under (F-Level aa)</p> <p>Comprehension Strategy: Print Features Introduce Title/ Author and how to find a page number. T.M. p. 30 Comprehension slide 21</p> <p>Engage students in making connections, asking questions, and making predictions by modeling this and then giving them a name for what you are doing. For example, "I can connect with this character because this reminds me of the time that I..." Then say, "Making connections is what good readers do."</p>	<p>Teacher Led</p> <p>A-Z book: Pasta (NF - Level aa)</p> <p>Comprehension Strategy: Print Features Review Title/ Author and how to find a page number. T.M. p. 30 Comprehension slide 21</p> <p>Engage students in making connections, asking questions, and making predictions by modeling this and then giving them a name for what you are doing. For example, "I can connect with this character because this reminds me of the time that I..." Then say, "Making connections is what good readers do."</p>	<p>Teacher Led</p> <p>A-Z book: The Fort (NF- Level aa)</p> <p>Comprehension Strategy: Print Features Review Title/ Author and how to find a page number. Discuss sentence features of capital letters and ending punctuation.</p> <p>Engage students in making connections, asking questions, and making predictions by modeling this and then giving them a name for what you are doing. For example, "I can connect with this character because this reminds me of the time that I..." Then say, "Making connections is what good readers do."</p>	<p>Teacher Led</p> <p>A-Z book: Jump Over (F- Level aa)</p> <p>Comprehension Strategy: Print Features Review Title/ Author and how to find a page number. Discuss sentence features of capital letters and ending punctuation.</p> <p>Engage students in making connections, asking questions, and making predictions by modeling this and then giving them a name for what you are doing. For example, "I can connect with this character because this reminds me of the time that I..." Then say, "Making connections is what good readers do."</p>	<p>Independent Practice</p> <p>Students read for 5-10 minutes out of a book at their level. (Each student should have up to 3 leveled practice books at all times.)</p> <p>Oral Language practice</p> <p>After reading their practice book independently, have the students share the title of their book. Also have them point out the sentences features of a beginning capital letter and ending punctuation in one sentence in their book.</p>

Scaffolding:

Levels and Comprehension strategies may be altered to fit the needs of individual students. 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.1a-d, RI.K.5)

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.