

Third Grade – Week Eleven

Tier One/Week Eleven

(For Students who demonstrate proficiency at or above grade level)

Students at this level will need direct instruction from the teacher 2-3 days per week.

Multi-syllable Phonics

20 minutes

(Common Core Standards # RF 3.3 3.3d L 3.2f)

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher Led	Teacher Led	Independent Practice (To be done by practicing with another student)	Independent Practice (To be done by practicing with another student)	Independent Practice (To be done by practicing with another student)
e-rule Book 1, Slides 40-41 Teacher's manual p.15	e-rule additions Book 1, Slides 42-43 Teacher's manual p. 15	e-rule additions Book 1, Slides 44-45 Teacher's manual p. 16	Flexing vowels game in teacher's resource section to reinforce schwa practice	e- rule cards e-rule book and activities as shown on page 15 in the teacher's manual (http://www.ling.upe nn.edu/pri/pdfs/rr3.pdf)

Scaffolding:

Teacher led and independent practice days may alter based on student need.

Fluency/Comprehension Practice

20 minutes

Day 1	Day 2
Level N - Moons	Level N – The Rainbow

Scaffolding:

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.

Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

(Common Core Standards # RL 3.2, 3.10)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led</p> <p>Read: Landfills: What a Load of Garbage (NF– Level Q)</p> <p>Comprehension Strategy: Summarize</p> <p>Teacher’s manual pages 66-68</p> <p>Vocabulary: biodegradable elements groundwater landfill methane organic pollute toxic treat</p> <p>TM: 75-79</p>	<p>Teacher Led</p> <p>Read: The Hollow (F – Level Q)</p> <p>Comprehension Strategy: Make, revise and confirm predictions</p> <p>Teacher’s manual p. 56</p> <p>Vocabulary: expression freak ghost gnarled Halloween haunted tatters terrified trudge</p> <p>TM: 75-79</p>	<p>Independent Practice</p> <p>Students read for 20-30 minutes out of their own book.</p>	<p>Independent Practice</p> <p>Students read for 20-30 minutes out of their own book.</p>	<p>Independent Practice</p> <p>Literature Circle with one of the novels suggested in the Teacher’s Manual page 80.</p> <p>Create reflection sheets with guided comprehension questions.</p> <p>Vocabulary: Choose appropriate vocabulary from each novel.</p> <p>TM: 75-79</p>

Scaffolding:

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Tier Two/Week Eleven

(For Students who struggle with the phonics, accuracy, fluency and/or spelling)

Students at this level will need direct instruction from the teacher 3-4 days per week.

Phonics

30 minutes

(Common Core Standards # RFRF 3.3 a, 3.3c L 3.2f)

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher Led Introducing Prefixes Discuss each prefix and meaning Brainstorm more words for a few of the prefixes Phonics Book 1, slide 12 (T.M: 9)	Teacher Led Review prefixes Teach and play up and down the ladder (syllable cards found in resource packet) Phonics Book 1, slide 13 (T.M: 10)	Independent practice Review Word Maker Square Do flash activity with a partner (T.M: 28-30)	Teacher Led Introducing Suffixes Phonics Book 1, slide 14 (T.M: 9-10)	Independent practice Play Word Maker Square "Go Fish"

Scaffolding:

Teacher led and independent practice days may alter based on student need. The key to remember is that students at this level will need three to four days per week with direct instructions in phonics, accuracy, fluency, and spelling.

Fluency/Comprehension Practice

20 minutes

(Common Core Standards # RL 3.2 RL 3.6 RL 3.4a b c)

Day 1	Day 2	Day 3	Day 4	Day 5
Cali the Colorful Cow (K)	The Tour de France (K)	Black Holes (L)	Independent practice (not optional)	Independent practice (not optional)

Scaffolding:

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Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

(Common Core Standards # RL 3.1, 3.2, 3.3, 3.10)

1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led</p> <p>Read: Ichiro Suzuki (NF – Level M)</p> <p>Comprehension Strategy: Connect to prior knowledge T.M. 40-43</p> <p>Vocabulary: all-star championship Japan record rookie season (TM: 75-79)</p>	<p>Teacher Led</p> <p>Read: Marcus Loses Patches (NF – Level M)</p> <p>Comprehension Strategy: Summarize T.M. 66-68</p> <p>Vocabulary: accidentally amulet apology canine escape irresponsible (TM: 75-79)</p>	<p>Teacher Led</p> <p>Read: Snow Camping (F- Level M)</p> <p>Comprehension Strategy: Analyzing Characters T.M. 39</p> <p>Vocabulary: camouflage, digesting, hypothermia, quinzhee, snow dome, snowshoes, snowshoe hare, whine (TM: 75-79)</p>	<p>Independent Practice</p> <p>Students read for 20-30 minutes out of their own book.</p>	<p>Independent Practice</p> <p>Literature Circle with one of the novels suggested in the Teacher’s Manual page 80.</p> <p>Create reflection sheets with guided comprehension questions.</p> <p>Vocabulary: Choose appropriate vocabulary from each novel. (TM: 75-79)</p>

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Tier Three/Week Eleven

(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

T.M = Teacher's manual

Phonemic Awareness

10 minutes

(Common Core Standards #RF3.3)

(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: Page: <u>3</u> Column: <u>50</u>	Block Packet: Page: <u>3</u> Column: <u>51</u>	Block Packet: Page: <u>3</u> Column: <u>52</u>	Block Packet: Page: <u>3</u> Column: <u>53</u>	Block Packet: Page: <u>3</u> Column: <u>54</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, 3.3c,3.3d L 3.2f)

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher Led Counting syllables Book 1, slides 8-9 (TM: pages 8-9)	Teacher Led Review counting syllables Have students practice using felts to show the number of syllables (Use slides, words around the room, or work in partners and have one student say a word for the other) Book 1, slides 8-9 (TM: pages 8-9)	Teacher Led Vowels in syllables Book 1, slides 10-11 (TM: page 9)	Teacher Led Review Vowels in syllables Practice identifying the vowel or vowel teams in words and counting the syllables Book 1, slides 10-11 (TM: page 9)	Teacher Led Play counting syllables game Found in Resource section of the teacher's manual

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 minutes**

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

Day 1	Day 2	Day 3	Day 4	Day 5
Tiny and Big words (Level J)	Mother's Day (Level K)	Sam and Catcher (Level K)	Partner practice (not optional-choose a past story or a passage from leveled book)	Partner practice (not optional-choose a past story or a passage from leveled book)

Scaffolding:

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Comprehension/Vocabulary Practice**30 minutes**

NOTE: F=Fiction, NF=Non fiction

Comprehension/Vocabulary Practice (Common Core Standards # RL 3.2,3.3,3.10 RI 3.3, 3.8)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Teacher Led</p> <p>Read: Police Officers (NF – Level K)</p> <p>Comprehension Strategy: Connect to prior knowledge (T.M: 40-43)</p> <p>Vocabulary: academy enforce injury patrol training uniform</p> <p>(TM: 75-79)</p>	<p>Teacher Led</p> <p>Read: Grounded to Earth (F – Level K)</p> <p>Comprehension Strategy: Retell (T.M: 66-68)</p> <p>Vocabulary: alien blaster lesson suit take over teleport</p> <p>(TM: 75-79)</p>	<p>Teacher Led</p> <p>Read: Migrating Geese (NF – Level K)</p> <p>Comprehension Strategy: Ask and answer questions (T.M: 62)</p> <p>Vocabulary: flock goose gosling hatch mate migrating</p> <p>(TM: 75-79)</p>	<p>Teacher Led</p> <p>Read: Sam's Fourth of July (F – Level K)</p> <p>Comprehension Strategy: Retell (T.M: 66-68)</p> <p>Vocabulary: barbecue fireworks Independence Day mayor parade patriotic</p> <p>(TM: 75-79)</p>	<p>Independent Practice</p> <p>Literature Circle with one of the novels suggested in the Teacher's Manual page 80.</p> <p>Create reflection sheets with guided comprehension questions.</p> <p>Vocabulary: Choose appropriate vocabulary from each novel. (TM: 75-79)</p>

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