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|  WEEK BEGINNING: (Week 1.2) |
|  | Whole Group Intro | Strategic InterventionGREEN | On-LevelYELLOW | AdvancedBLUE | Whole Group Wrap-up |
| **MONDAY** | Morning warm up: Calendar, message boardCharts: 2A & 2BTrade Book: Fix-It DuckList Amazing Words: repair, leak, steep, ladder, puddles, shedTeach/Model: F thru NSight words – I, am | Listen to me reader: K.1.2 “How Many?”Practice letter recognitionRev. high frequency words P. DI 20 | Decodable Reader #1: “Who Am I?”Model fluent readingRead chorally- Read individually – re-read and monitor progress | Independent Leveled Reader K.1.1 “Look at the Clock, Max!”Model fluent readingRead chorally, individually. Re-read and monitor progressp. DI 20 | Practice book p. 13- Letter recognition Ee, Ff, GgMonitor Progress: Check phonological awareness |
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| **TUESDAY** | Morning warm up: calendar, message boardCharts: 2A & 2BRecall story events Review Amazing WordsReview high frequency wordsTeach/Model:letters F-NStory element: Setting | Read phonics story: “Am I?”p. 15-16Letter recognitionReview high frequency wordsIntroduce rebus words p. DI 21Leveled Reader: | Phonics story: “Am I?”p. 15-16Model fluent readingRead chorallyRead individuallyRe-read & monitor progress | Decodable reader #2: “Am I?”Apply letter recognition skillsReview high frequency words DI 21 | Practice book p. 14- High frequency wordsMonitor progress: Check retelling & letter namingSong on CD- “Jimmy Found a Leaky Faucet” |
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| **WEDNESDAY** | Morning warm up: calendar, message board – review letters in messageCharts: 2A & 2BRead: “Fix-It Duck”Review CharacterIdentify setting of storyIdentify Number of syllablesRecognize rhyming words | Student reader: K.1.2 “Cat & Dog Work Together” More Practice with Letter Recognition P . DI 22 | Kindergarten student reader: K.1.2 “Cat & Dog Work Together”Model fluent readingRead chorallyRead individuallyRe-read & monitor progress | Student Reader: K.1.2 “Cat & Dog Work Together”DI 22 – extend word readingModel fluent readingRead chorallyRead individually | Practice book p. 17 – settingP. 18 – Letter recognition, H,I,J,KMonitor progress: Check high frequency words |
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| **THURSDAY** | Morning warm up: calendar, message board –Charts 2A & 2BRe-Read: “The Little School Bus” - settingCount syllablesRecognize rhyming words | Decodable Rdr. #2: “Am I?”Re-read it several times & give students opportunity to readDI 23More practice with letter recognition | Decodable Rdr. #2: “Am I?”Model fluent readingRead chorallyRead individuallyRe-read & monitor progress | Independent level rdr. K.1.2 “Pam”Lesson on DI 3-extend word readingIntroduce book, build background, talk about setting, recall & retell | Practice book p. 19 – settingP. 20- Write and recognize nameMonitor progress; Check letter naming |
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| **FRIDAY** | Morning warm up: calendar, message board –Clap # of syllablesRead Aloud anthology: “Mr. Spuffington Fixes It Himself” - settingRev. letter names& high frequency words “I, am” | Monitor progressAssess letter recognitionAlternate assessment – p. DI 24 | Read sets A & BAssessment handbook pl 155 | Read sets B & C, letters & high frequency wordsAssessment handbook pl 155 | Asssess setting – Assessment handbook p. 156 |