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| WEEK BEGINNING: (Week 1.2) | | | | | |
|  | Whole Group Intro | Strategic Intervention  GREEN | On-Level  YELLOW | Advanced  BLUE | Whole Group Wrap-up |
| **M O N D A Y** | Morning warm up: Calendar, message board  Charts: 2A & 2B  Trade Book: Fix-It Duck  List Amazing Words: repair, leak, steep, ladder, puddles, shed  Teach/Model: F thru N  Sight words – I, am | Listen to me reader: K.1.2 “How Many?”  Practice letter recognition  Rev. high frequency words  P. DI 20 | Decodable Reader #1: “Who Am I?”  Model fluent reading  Read chorally- Read individually – re-read and monitor progress | Independent Leveled Reader K.1.1 “Look at the Clock, Max!”  Model fluent reading  Read chorally, individually. Re-read and monitor progress  p. DI 20 | Practice book p. 13- Letter recognition Ee, Ff, Gg  Monitor Progress: Check phonological awareness |
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| **T U E S D A Y** | Morning warm up: calendar, message board  Charts: 2A & 2B  Recall story events  Review Amazing Words  Review high frequency words  Teach/Model:letters F-N  Story element: Setting | Read phonics story: “Am I?”  p. 15-16  Letter recognition  Review high frequency words  Introduce rebus words p. DI 21  Leveled Reader: | Phonics story: “Am I?”  p. 15-16  Model fluent reading  Read chorally  Read individually  Re-read & monitor progress | Decodable reader #2: “Am I?”  Apply letter recognition skills  Review high frequency words  DI 21 | Practice book p. 14- High frequency words  Monitor progress: Check retelling & letter naming  Song on CD- “Jimmy Found a Leaky Faucet” |
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| **W E D N E S D A Y** | Morning warm up: calendar, message board – review letters in message  Charts: 2A & 2B  Read: “Fix-It Duck”  Review Character  Identify setting of story  Identify Number of syllables  Recognize 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 reading  Read chorally  Read individually  Re-read & monitor progress | Student Reader: K.1.2 “Cat & Dog Work Together”  DI 22 – extend word reading  Model fluent reading  Read chorally  Read individually | Practice book p. 17 – setting  P. 18 – Letter recognition, H,I,J,K  Monitor progress: Check high frequency words |
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| **T H U R S D A Y** | Morning warm up: calendar, message board –  Charts 2A & 2B  Re-Read: “The Little School Bus” - setting  Count syllables  Recognize rhyming words | Decodable Rdr. #2: “Am I?”  Re-read it several times & give students opportunity to read  DI 23  More practice with letter recognition | Decodable Rdr. #2: “Am I?”  Model fluent reading  Read chorally  Read individually  Re-read & monitor progress | Independent level rdr. K.1.2 “Pam”  Lesson on DI 3-extend word reading  Introduce book, build background, talk about setting, recall & retell | Practice book p. 19 – setting  P. 20- Write and recognize name  Monitor progress; Check letter naming |
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| **F R I D A Y** | Morning warm up: calendar, message board –  Clap # of syllables  Read Aloud anthology: “Mr. Spuffington Fixes It Himself” - setting  Rev. letter names  & high frequency words “I, am” | Monitor progress  Assess letter recognition  Alternate assessment – p. DI 24 | Read sets A & B  Assessment handbook pl 155 | Read sets B & C, letters & high frequency words  Assessment handbook pl 155 | Asssess setting – Assessment handbook p. 156 |