

Student(s) SampleWeek of First WeekThis week we are working on: Intro to RR, CV & CVC practice (#19)

| | Day One | Day Two | Day Three |
|---|---|---|---|
| Preview/Review <ul style="list-style-type: none"> Preview today's plan Phonemic Awareness Auditory/Visual Drills High Frequency Words | <p>Intro: Hi, my name is ____ I'm here to help you with reading so you can be the best reader you can be!</p> <p>-Today we are getting to know each other, we will start with you teaching me your names! (2 copies of name sheet and Teach Me Your Name book I wanted.)</p> <p>-We will start each day with some activities to practice letters and sounds that you already know. Let's blend some words: "ig, met, pin, tag Now, lets segment some words: "bug, did, bat, got</p> <p>-Closing: review schedule, (days of the week and times they will come to RR), names (students & tutor) and answer any little questions student may have. -Tell me one thing you learned today.</p> | <p>Intro: Today we will continue to get to know each other and practice short vowel sounds.</p> <p>Go over school based student engagement plan. Conversation: How can we work well together and what should we do if we need to solve problems?</p> <p>Let's start with This or That. This or That resource from curriculum box.</p> <p>Now some word work. "Blend bug, dit, bat, got "Segment ig, met, pin, tag "Visual drill: use sound cards "Introduce Auditory drill: use sound cards</p> <p>High Frequency Words (HFW): Review & Teach</p> <p>Introduce New Concept: Lesson #19 Short Vowel Review Model blending first set of words from above. Double sound out of words from above. Student to write double words in their table.</p> <p>Closing: students can dictate letters. Ask them to one thing they learned. Show mindset message for example, like the way you worked hard at blending words.</p> | <p>Intro: Today we will review skills we learned and worked on yesterday. "Visual & Auditory drills with sound cards. "Blend gap, leg, ink, top, fog "Segment gas, let, dog, top, sun</p> <p>-Introduce decodable Passage: "I See (make sure to include comprehension questions throughout reading passage.) -I Do, read first few sentences. -We Do, read first few sentences. -You Do, read passage as slowly as you can. -Can also practice choral reading or taking turns each sentence. -introduce: ""'Roll & Read</p> <p>-Play as a group to introduce and let students get familiar. As students become more familiar with game, it can be played individually.</p> <p>-Closing: This week we reviewed short vowel sounds. Tell me one thing you learned. Go over schedule again I wanted.</p> |
| Teach/Model (I do) <ul style="list-style-type: none"> Focus on target concept Introduce new concept | | | |
| Guided Practice (We do) <ul style="list-style-type: none"> Word Wall: Blending, Division, Mapping, Word Cards | | | |
| Extended Practice (You do) <ul style="list-style-type: none"> Read decodable text Read for fluency and meaning Games | | | |
| Wrap-up/Review <ul style="list-style-type: none"> What did you learn? Mindset Message | | | |

Notes: *Resource Lesson #19, use word lists, sound list, and HFW list
 **Decodable Passage Lesson #19, I See
 ***Roll & Read, Lesson #19, Practice #1
 Sound cards used in this lesson: e,h,g,a,c,f,i,n,i,l,p,t,s,u,a