

# Mrs. Dittimore's

## Title 1

### WEEKLY UPDATE

Hello! We have some new students and some returning students to my Title 1 group this semester! I am excited to continue (or begin) working with these students to improve their reading skills.

As a reminder, due to the snow days that we had at the beginning of January, we will not have Presidents day off of school. This day will be a makeup day.

I will be sending home communication folders with your student which I would like you to sign and return. This allows me to keep you updated on your student's progress. Additionally, if you have not returned the permission slip, or parent/student contract from, please do so.

Thank you so much! Have a great week.

Riesha Dittimore  
Title 1 teacher

## Kindergarten

### **Overview:**

Phonological Awareness, and Letter Sound Knowledge will be the main focus of our Kindergarten group over the next two weeks. We will practice recognizing letter sounds, and recognizing the beginning, middle and end sounds of words.

**Objective:** Kindergarten Students will be able to work on phonological awareness to support their reading

Standards:

- K.RF.2.4 Students will identify and name all uppercase and lowercase letters.
- K.RF.3.2 Students will orally pronounce, blend, and segment words into syllables.  
K.RF.3.3 Students will orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
- K.RF.3.4 Students will tell the order of sounds heard in words with two or three phonemes and identify the beginning, middle and final sounds.
- K.RF.4.1 Students will use letter sound knowledge to decode the sound of each consonant.
- K.RF.4.2 Students will blend consonant -vowel-consonant (CVC) sound to make words.
- K.RF.4.3 Students will recognize the short vowel sounds for the five major vowels.
- K.RF.4.4 Students will read common high-frequency words by sight.
- K.RF.4.5 Students will identify similarities and differences in words (word endings onset and rime) when spoken or written.
- K.RL.1 Students will actively engage in group reading activities with purpose and understanding.
- K.W.2.1 Students will write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

**Assessment:**

Students will be assessed by the Dibels and Burst assessment tools on day 10. In addition to the progress monitoring tools, I will be observing the students' progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

Group 1 & 2

Day 1

- Introduce Middle Sound Segmentation (bed, cat ... van)
- Middle Sound Segmentation Accuracy (dice, duck ... wave)
- Introduce a Reinroduce a Guess My Word: Phonological Awareness Game

Day 2

- Last Sound Segmentation Accuracy (alligator, bird ... zebra)
- Middle Sound Segmentation Accuracy (bag, box ... run)
- Introduce m Letter Hunt: Letter Sound Accuracy (a)
- I Spy: Letter Sounds Game

Day 3

- Last Sound Segmentation Accuracy (astronaut, dice ... zipper)
- Middle Sound Segmentation Accuracy (cat, dog ... van)
- Reinroduce m Let Me Introduce Myself: Letter Sound Accuracy (a, m)
- Initial Sound Memory: Phonological Awareness Game

Day 4

- Last Sound Segmentation Accuracy (cup, fire ... zoo)

- Middle Sound Segmentation Accuracy (bed, foot ... wave)
- Introduce s Letter Sound Fluency (a, m)
- Letter Cups: Letter Sounds Game

#### Day 5

- Introduce Phoneme Segmentation (fit, ham ... sit)
- Phoneme Segmentation Accuracy (bad, fan ... Tim)
- Reintroduce s Letter Sound Accuracy (/a/, /m/, /s/)
- Initial Sound Memory: Phonological Awareness Game

#### Day 6

- Middle Sound Segmentation Accuracy (bed, cat ... wave)
- Phoneme Segmentation Accuracy (cut, fish ... wash)
- Introduce t Letter Sound Fluency (a, m, s)
- I Spy: Letter Sounds Game

#### Day 7

- Middle Sound Segmentation Accuracy (bed, box ...wood)
- Phoneme Segmentation Accuracy (back, bed ... sip)
- Reintroduce t Letter Hunt: Letter Sound Accuracy (a, m, s, t)
- Word Race: Phonological Awareness Game

#### Day 8

- Middle Sound Segmentation Accuracy (coat, dog ... vet)
- Phoneme Segmentation Accuracy (beg, can ... time)
- Introduce i Letter Sound Fluency: Student-led (a, m, s, t)
- Letter Cups: Letter Sounds Game

#### Day 9\* Phoneme Segmentation Accuracy (fat, fill ... wave)

- Now Hear This!: Phoneme Segmentation (farm animals)
- Reintroduce i Letter Sound Accuracy (/a/, /m/, /s/, /t/, /i/)
- Telephone Rhyme Time: Phonological Awareness Game

#### Day 10

- Progress Monitor: PSF, NWF Choose activities from earlier lessons for review and reinforcement.

# 1st

**Overview:** First Grade's main focus will be recognition of regular and irregular words. We will be working on sounding words out, using our reading strategies to decode words. Students will be practicing sight words to improve their word recognition.

**Objective:** 1st grade students will be able to decode printed words with consonant blends that require blending 3-4 phonemes into a whole word

### **Standards:**

- 1.RF.3.2 Students will blend sounds, including consonant blends, to produce words.
- 1.RF.3.3 Students will add, delete, or substitute sounds to change single syllable words.
- 1.RF.3.4 Students will distinguish beginning, middle and final sounds in words.
- 1.RF.3.5 Students will segment the individual sounds in one-syllable words.
- 1.RF.4.1 Students will use letter sound knowledge of consonants, short vowels, and consonant blends to decode words.
- 1.RF.4.2 Students will decode one syllable words in the major syllable patterns.
- 1.RF.4.4 Students will read common high-frequency words by sight.
- 1.RF.4.5 Students will read words in common word families.
- 1.W.2.1 Students will write all uppercase and lowercase letters of the alphabet legibly, and space letters, words, and sentences appropriately.
- 1.SL.2.3 Students will listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- 1.SL.2.4 Students will ask questions to clarify information about topics and

### **Assessments:**

Students will be assessed by the Dibels and Burst assessment tools on day 10. In addition to the progress monitoring tools, I will be observing the students' progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

#### Group 3

##### Day 1

- Introduce Consonant Blends: Connected Text Accuracy Ending Blends:
- Connected Text Accuracy Introduce Irregular Words (also, paper, work, your)
- Use the Clues: Irregular Word Accuracy Know Your Vowel:
- Connected Text Game

##### Day 2

- Introduce High-Frequency Irregular Words (as, what)
- Simon Says: Connected Text Accuracy Introduce Irregular Words (around, book, find, me)
- Use the Clues: Irregular Word Accuracy
- Word Hunt Tally: Irregular Words Game

##### Day 3

- Syllables and Sentences: Connected Text Accuracy Introduce Consonant Blends:
- Connected Text Accuracy Introduce Irregular Words (call, choose, no, someone)
- Truth or Tale: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game

##### Day 4

- Introduce High-Frequency Irregular Words (we, were)
- Truth or Tale: Connected Text Accuracy

- Truth or Tale: Irregular Word Accuracy Irregular Words Fluency (also, around, book ... your) Word Hunt Tally: Irregular Words Game

#### Day 5

- Ending Blends: Connected Text Accuracy
- Syllables and Sentences: Connected Text Accuracy
- Introduce Irregular Words (down, eye, only, open)
- Simon Says: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game

#### Day 6

- Introduce High-Frequency Irregular Words (one, put)
- Simon Says: Connected Text Accuracy
- Introduce Irregular Words (show, picture, group, sentence)
- Truth or Tale: Irregular Word Accuracy
- Speed Battle: Irregular Words Game

#### Day 7

- Introduce Consonant Blends: Connected Text Accuracy
- Ending Blends: Connected Text Accuracy
- Introduce Irregular Words (people, please, talk, two)
- Use the Clues: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game

#### Day 8

- Introduce High-Frequency Irregular Words (go, then)
- Simon Says: Connected Text Accuracy
- Simon Says: Irregular Word Accuracy
- Joke: Irregular Word Accuracy
- Speed Battle: Irregular Words Game

#### Day 9

- Syllables and Sentences: Connected Text Accuracy
- Introduce Consonant Blends: Connected Text Accuracy
- Truth or Tale: Irregular Word Accuracy
- Irregular Words Fluency (down, eye, group ... two)
- Clap, Snap, Stomp: Connected Text Game

#### Day 10\*

- Progress Monitor: DEC-IW, DEC-RW Choose activities from earlier lessons for review and reinforcement.

#### Group 4

##### Day 1

- Narrative Text: Set a Purpose for Reading Games to Play With Stories

##### Day 2

- Narrative Text: Make an Inference Games to Play With Stories

##### Day 3

- Narrative Text: Retell a Story Games to Play With Stories

Day 4

- Narrative Text: Essential Message/Theme Games to Play With Stories

Day 5

- Apply the Skills: Preview and Set Purpose Games to Play With Stories

Day 6

- Apply the Skills: Activate Prior Knowledge Games to Play With Stories

Day 7

- Apply the Skills: Make an Inference Games to Play With Stories

Day 8

- Apply the Skills: Retell Games to Play With Stories

Day 9

- Presentation: Q & A Games to Play With Stories

Day 10

- Comprehension Review (Extended)

## 2nd

Groups 5 & 6

### **Overview:**

High-Freq. Irregular Word Recognition and Reading Fluency will be the main focus of the lessons over the next two weeks. It is our goal to recognize some high frequency words in our reading, as well as improve our reading fluency.

### **Objective:**

2nd grade students will be able to read with fluency simple passages, containing simple sentences

### **Standards:**

- 2.RF.4.2 Students will use knowledge of the six major syllable patterns to decode words.
- 2.RF.4.3 Students will apply knowledge of short and long vowels when reading regularly spelled one syllable words.
- 2.RF.4.4 Students will read common and irregularly spelled high-frequency words.
- 2.RF.4.5 Students will know and use common word families when reading unfamiliar words.
- 2.RF.4.6 Students will read multisyllabic words composed of roots, prefixes, and suffixes; and read contractions, possessives and compound words. 2.RF.5 Students will orally read grade-level appropriate texts smoothly and accurately, with expression that connotes comprehension.
- 2.RL.2.1 Students will ask and answer questions to demonstrate understanding of main idea and key details in a text.
- 2.RL.2.2 Students will recount the beginning, middle, and ending of stories and determine their central message, lesson, or moral.

- 2.RN.2.1 Students will ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RV.2.1 Students will use context clues and text features to determine the meanings of unknown words.
- 2.SL.3.2 Students will ask questions to clarify information or deepen understanding.

**Assessment:**

Students will be assessed by the Dibels and Burst assessment tools on day 10. In addition to the progress monitoring tools, I will be observing the students' progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

Day 1

- Introduce Irregular Words (hear, idea, look, so)
- Truth or Tale: Irregular Word Accuracy
- Introduce Reading for One Minute Model Reading with Fluency
- Word Bank: Irregular Words Game

Day 2

- Introduce Irregular Words (anywhere, below, move, new)
- Simon Says: Irregular Word Accuracy
- Use Word Strategies: Pronouncing Multi-Syllabic Words
- Read with Expression: Pausing for Commas
- Pick and Play: Fluency Game

Day 3

- Introduce Irregular Words (could, don't, fly, something)
- Riddle: Irregular Word Accuracy
- Practice Reading with Fluency
- Introduce One-Minute Timed Reading
- Pick and Play: Irregular Words Game

Day 4

- Introduce Irregular Words (both, example, follow, my)
- Simon Says: Irregular Word Accuracy
- Introduce News Broadcast: One-Minute Timed Reading
- Say It Like You Mean It
- Fluency Game

Day 5

- Introduce Irregular Words (different, here, how)
- Riddle: Irregular Word Accuracy
- Practice Reading Lines
- Word Bank: Irregular Words Game

Day 6

- Introduce Irregular Words (above, air, head, into)
- Simon Says: Irregular Word Accuracy

- Repeated Readings
- Say It Like You Mean It Fluency Game

Day 7

- Introduce Irregular Words (because, first, has, own)
- Truth or Tale: Irregular Word Accuracy
- Reading With Expression: Apply Proper Pacing
- Let's Bowl: Irregular Words Game

Day 8

- Introduce Irregular Words (come, most, very, word)
- Use the Clues: Irregular Word Accuracy
- Rehearse the News Broadcast: Review One-Minute Timed Reading
- Compound Word Maker: Fluency Game

Day 9\*

- Introduce Irregular Words (four, give, good, large)
- Simon Says: Irregular Word Accuracy Perform News Broadcast
- Build a Sentence: Irregular Words Game

Day 10\*

- Progress Monitor: DEC-IW, DORF Choose activities from earlier lessons for review and reinforcement.

## 3rd

**Overview:** Students will be working to improve their fluency and comprehension

**Objective:** 3rd grade students will be able to apply reading strategies to improve understanding and fluency.

**Standard:**

- 3.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.1 Apply foundational reading skills to build reading fluency and comprehension.
- 3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words
- 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.



- 3.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**Assessment:**

In addition to the progress monitoring tools, I will be observing the students' progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

**Activities**

- Reading Fluency
- Support Classroom reading
- Comprehension strategies
- Sight Word reinforcement