***Students:******Week:*** *\_\_\_\_\_ of \_\_\_\_ weeks*

***Target Domain(s), check all the apply:***

|  |  |
| --- | --- |
| ***Word Recognition*** | ***Bridging Processes*** |
| *☐Phonemic Awareness ☐Alphabetic Principle*  *☐Decoding ☐Blending Automaticity*  *☐Encoding ☐Recognition of Words at Sight* | *☐Print Concepts ☐Reading Fluency* |

***Phonemic Awareness Goal(s): Phonics Goal(s):***

***Materials/Prep:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Day 1*** | ***Day 2*** | ***Day 3*** | ***Progress Monitoring*** |
| ***Preview-It (<1m)***  *Expectations,*  *Goals, Schedule* |  | | | ***Jot down progress monitoring notes and/or data, with reflections for next week’s lessons:*** |
| ***Hear-It (4 min):*** |  |  |  |  |
| ***Review-It (3 min):*** |  |  |  |
| ***Decode-It (4 min):***  ***Teaching New Concept***  ***Word Reading*** |  |  |  |
|  |  |  |
| ***Spell-It (3 min):*** |  |  |  |
| ***Read-It (4 min):*** |  |  |  |
| ***Comprehend-It (1 min):*** |  |  |  |

*Sources: Letter Lessons and First Words (Mesmer, 2019), DC Reading Clinic (2020)*

**Notes**

-The sequence of lesson components may be adjusted to support student instructional needs and engagement

-The timing of small group lessons can and should be adjusted throughout the school year as children develop greater stamina.

-The goal for most tier 1 or 2 classroom-based in-person small groups is 20-25 minutes.

***Students:******Week:*** *6 of 6 weeks*

***Target Domain(s), indicate all that apply:***

|  |  |
| --- | --- |
| ***Word Recognition*** | ***Bridging Processes*** |
| *X Phonemic Awareness x Alphabetic Principle*  *X Decoding x Blending Automaticity*  *X Encoding x Recognition of Words at Sight* | *☐Print Concepts ☐Reading Fluency* |

***Phonemic Awareness Goal(s):*** Students will be able to identify medial vowel, blend, and segment three-phoneme words

***Phonics Goal(s):*** Students will be able to read 1 syllable CVC words

***Materials/Prep:*** schedule cards, grapheme cards, dry erase board/markers/erasers, HFW word cards, sentence strips

|  |  |
| --- | --- |
| ***Preview-It (<1m)*** | *Review expectations, goals, schedule for the lesson* |
| ***Hear-It (4 min):*** | **Identify Final Phoneme**: was, coal, mean, late, zag  **Segmenting Phonemes**: height, bag, june, keys, vase, pen, mug  **Blending**: t-oo-b (tube), n-i-t (night), c-ae-p (cape), y-e-s (yes), j-ee-p (jeep), c-u-p (cup), b-u-n (bun) |
| ***Review-It (3 min):*** | **Letter-to-Sound Drill**: u, e, m, p , g, s, f, t, b, n  **Sound-to-Letter Drill**: n, u, m ,e, g, p, f, s, t, b  **High-Frequency (Heart) Words:** my, we |
| ***Decode-It (4 min):***  ***Teaching New Concept***  ***Word Reading*** | **New High Frequency Word:** have |
| peg, gum, bun, pet, cup, fun, mug, nut, pen, sun |
| ***Spell-It (3 min):*** | bun, fun, pun, pen, pet, peg |
| ***Read-It (4 min):*** | **Phrase Reading:** have my mug, my tub, we pet, getmy, have fun |
| ***Comprehend-It (1 min):*** | **Oral Sentence Completion:**my tub…, we pet…, get my… |

*Sources: Letter Lessons and First Words (Mesmer, 2019), DC Reading Clinic (2020)*

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