

<b>Intervention Teacher:</b> <b>H. Wells</b>	*Students: Visit your google classroom for lesson video and/or directions if absent					
<b>Date: 2-22-21-2-26-21</b>	<b>LLI (2<sup>nd</sup>)</b> <b>8:30-9:15</b>	<b>LLI (1st)</b> <b>9:15-10:00</b>	<b>LLI (K)</b> <b>10:05-10:50</b>	<b>LLI (4<sup>th</sup>)</b> <b>11:40-12:25</b>	<b>Riner (K) Math</b> <b>1:00-1:30</b>	<b>Guffey (5<sup>th</sup>) EDGE</b> <b>1:30-2:10</b>
<b>Learning Target</b>	I will become a more accurate and fluent reader to understand the text.	I will become a more accurate and fluent reader to understand the text.	I will become a more accurate and fluent reader to understand the text.	I will become a more accurate and fluent reader to understand the text.	I can understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	I will become a more accurate and fluent reader to understand the text.
<b>Instructional Strategies:</b>	<p><b>I Do</b> Level F</p> <p><b>We Do</b> 34-Recognize and use contractions/Understand problem and how it's resolved 35-Recognize and use contractions with is and not/Recognize story problem and ending as second problem/story problem 36-Consonant sounds (fr, gr)/Noticing details in pix to add info to problem 37-Consonant sounds (st, sp)/Solving words by noticing ending parts (y) 38-Consonant sounds (tr, dr)/Reading dialogue 39- Consonant clusters (sh,th)/Understanding important info in text</p> <p><b>You Do</b> Read: 34-"Billy's Pen" 35-"The Muddy Mess" 36-"The Red Pj's"</p>	<p><b>I Do</b> Level E</p> <p><b>We Do</b> 23-How To/Double consonant at end-vowel sound short 24-Steps in a Process/VCe pattern 25-Adding e, vowel sound changes from short to long/info about a topic 26-Adding a sound to beginning to make new word/info about a topic 27-Remove first sound to make new word/understanding theme</p> <p><b>You Do</b> Read: 23-"Meli at the Pet Shop" 24-"The Fish Tank" 25-"Meli at the Vet" 26-"Kittens" 27-"Little Bat"</p>	<p><b>I Do</b> Level A</p> <p><b>We Do</b> Lessons 11-15: Matching picture to beginning sounds/Voice to print match/Tracking print/Reading high frequency Words</p> <p><b>You Do</b> Read: 11-"Mom" 12-"Dad" 13-"At the Zoo" 14-"On the Way to School" 15-"The Park"</p>	<p><b>I Do</b> Level O</p> <p><b>We Do</b> 101-affixes/Notice and use variety of graphics in info text 102-Recognize and use homophones/Notice from whose perspective a story is told 103-Cause/Effect in a Fiction text 104-Prefixes mis- and dis-/Connections between texts 105-Text Features-Heading and Subheading, bulleted lists and numbered lists</p> <p><b>You Do</b> Read: 101-"Lunch to Go" 102-"Tucker's Story" 103-"The Slackers, Out and About" 104-"At Home w/the Slackers" 105-"Jump In-It's Double Dutch"</p>	<p><b>I Do</b> Module 4 Lessons 25-29</p> <p><b>We Do</b> Problem Set w/small group-</p> <p><b>You Do:</b> After problem set, complete at least 1 fluency activity or work on the following skills for select students... This is based on IXL data: Group 1: (A) Counting to 10, 10 Frames, Fewer, More, Same Group 2: (Z/P)Count 100, Compare #'s, Sums to 5 Group 3: (R, B, C) Few, more, same, Count to 20, Compare #'s Group 4: (F) Count to 100 Twice a week, students will complete Diagnostic on IXL with paras to allow more time for instruction.</p>	<p><b>I Do</b> Level Q</p> <p><b>We Do</b> -Identify words w/Greek roots -Connect biographical events -Text Features/Author's Craft</p> <p><b>You Do</b> Read <i>You Should Meet Mae Jemison</i>  Write about a dream or goal</p>

	37-“Taking Care of Meli” 38-“The Cold” 39-“Mother Sea Turtle”					
<b>Differentiation Strategies</b>	Small group lessons will be implemented in Face to Face Classroom	Small group lessons will be implemented in Face to Face Classroom	Small group lessons will be implemented in Face to Face Classroom	Small group lessons will be implemented Face to Face Classroom	Small group lessons will be implemented Face to Face Classroom	2 Small group lessons will be implemented Face to Face Classroom
<b>Formative Assessment</b>	<b>We Check</b> Discussion or practice sheet on text and/or skill	<b>We Check</b> Discussion or practice sheet on text and/or skill	<b>We Check</b> Discussion or practice sheet on text and/or skill	<b>We Check</b> Discussion on text and skill to review and check	<b>We Check</b> IXL/Problem Set	<b>We Check</b> Discussion or practice sheet on text and/or skill