

Note: Activities from Fall to Winter and Winter to Spring generally do not alter. Students should be moving from one group to another in those time segments.

FIFTH GRADE MINI-LESSONS

Grade: 5th		Time: Winter to Spring		Focus Group: A1		Intensive Intervention																																																																																	
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Black Tabs: mini-lessons

Grade: 5th		Time: Winter to Spring		Focus Group: A2		Intensive Intervention		
PLAN- simply identify the need from group focus and targeted activities		DO (The Targeted Activities) – simply, identify the teach, model, practice, and apply of each activity for each day						
		Targeted Activities		Day 1	Day 2	Day 3	Day 4	Day 5
		PH Blending-Whole word long vowels (3 mins)		Teach Model	Model Practice	Model Practice	Practice	Practice
		PH Blending-Spelling Focused word reading (3 mins)		Teach Model	Teach Model	Model Practice	Practice	Practice
		PH Read, Spell, Read-High Frequency Words (5 mins)		Teach Model	Model Practice	Practice	Practice Apply	Practice Apply
		TT leveled text late 3 rd grade with TR-partner reading (15 mins)		Teach Model	Teach Practice	Practice Apply	Practice Apply	Practice Apply
		TT Passage text with TR-whisper read, then choral read (5 mins)		Teach Model	Teach Model	Practice	Practice	Practice
		Targeted Activities		Day 6	Day 7	Day 8	Day 9	Day 10
		PH Blending-Whole word long vowels (3 mins) NEW words/review sounds		Teach Model	Practice Apply	Practice	Practice	Practice Apply
		PH-Blending Multisyllabic word reading NEW Lessons		Teach Model	Teach Model	Model Practice	Model Practice	Apply
PH Read, Spell, Read-High Frequency Words (4 mins) NEW Words/Review words		Teach Model	Practice Apply	Apply	Apply	Apply		
TT leveled text late 3 rd grade with TR-partner reading (15 mins) NEW text/Review Text		Teach Model	Practice Apply	Apply	Apply	Apply		
VO Vocabulary Preteach		Teach Model	Practice	Apply	Apply	Teach Model		
		<ul style="list-style-type: none"> • Return to Teach/Model during Practice/Apply for error correction if necessary • Allow students to warm up with review text • 50% of group time is students reading text • Consider a supplemental research based intervention curriculum • Assess with below level timed fluency passages 						

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<ul style="list-style-type: none"> • Use CO RCRC, WR Questions and Sentence Frames and TR Partner reading in centers/stations for Apply • Return to Teach/Model for error correction during practice • Use RCRC activities in partner centers/stations after practice in small group • 80% of group time is students reading the text • Assess with grade level timed fluency 																																																																																													

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<p>PLAN- simply identify the need from group focus and targeted activities</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">PA</td> <td style="width: 50%; text-align: center;">PH</td> </tr> <tr> <td style="text-align: center;">WW</td> <td style="text-align: center;">VO</td> </tr> <tr> <td style="text-align: center;">CO</td> <td style="text-align: center;">WR</td> </tr> <tr> <td colspan="2" style="text-align: center;">TT/TR</td> </tr> </table>		PA	PH	WW	VO	CO	WR	TT/TR		<p>DO (The Targeted Activities) – simply, identify the teach, model, practice, and apply of each activity for each day</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Targeted Activities</th> <th style="width: 10%;">Day 1</th> <th style="width: 10%;">Day 2</th> <th style="width: 10%;">Day 3</th> <th style="width: 10%;">Day 4</th> <th style="width: 10%;">Day 5</th> </tr> </thead> <tbody> <tr> <td>TT Chapter Books-With TR partner reading or independent reading</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>TT Informational text with TR partner reading-Evidencing the text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Challenge activities from core programs</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Graphic organizers-compare and contrast informational text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>WR Graphic Organizers with focus on compare and contrast</td> <td>Teach Model</td> <td>Model Practice</td> <td>Practice</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <th style="width: 40%;">Targeted Activities</th> <th style="width: 10%;">Day 6</th> <th style="width: 10%;">Day 7</th> <th style="width: 10%;">Day 8</th> <th style="width: 10%;">Day 9</th> <th style="width: 10%;">Day 10</th> </tr> <tr> <td>TT Chapter Books-With TR partner reading or independent reading</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>TT Informational text with TR partner reading-Evidencing the text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Challenge activities from core programs</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>CO Graphic organizers-compare and contrast informational text</td> <td>Teach Model</td> <td>Model Practice</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> <tr> <td>WR Graphic Organizers</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> <td>Apply</td> </tr> </tbody> </table> <p>* Use TR Partner Text Reading during partner center/stations</p> <ul style="list-style-type: none"> • Return to Teach/Model for error correction during Practice/Apply • 80% of group time is focused on students reading the text • Apply activities can occur in centers/stations • Assess with weekly comprehension assessments 						Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5	TT Chapter Books-With TR partner reading or independent reading	Teach Model	Model Practice	Practice	Apply	Apply	TT Informational text with TR partner reading-Evidencing the text	Teach Model	Model Practice	Practice	Apply	Apply	CO Challenge activities from core programs	Teach Model	Model Practice	Practice	Apply	Apply	CO Graphic organizers-compare and contrast informational text	Teach Model	Model Practice	Practice	Apply	Apply	WR Graphic Organizers with focus on compare and contrast	Teach Model	Model Practice	Practice	Apply	Apply	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10	TT Chapter Books-With TR partner reading or independent reading	Teach Model	Model Practice	Apply	Apply	Apply	TT Informational text with TR partner reading-Evidencing the text	Teach Model	Model Practice	Apply	Apply	Apply	CO Challenge activities from core programs	Teach Model	Model Practice	Apply	Apply	Apply	CO Graphic organizers-compare and contrast informational text	Teach Model	Model Practice	Apply	Apply	Apply	WR Graphic Organizers	Apply	Apply	Apply	Apply	Apply
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