

**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.**

**FOURTH GRADE MINI-LESSONS**

Grade: 4th		Time: Winter to Spring		Focus Group: A1		Intensive Intervention																																																																																	
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<ul style="list-style-type: none"> <li>• Return to Teach/Model during Practice/Apply for error correction if necessary</li> <li>• Preteach vocabulary for next week’s lesson on Day 5</li> <li>• 50% of group time is students reading text</li> <li>• Consider a supplemental research based intervention curriculum</li> </ul>																																																																																							

Black Tabs: mini-lessons

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<b>PLAN-</b> simply identify the need from group focus and targeted activities		<b>DO (The Targeted Activities)</b> – simply, identify the teach, model, practice, and apply of each activity for each day						
		<b>Targeted Activities</b>		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 <sup>rd</sup> 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
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		PH Blending-Whole word long vowels (3 mins) <b>NEW words/review sounds</b>		Teach Model	Practice Apply	Practice	Practice	Practice Apply
		PH-Blending Multisyllabic word reading <b>NEW Lessons</b>		Teach Model	Teach Model	Model Practice	Model Practice	Apply
PH Read, Spell, Read-High Frequency Words (4 mins) <b>NEW Words/Review words</b>		Teach Model	Practice Apply	Apply	Apply	Apply		
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VO Vocabulary Preteach		Teach Model	Practice	Apply	Apply	Teach Model		
		<ul style="list-style-type: none"> <li>Return to Teach/Model during Practice/Apply for error correction if necessary</li> <li>Allow students to warm up with review text</li> <li>50% of group time is students reading text</li> <li>Consider a supplemental research based intervention curriculum</li> <li>Assess with below level timed fluency passages</li> </ul>						

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		WW Affix Review (3 mins)		Teach Model	Teach Model	Practice	Apply	Apply							
		TT Leveled text with TR partner reading or phrase reading		Teach Model	Teach Model	Model Practice	Practice	Practice							
		TT Passage Reading-with TR partner or phrase reading (5 mins)		Teach Model	Teach Model	Practice	Practice	Practice							
		CO Extra comprehension modeling and practice		Teach Model	Teach Model	Practice Apply	Apply	Apply							
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CO Extra comprehension modeling and practice-connected to lesson		Teach Model	Practice	Apply	Apply	Apply									
<ul style="list-style-type: none"> <li>• If group time is less than 30 minutes reduce each activity by 2 minutes but attempt to include all activities</li> <li>• <b>Return to Teach/Model for error correction during practice/apply as necessary</b></li> <li>• Use TR Partner Reading with CO Question Stems for accountability with reading</li> <li>• 80% of group time is students reading text</li> <li>• Use activity for Apply in partner centers/stations</li> <li>• Assess with grade level timed reading passages</li> </ul>															

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