

|                       |   |               |   |               |                               |                            |  |   |                             |  |  |  |
|-----------------------|---|---------------|---|---------------|-------------------------------|----------------------------|--|---|-----------------------------|--|--|--|
|                       | 8:00<br>8:30                                | 8:33<br>9:03  | 9:06<br>9:36                                | 9:39<br>10:09 | 10:12<br>10:42                | 10:45<br>11:15             | 11:18<br>11:48   | 11:51<br>12:21  | 12:24<br>12:54              | 12:57<br>1:27                                    | 1:30<br>2:00                                   |  |
| 5                     | Enrichment                                  |               | Math<br>(Direct Instruction)<br>(Math Club) |               | Science/<br>Social<br>Studies | Lunch<br>10:45 –<br>11:25  | Triple i<br>(11:25 –<br>11:55)                               | Reading Block<br>(11:58 – 1:30)                       |                             | Writing  |  |  |
| 4                     | Math<br>(Direct Instruction)<br>(Math Club) |               | Enrichment                                  |               | Writing<br>(10:12 –<br>11:03) | Lunch<br>11:03 --<br>11:43 | Science<br>& S.S.<br>(11:43 –<br>11:58)<br>&<br>within Lunch | Reading Block<br>(11:58 – 1:30)                       |                             | Triple i   |  |  |
| Primary Reading Block |   |               |   |               |                               |                            |  | 4 <sup>th</sup> & 5 <sup>th</sup> Grade Reading Block |                             |  |  |  |
| 3                     | Triple i                                    | Reading Block |   |               | Enrichment                    |                            | Math<br>11:18 – 12:18  | Lunch<br>12:18<br>1:01<br>(Science & S.S.)            | Writing<br>1:05 –<br>1:45   | Science<br>& Social<br>Studies<br>1:45 –<br>2:00 |  |  |
| 2                     | Triple i                                    | Reading Block |   |               | Writing                       | Math<br>10:45 – 11:48      |  | Enrichment  |                             | Lunch<br>12:57<br>1:37                           | S/SS<br>1:40 –<br>2:00                         |  |
| 1                     | Reading Block                               |               | Triple I                                    |               |                               | Writing                    | Math<br>10:45 – 11:48  |   | Lunc<br>h<br>11:51<br>12:40 | S/SS<br>12:40 –<br>12:57                         | Enrichment                                     |  |
| K                     | Reading Block                               |               | Triple i                                    |               |                               | Writing<br>Or P.E.         | Writing Or<br>P.E.   | Lunch<br>11:21<br>12:07                               | Math<br>12:07 – 1:07        |  | S & S.S. & Extra<br>Remediation<br>1:07 – 2:00 |  |
| Enrichment            |   |               |   |               |                               |                            |  | Lunch   |                             |  |  |  |

# Enrichment Schedule

## Twelve Teachers

| <b>Teacher</b> | <b>Day 1</b> |        | <b>Day 2</b> |        | <b>Day 3</b> |        | <b>Day 4</b> |        | <b>Day 5</b> |        | <b>Day 6</b> |        |
|----------------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|
| <b>1</b>       | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M |
| <b>2</b>       | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M |
| <b>3</b>       | M/P.E.       | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C |
| <b>4</b>       | M/P.E.       | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C |
| <b>5</b>       | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R |
| <b>6</b>       | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R |
| <b>7</b>       | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R |
| <b>8</b>       | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R | R/P.E.       | P.E./R |
| <b>9</b>       | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R |
| <b>10</b>      | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A | R/P.E.       | P.E./R |
| <b>11</b>      | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A |
| <b>12</b>      | R/P.E.       | P.E./R | R/P.E.       | P.E./R | R/P.E.       | P.E./R | C/P.E.       | P.E./C | M/P.E        | P.E./M | A/P.E.       | P.E./A |

| G.L. | Phonemic Awareness  | Phonics   | Fluency  | Vocabulary   | Comprehension  |
|------|---|---|--|--|--|
| K    | Early Intervention Kit, S.F.<br><u>Earobics</u><br>Reading Links<br>See the Sound, Think the Letter               | Early Intervention Kit, S.F.<br><u>Earobics</u><br>Reading Links                                  | Early Intervention Kit S.F.<br>Read Naturally<br><u>Earobics</u><br>Great Leaps  | Early Intervention Kit, S.F.<br>Elements of Reading<br>Vocab. Kit<br><u>Earobics</u>   | Early Intervention Kit, S.F.<br>Guided Reading Groups<br><u>Earobics</u> |
| 1    | Early Intervention Kit, S.F.<br><u>Earobics</u><br>Reading Links<br>Spell Read<br>See the Sound, Think the Letter | Early Intervention Kit, S.F.<br>Elements of Reading, Phonics Kit<br><u>Earobics</u> Reading Links | Early Intervention Kit, S.F.<br>Read Naturally<br><u>Earobics</u><br>Great Leaps | Early Intervention Kit, S.F.<br>Elements of Reading, Vocabulary Kit<br><u>Earobics</u> | Early Intervention Kit, S.F.<br>Guided Reading Groups<br><u>Earobics</u> |
| 2    | Frog Games<br>Reading Links<br>My Reading Coach (LC)  | Elements of Reading, Phonics Kits<br>Reading Links<br>Voyager Passport                            | Read Naturally<br>Great Leaps  | Elements of Reading, Vocabulary Kit  | Versatiles<br>Comprehension Games<br>Literature Circles                  |
| 3    | My Reading Coach (LC)   | Prefixes/Suffixes Kit   | Read Naturally   | Elements of Reading, Vocabulary Kit<br>Graphic Organizers                              | Versatiles   |
|      |   |   |  |  | Literature Circles   |
|      |   | Making Big Words  | Great Leaps  |  | Comprehension Games  |
|      |   | REWARDS Intermediate<br>Reading Links   | Books On Tape  |  |  |

# 4 - 5 Curriculum Selections for Triple i

| G<br>·<br>i   | Phonemic Awareness    | Phonics                 | Fluency        | Vocabulary   | Comprehension  |
|---------------|-----------------------|-------------------------|----------------|--|--|
| 4             | My Reading Coach (LC) | Big Words Kit           | Read Naturally | Science Leveled Readers<br>Social Studies Leveled Readers<br>Eye Openers | Strategy Instruction   |
|               |                       | REWARDS Intermediate    | Books On Tape  |  | Comprehension Games  |
|               |                       | Making More Big Words   |                |  | Literature Circles   |
| 5             | My Reading Coach (LC) | REWARDS Intermediate    | Read Naturally | Science Leveled Readers<br>Social Studies Leveled Readers<br>Eye Openers | Strategy Instruction   |
|               |                       | Making Really Big Words |                |  |  |
|               |                       |                         | Books On Tape  |  | Literature Circles   |
| 3,<br>4,<br>5 |                       |                         |                |  | <p><b><u>Response to Intervention</u></b></p> <p>SRA Specific Skills Series<br/>Gourmet Curriculum Press</p> |

