







**Lower Township
Elementary
Schools
Title I Program**










Our Program

- We have a team of five teachers that provide intervention through our Basic Skills Program. Your child may be placed with any one of us throughout the year.
 - We provide intervention for both reading and math.
 - Reading is a pull-out model, where students are taken to a small group setting. Our reading program is supplemental to the classroom instruction. Students will still participate in Shared Reading and Phonics activities at grade level within their classroom.
 - Math is a push-in model, where the Basic Skills teachers will provide intervention within the regular classroom setting. Our Math program moves at the same pace and utilizes the same materials within the classroom.
 - Students are placed into our programs based on their end of year assessments and teacher recommendations.
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Reading Lesson Format

- Lessons are 40 minutes
 - We cover the following in each lesson:
 - SNAP Words
 - Systematic Phonics and/or Phonemic Awareness Instruction
 - A book at the child's *instructional* level
 - Comprehension strategies
 - Groups are **FLEXIBLE** and **CHANGE** according to the students' needs. We meet often to adjust our groups and place the students appropriately.
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Homework Folder and Reading Log

- Homework is **VERY IMPORTANT!**
 - Students in this program are **striving to meet grade level standards.**
 - Daily practice is of key importance to ensure your child's continued growth and progress. We need to work as a team to make this happen.
 - We will assign homework EVERY DAY including Friday.
 - Look for the reading folder in your child's backpack each night.
 - It is important that you sit with your child and monitor their reading for accuracy.
 - Our students work very hard each day and homework is a chance for them to **"SHOW OFF"** what they are learning and accomplishing.
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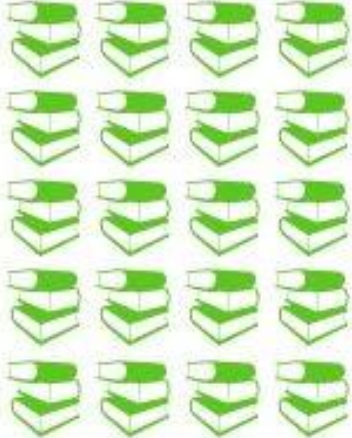


SNAP Word Cards

- SNAP words are words that appear frequently in leveled text. It is encouraged for students to learn these words by sight so that they do not have to attempt to decode these words when reading.
 - We use the SNAP words from our Units of Study
 - Students will be assigned 6 words per week
 - Continuous review of ALL words is **IMPORTANT**
 - Please keep the words cards inside the reading folder as we will add to them throughout the year.
 - There are online resources for practicing these sight words as well.
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**Please encourage your child and
celebrate all of the small successes they
achieve along the way!
Thank you for your time this evening.
We look forward to working with you
this year!**



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

(Nagy and Herman, 1987.)

WANT TO BE A BETTER READER? SIMPLY READ.

Education is not “One Size Fits All”

