

Steps 1-5 of the lesson focus on teaching student to read !!

Materials	Activity	Objectives
Balls, alpha chips, blank cards, etc.	Warm Up 2 MINUTES Phonological Awareness or Sequencing Activity	This should be a fun and quick activity in which the student is working on a skill in which s/he has shown an area of weakness.
1. 2 MINUTES Alphabet Sound Cards Carpet Student Notebook (KEEP OPEN FOR REFERENCE)	Visual Quick Drill Introduce and review letters and phonemes. Follow the <i>Scope and Sequence</i> ; add new phonemes as the student progresses. Include new and review letters.	This is where we introduce, and then review, single phonemes (i.e.: b, c, sh). This must become automatic for the student so that s/he can begin to blend the phonemes to read words. As phonemes become automatic, continue to review them. Pace the introduction of new phonemes on the student's ability to become automatic with what's been taught. Review and target any phonemes that are troublesome. You must include all the vowels in each lesson. Even after the student knows the phonemes of all the consonants and vowels, continue to review them as a quick warm-up.
2. 5 MINUTES Magnet Board (TUTOR CONTROLS) Student Notebook (KEEP OPEN FOR REFERENCE)	Review, Trouble Spots, Introduce New Concepts Use phonemes student knows and those you have just introduced. YOU build words. Include review phonemes, new concepts and trouble spots.	Select words from Dictation Book (review, new, and trouble spots). Trouble spots are anything that remains troublesome for the student even after you have taught it. Start with a couple of review words. <i>(If you introduced the vowel 'o' last week, select words that use that vowel.)</i> Include words with a trouble spot the child has. <i>(The student can never seem to remember the name and sound of the letter 'x'.)</i> Then include words from the new or present concept. Teach tapping and smearing (blending the phonemes).
3. 3 MINUTES Colored Word Cards Sight Word Cards (WHITE) Vocabulary Cards (COLORED INDEX CARDS)	Word Cards/Vocabulary Select colored word cards for review, new concepts and trouble spots. Include word cards from previous sub-steps and books. Create sight/irregular word cards (on white index cards). Do not mix with colored word cards. Use colored index cards to create vocabulary words.	This part builds on what is taught in Parts 1 and 2: from individual phonemes to segmented phonemes that we blend together and read. In Part 3 we begin to concentrate on accuracy and then automaticity - reading words quickly. <i>But remember accuracy must come first!</i> Irregular words need to be memorized because they do not follow any of the patterns of the 6 syllable types (<i>does, where, what, been</i>). Sight Word lists are frequently used words and generally include both IRREGULAR and SIGHT words. <i>Note: In the program a phonetically regular word may be presented as a sight word if the student has not learned the syllable type.</i> Vocabulary words are words the student encounters in reading that you determine s/he should have in his/her working vocabulary. Review these words and their meaning. Use them in context whenever there is an opportunity.
4. 5 MINUTES <u>Wilson Reader®</u> Word List Chart (Step 1.3 or higher) Marker	Word List Select the word list from Wilson Reader for student to read. If charting (1.3 & up), select a second list to chart. <i>Ex: Practice pg. 24 top, chart pg. 24 bottom.</i>	In Part 4 we move from the individual word cards to words on a page. Students will continue to work on accuracy and automaticity but now in a book with multiple words on a page. <i>The practice/ warm-up only needs to be a few words - not the entire word list.</i> Once you reach 1.3 use the Chart to keep track of progress. Charting results are one of the best indicators of a student's readiness to move on to the next sub step. You are looking for both accuracy and automaticity in the students reading of the 15 words. Student should read these words independently - no tutor guidance while charting!
5. 5 MINUTES <u>Wilson Reader®</u>	Sentence Reading Select page and specific sentences you will use. Try to read at least 5 sentences and follow instructions on lesson plan. Review sight words at top of page before reading and add vocabulary words when needed.	The goal in Part 5 is accuracy and automaticity, but now we add the extra components of fluency and comprehension. Make sure your student knows the meaning of each word in the sentence s/he is reading either by using context clues in the sentence or by discussing the meaning of the word prior to the student reading the sentence. The goal here is not necessarily to read every sentence on the page, but reading the sentences fluently, expressively and with comprehension. Research shows that repeated reading improves students' fluency skills. Encourage your students to make their reading sound like they are talking once they can read the sentence with accuracy.

Note: Everything we learn to read we also want to spell! (Steps 6-8 build spelling!)

Materials	Activity	Objectives
<p>6. 2 MINUTES</p> <p>Magnet board</p>	<p>Sound Practice</p> <p>Using <i>Scope and Sequence</i> select the phonemes to review and introduce. On lesson plan write them in a sound box to remember that you will say the sound (not the name of letter): /t/, /sh/, /qu/.</p>	<p>In Part 1 you pointed to a phoneme and student said the name of letter and then gave the sound it made (visual to auditory). Now, you are working with spelling (auditory to visual). In Part 6, you give the student the sound, “Say /b/” and ask the student to give you the name of the letter that is associated with the sound while also pointing to the letter on the Magnetic Board.</p> <p><i>Note: It’s not necessary to have student give the keyword for the vowels in Part 6 (as you do in Part 1). If s/he cannot recall the name of the letter associated with the phoneme, then ask what keyword starts with the sound.</i></p>
<p>7. 5 MINUTES</p> <p>Magnet board (STUDENT CONTROLS)</p>	<p>Review, Spelling Concepts</p> <p>Select words from dictation book that include review, new and troublesome phonemes and concepts. The the <u>STUDENT</u> builds the word you dictate.</p>	<p>In Part 2 YOU built words that the student read by segmenting and then blending the phonemes. Now the <u>STUDENT</u> builds the word (auditory) you dictate. Have student repeat the word to make sure s/he heard it correctly. The student then segments the words into its individual phonemes while tapping. S/he then builds the word with the magnetic tiles. <i>Note: After repeating word, student should not smear as s/he did in reading but rather build the word with the tiles saying the sound as s/he builds. The reason is that in reading you want to blend the phonemes together (smear) to read the word. In spelling, however, you want to keep the sounds segmented as you build the word so that you hear the individual phonemes. Smearing undoes the segmentation of the sounds. After the student has built the word it can be read.</i></p>
<p>8. 11 MINUTES</p> <p>Paper (TIC-TAC-TOE PAPER, HANDWRITING WITHOUT TEARS PAPER, OR OTHER APPROPRIATE PAPER)</p> <p>Pencil</p> <p><input type="checkbox"/> CAPITALIZATION <input type="checkbox"/> ORGANIZATION <input type="checkbox"/> PUNCTUATION <input type="checkbox"/> SPELLING</p> <p><i>Have student edit!</i></p>	<p>Written Work</p> <p>Select new words and sentences from Dictation Book and include review words or trouble spots. Do not mix sight words with phonetically regular words.</p> <p>Sounds: Tutor dictates sounds, student repeats and says letter orally before writing the letter.</p> <p>Words: Tutor dictates word, student repeats and spells orally before writing word.</p> <p>Sentences: Tutor dictates the entire sentence, students repeats and then writes. Student self corrects with COPS.</p>	<p>Sounds & Words: This section in <u>not a test</u>. The student should give you letter names and spell words orally before s/he writes. The writing should reinforce, not test, what the student has learned.</p> <p>Sight Words are the irregular words that don’t have a pattern or a commonly used word for which the student has not learned the pattern (no, me, first, cry). Like the other spelling words, these words should be orally spelled before writing so that the error can be corrected before the student writes it.</p> <p>Sentences/Dictation: There are only 2 activities in the entire lesson that the student does completely independently with feedback only at the end of the task: Part 4-charting and Part 8-sentences. There is nothing we are asking the student to write that has not been taught. We need to allow the student to edit by him or herself. We only guide the student through the passes of the COPS procedure. It is not until the student has self-edited the written sentence that we provide feedback.</p> <p>Editing with COPS: Start by reading the sentence back to the student while s/he points to each word making sure they haven’t left out a word. Do not guide them. They will have 4 passes through the sentence to find any errors that may exist. If there are no errors to begin with, comment on the good job. If there were errors s/he found during editing, note that and reinforce the process. If there are errors that were not found, guide the student to find the error.</p>
<p>9. 7 MINUTES</p> <p>Wilson Reader® or other controlled text</p>	<p>Controlled Reading Book or Read Aloud Book:</p> <p>Select reading passage. Pre-read and select words that you target for vocabulary. These words can be presented and discussed before the reading begins.</p> <p>The student reads to us or we can read to them. The goal is to expose the student to the enjoyment of reading and listening to books as well as working on fluency - always checking comprehension as you move through the text or in a discussion at the end.</p>	
<p>10.</p>	<p>Recap New Material: Today we learned.....</p> <p>You can include this part of the lesson while walking the student back to class. Let the student tell you what they learned that was new, what they found easy or hard. Encourage questions and ask about ways they are using their new learning in the classroom.</p>	

Tutor Notes for next lesson: _____