

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

Materials	Activity	Objectives
Balls, alpha chips, 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 Student Notebook (KEEP OPEN FOR REFERENCE)	Visual Quick Drill Review and introduce new sounds (if any). Include ALL vowels and selected consonants. Follow the Scope and Sequence.	Beginning with Book 4, additional vowel sounds are introduced along with new syllable types. Make sure all vowel sounds are included in each quick drill - ex: a-apple-/a/, a-safe-/a/, ... (sounds with keywords are on the back of the sound cards). Also include consonant sounds for review. Student does not have to write the letter if the already have good letter formation for each letter.
2. 5 MINUTES Syllable Cards (printed & blank) Magnet Board for teaching/review (TUTOR CONTROLS) Student Notebook (KEEP OPEN FOR REFERENCE)	Review, Trouble Spots, Introduce New Concepts Select words from Dictation book (review, new, trouble spots). Procedure: Tutor presents a word with each syllable on a separate card. Student reads the words in syllables and then the whole word. Include questions to reinforce, assist with self-corrections, and vocabulary meaning as needed.	Beginning in Book 3, students work with syllables rather than individual phonemes. Present individual phonemes on the magnet board to teach the concept and then move directly to syllable cards. <i>Only use magnet board to teach a new concept or review concepts not yet understood. Use syllable cards once concept is taught.</i> Use syllable cards to make words (make more when needed). Continue to include review and troublesome concepts. Note: Tapping is not used in upper steps unless the tutor is teaching or reviewing. Syllables are the focus at this stage. If student still needs to tap, spend time working on automaticity of previous taught concepts from Books 1 & 2. (<i>Do in Part 3 of the lesson.</i>)
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 (does, where, what, been). Sight Word lists are <u>frequently used</u> 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 Wilson Reader® Word List Chart Marker	Word List Practice a few words as a warm-up. Choose a different word list for charting. Provide <u>NO</u> assistance while student is reading the charting word list. Review words at the end that were misread.	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. We 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 such as smiles, grimaces, head nods, "yes", etc.
5. 5 MINUTES Wilson Reader®	Sentence Reading Select page and specific sentences you will use. 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 to read the sentences fluently, expressively and with comprehension. As student improves, read more sentences. Research shows that repeated reading improves students' fluency skills. Encourage your student 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
6. 2 MINUTES Oral Drill Tutor refers to Sound Cards (with keywords on back)	Sound Practice Procedure: Tutor: "Say /ā/" Student: "/ā/ as in safe" Tutor: "Say /ă/" Student: "/ă/, a as in apple" Tutor: "Say /z/" Student: "/z/, z and s" <i>If necessary, continue saying "What says..." to ask for name of letter for the sound.</i>	Spelling requires a student to hear sounds and make an automatic visual association. Therefore, move to an oral drill in this part. This allows you to move faster and cover more sounds. For long vowels, the student does not have to say the name of the letter after the sound it makes such as "/ā/, a as in safe". Follow the same procedure as in Books 1-2, but conduct it as an oral drill. Only use magnet board if necessary to re-teach or clarify. <i>Note: Keywords are found on the back of the sound cards. They are especially useful for vowels.</i>
7. 5 MINUTES Syllable Cards (include yellow suffix cards when needed) Blank Cards	Review, Spelling Concepts Procedure: Tutor lays the word with 2 syllable cards blank side up and says the word, "say cobweb". Student repeats "cobweb" then says the word in syllables - "cob" "web" touching each syllable card as s/he says word. Student touches 1st syllable, says it and spells orally then turns over card to check. Repeat with 2nd syllable, etc. Then student reads entire word.	In this part, the student spells the words orally using syllable cards. Students must be able to hear and segment a word into syllables in order to spell as words become increasingly longer and include other syllable types. Students are able to spell multisyllabic words with all 6 syllable types. <i>The procedure should be adhered to until it is automatic for the student.</i> You can use blank syllable cards or felt squares to represent the syllables. Procedure is the same except the student won't turn the card over to check spelling.
8. 11 MINUTES Paper (TIC-TAC-TOE PAPER, HANDWRITING WITHOUT TEARS PAPER, OR OTHER APPROPRIATE PAPER) Pencil Dictation Book <input type="checkbox"/> CAPITALIZATION <input type="checkbox"/> ORGANIZATION <input type="checkbox"/> PUNCTUATION <input type="checkbox"/> SPELLING <i>Have student edit!</i>	Written Work Select new words and sentences from Dictation Book and include review words or trouble spots. Do not mix sight words with phonetically regular words. Sounds: Tutor dictates sounds, student repeats, says letter orally, then writes letter. Words: Tutor dictates word, student repeats whole word and then says individual syllables as s/he writes the whole word. Have student scoop to check word. Dictation: Tutor dictates the entire sentence, students repeats and writes independently. Student self corrects with COPS.	Sounds & Words: This section of part 8 is not a test. The student should give you letter names and spell words orally before writing to ensure accuracy. The writing should reinforce, not test, what the student has learned. Include review, trouble spots, and new sounds and concepts to all sections of this part. Sight Words are the irregular words that don't have a pattern or a word for which the student has not learned the pattern. Like the other spelling words, these words should be orally spelled before writing so errors can be corrected before the student writes it. Dictation/Sentences: 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. The student uses COPS independently so as to learn the skills of editing his/her own work. 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.
9. 7 MINUTES Wilson Reader® or other controlled text	Controlled Reading Book or Read Aloud Book: Pre-read passage and select words that you target for vocabulary. These words can be presented and discussed before the reading begins. 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.	
10.	Recap New Material: Today we learned..... 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.	

Tutor Notes for next lesson: _____