

Sample Lessons 12, 47 & 70



understanding
words

Reading Accuracy: Foundations
Teacher Booklet Level **A**

Dr. Craig Wright PhD

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PO Box 501, Mermaid Beach, Queensland 4218

Phone 07 55261516 Fax 07 55751069

Email info@understandingminds.com.au

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Requests to the author should be addressed to Understanding Minds, Suite 5, 2460 Gold Coast Highway, Mermaid Beach Qld, 4218 Australia or emailed to info@understandingminds.com.au.

Lesson 12

A. Word-reading

Materials: *Teacher & Student Booklets*

1. **If you know a word; just say it.**
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
2. **Look at your book. First word.**
Wait several seconds to allow those students who have to decode the chance to do so and then give an auditory signal for the group to name the whole word quickly.
3. **Next word.** Signal.

B. Phoneme segmentation & word-spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. **Say spit.** Repeat until firm.
Say it slowly. (/s/ /p/ /i/ /t/) Repeat until firm.
Now write it.
2. Repeat procedure for **spin, snap** and **pip**.

C. Irregular words

Materials: *Teacher Booklet, Sight Word List 1*

1. **Next rule.**
Some words can't be sounded out.
Say the rule. Repeat until firm.
2. Present words in List 1 *in random order* until all students can correctly name all the words.

D. Sentence reading

Materials: *Teacher & Student Booklets*

1. **You are going to read some sentences.**
The words that can't be sounded out are written in red.
What do we know about words that are written in red? (They can't be sounded out) Repeat until firm.
If a word can't be sounded out, what colour will it be written in? (Red) Repeat until firm.
2. (Name), first sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.
3. (Name), next sentence.

TEACHER PROMPTS

Student tries to decode an irregular word
Remember that words written in red can't be sounded out/decoded. What word? If the student can't name the word: That word is was. What word? Now go back to the start of the sentence and re-read.

Letter-sound error
Point to letter. This letter makes /i/. What sound? Now try again. Say it slowly as I point to the letters, then say it quickly.

Blending error
I like the way you looked carefully and said the letter sounds. Listen as I say it slowly and you tell me what the whole word is: /t/ /i/ /n/. **Correct response:** Yes, tin. **Incorrect response:** Repeat until correct.

E. Letter-sound recognition

Materials: *Teacher Booklet, whiteboard*

1. **Next rule.** Write **d** on the whiteboard.
2. Point to **d**. **This letter makes the sound /d/. What sound?** Repeat until firm.
3. Write **d** on a different part of the whiteboard. **What sound?** Repeat until firm.

F. Sound writing

Materials: *Teacher Booklet, mini-whiteboards*

1. **Say dog.** Repeat until firm.
What's the first sound in dog? (/d/) Repeat until firm.
Write the letter that makes /d/.
2. Repeat procedure for **seat, deep, nap, dot** and **dip**.

G. Sound cards

Materials: *Teacher Booklet, sound cards: d, n, i, s, p, a, t*

1. Present sounds cards in random order. As you show each card ask: **What sound?**
2. Continue task until all students have mastery.

H. Phoneme identification & sound spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. **Let's work on end sounds.**
2. **Say mad.** Repeat until firm.
What's the end sound in mad? (/d/) Repeat until firm.
Write the letter that makes /d/.
3. **Next. Say meet.** Repeat until firm.
End sound? (/t/) Repeat until firm.
Write the letter that makes /t/.
4. Repeat procedure for **sad, snap, mid, eat** and **cord**.

I. Spelling

Materials: *Teacher Booklet, whiteboard, mini whiteboards for students*

1. Write **and** on the whiteboard.
2. **What word?** Repeat until firm.
3. **Write and on your board.**
4. **Watch as I make and into sand.**
Add **s** to **sand**. Point. **What word?** Repeat until firm.
5. **Make and into sand on your board.**
6. Continue procedure, having students change **sand-and-an-tan-dan-din-dip-sip-sin-sip-snip-snap**.

J. Word-reading

Materials: *Teacher & Student Booklets*

1. **If you know a word; just say it.**
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
2. **Look at your book. First word.**
Wait several seconds to allow those students who have to decode the chance to do so and then give an auditory signal for the group to name the whole word quickly.
3. **Next word.** Signal.

K. Sentence reading

Materials: *Teacher & Student Booklets*

1. **You are going to read some sentences.**
The words that can't be sounded out are written in red.
What do we know about words that are written in red? (They can't be sounded out) Repeat until firm.
If a word can't be sounded out, what colour will it be written in? (Red) Repeat until firm.
2. **(Name), first sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.**
3. **(Name), next sentence.**

TEACHER PROMPTS

Student tries to decode an irregular word
Remember that words written in red can't be sounded out/decoded. What word. If the student can't name the word: That word is was. What word? Now go back to the start of the sentence and re-read.

Letter-sound error
Point to letter. This letter makes /i/. What sound? Now try again. Say it slowly as I point to the letters, then say it quickly.

Blending error
I like the way you looked carefully and said the letter sounds. Listen as I say it slowly and you tell me what the whole word is: /t/ /i/ /n/. **Correct response:** Yes, tin. **Incorrect response:** Repeat until correct.

L. Word-reading

Materials: *Teacher Booklet, whiteboard*

1. Write **sat** on the whiteboard.
2. **What word?** Repeat until firm.
3. Change **sat** into **pat**. **What word?** Repeat until firm.
4. Continue procedure changing **pat-pit-pin-sin-sit-spit-spat-sat-nat-nit-pit-pin-pan-span-spat-spit**.

■ END OF LESSON 12

Lesson 47

A. Word-reading

Materials: *Teacher & Student Booklets*

1. **If you know a word; just say it.**
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
2. **Look at your book. First word.**
Wait several seconds to allow those students who have to decode the chance to do so and then give an auditory signal for the group to name the whole word quickly.
3. **Next word.** Signal.

B. Letter-sound recognition

Materials: *Teacher Booklet, whiteboard*

1. Write **ai** on the whiteboard.
What sound? Repeat until firm.
2. Write **ay** next to **ai**. **This letter group also makes /ae/. What sound?** Repeat until firm.
3. Write **ay** on a different part of the whiteboard.
What sound? Repeat until firm.

C. Sound cards

Materials: *Teacher Booklet, sound cards: ay, j, w, or, ou, ck, oa, ai*

1. Present sound cards in random order. As you show each card ask: **What sound?**
2. Continue task until all students have mastery.

D. Phoneme segmentation & word-spelling

Materials: *Teacher Booklet, mini-whiteboards, whiteboard, 3 counters (or coins) for each student*

1. Give each student three counters. **Show me the first counter. Show me the middle counter. Show me the end counter.** Repeat until firm. Check each student for mastery.
2. Write **ai** and **ay** on the whiteboard. **What sound?**
3. **Here's a spelling rule.**
4. **When /ae/ is the middle sound in a word we write the sound with a-i (use letter names). Say this: /ae/ in the middle; a-i.** Repeat until firm.
5. **Let's use that rule.**
Say bait.
Say it slowly. Repeat until firm.
Is the /ae/ sound at the start, in the middle or at the end? (Middle).
Now write it.
Ask a student to explain why they selected **ai**.
(Because the /ae/ was the middle sound).
6. Follow the same procedure for **train** and the non-words **sait and taif**.
7. **Listen. /ae/ in the middle; a-i (use letter names). Say that rule.** Repeat until firm.
8. **New rule.**
9. **When /ae/ is the end sound in a word we write the sound with a-y (use letter names). Say this: /ae/ on the end; a-y.** Repeat until firm.
10. **Let's use that rule.**
Say day.
Say it slowly. Repeat until firm.
Is the /ae/ sound at the start, in the middle or at the end? (End).
Now write it.
Ask a student to explain why they selected **ay**.
(Because the /ae/ was the end sound).

- Follow the same procedure for **stay, play** and **way**.
- Listen to our rules. /æ/ in the middle; **a-i** /æ/ at the end; **a-y**. Say the whole rule. Repeat until firm.

E. Word-reading

Materials: *Teacher & Student Booklets*

- If you know a word; just say it.
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
- Look at your book. First word.
Wait several seconds to allow those students who have to decode the chance to do so and then give an auditory signal for the group to name the whole word quickly.
- Next word. Signal.

F. Irregular words

Materials: *Teacher Booklet, Sight Word Lists 3-4, 6-7*

- Present words in Lists 3-4, 6-7 in random order until all students can correctly name all the words.

G. Word-reading

Materials: *Teacher & Student Booklets*

- If you know a word; just say it.
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
- Look at your book. First word.
Wait several seconds to allow those students who have to decode the chance to do so and then give an auditory signal for the group to name the whole word quickly.
- Next word. Signal.

H. Word-reading

Materials: *Teacher Booklet, whiteboard*

- Write **rain** on the whiteboard.
- What word? Repeat until firm.
- Change **rain** into **main**. What word? Repeat until firm.
- Continue procedure changing **main-moan-main-maip-map-man-main-moan-joan-joab-job-cob-cub-club-cloak-clock-claim-plain-plan-loan-droan-dray-tray-train-main-moan-may-day-stay-stout-bout-bor**.

I. Sentence reading

Materials: *Teacher & Student Booklets*

- You are going to read some sentences.
The words that can't be sounded out are written in red.
- (Name), first sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.
- (Name), next sentence.

■ END OF LESSON 47

Lesson 70

A. Word-reading

Materials: *Teacher & Student Booklets*

1. If you know a word; just say it.
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
2. Look at your book. First word.
Wait several seconds to allow those students who have to decode the chance to do so and then give an auditory signal for the group to name the whole word quickly.
3. Next word. Signal

B. Sentence reading

Materials: *Teacher & Student Booklets*

1. You are going to read some sentences.
The words that can't be sounded out are written in red.
2. (Name), first sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.
3. (Name), next sentence.

C. Irregular words

Materials: *Teacher Booklet, Sight Word Lists 7-10*

1. Present words in Lists 7-10 in random order until all students can correctly name all the words.

D. Letter-sound recognition

Materials: *Teacher Booklet, whiteboard*

1. Next rule. ¹ Some letter groups make more than one sound.
2. Write oo on the whiteboard. What sound? (/ew/ as in soon) Repeat until firm.
3. Write oo on a different part of the whiteboard. This letter group also makes /oo/ (as in cook). What sound? Repeat until firm.
4. In the next activities oo (use letter names) always make /oo/ (as in cook).

E. Phoneme segmentation & word-spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. Say cook. Repeat until firm.
Say it slowly. Repeat until firm.
Now write it.
2. Repeat procedure for looking, good, length and stood.

F. Word-reading

Materials: *Teacher & Student Booklets*

1. If you know a word; just say it.
If you don't know a word, look carefully, decode it slowly in your head, and say it quickly when I give the signal.
2. Look at your book. First word.
Wait several seconds to allow those students who have to decode the chance to do so and

1. Note: The digraph oo can make two sounds (/oo/ as in look and /ew/ as in soon). The sound taught in this Lesson is /oo/ as in cook.

then give an auditory signal for the group to name the whole word quickly.

3. **Next word.** Signal.

G. Irregular words

Materials: *Teacher Booklet, Sight Word List 11*

1. Present words in List 11 one at a time. Introduce each one: **This word is because. What word?**
2. When all the words have been introduced, present cards *in random order* until all students can correctly name all the words in the list.

H. Comprehension/Grammatical sensitivity

Materials: *Teacher & Student Booklets*

1. **(Student's name), read the first sentence.**
2. **(Student), read Question 1.**
3. Follow the same procedure for the remaining questions and sentences.

I. Comprehension/Grammatical sensitivity

Materials: *Teacher & Student Booklets*

1. **(Student's name), read the first sentence.**
2. **(Student), read Question 1.**
3. Follow the same procedure for the remaining questions and sentences.

J. Word-reading

Materials: *Teacher Booklet, whiteboard*

1. Write **rip** on the whiteboard.
2. **What word?** Repeat until firm.
3. Change **rip** into **ripe**. **What word?** Repeat until firm.
4. Continue procedure changing **ripe-rain-drain-dron-drone-drain-plain-pain-ping-sing-soon-boon-boot-scoot-skate-fate-late-length-long-strong-strain-rain-roof-rook-cook-coke.**

K. Nonword-spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. **Say mook.** Repeat until firm.
Say it slowly. Repeat until firm.
Now write it.
2. Repeat for **quep, bength, doups, dapes², and dooch.**

L. Nonword-reading

Materials: *Teacher & Student Booklets*

1. **These are made up words.**
2. **First word.** Look carefully, decode it slowly in your head, and say it quickly when I give the signal. Wait several seconds to allow students to decode and then give an auditory signal for the group to name the whole word quickly.

■ END OF LESSON 70

2. 'daips' is also acceptable.