

Sample Lessons 131, 170 & 171

understanding
words

Reading Accuracy: Advanced Decoding
Teacher Booklet Level **C**

Dr. Craig Wright PhD

Understanding Minds Press

PO Box 501, Mermaid Beach, Queensland 4218

Phone 07 55261516 Fax 07 55751069

Email info@understandingminds.com.au

Copyright © Craig Wright

ISBN 978-0-9871568-0-8

All rights reserved. The purchasing individual or organisation has entered into a site licence agreement with the publisher. The site licence entitles the purchaser to use the product in a single location. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any way or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the author.

If purchased for home use, the purchaser is prohibited from transmitting the product to another home or school by any means without prior written permission of the author. If purchased for a school, the purchaser is prohibited from transmitting the product to another school site or clinic by any means without prior written permission of the author. Schools are prohibited from transmitting the product to parents. If purchased for a clinic or tutoring organisation, the site licence entitles the purchaser to use the product at a single site. Purchasers are prohibited from copying any part of the product for use at any other site, regardless of whether other sites are part of the same business. They are prohibited from copying the product for use by clients outside of the setting for which the site licence was purchased.

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 131

A. Phoneme segmentation & word-spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. Say **urge**. Repeat until firm.
Say it slowly. Repeat until firm.
Now write it.
2. Repeat procedure for **chance, length, cage, purple, ploy, sandy** and **charge**.

TEACHER PROMPT

Incorrect Response

Listen as I say it slowly. Hold up 2 fingers while saying: /ur/ /j/. Urge has two sounds: /ur/ /j/. Remember /j/ on the end of a word with a long vowel is spelt with 'ge'. Now write it.

B. 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.

C. 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.

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.
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.

E. Morphemes

Materials: *Teacher Booklet, whiteboard*

1. Write **less** on the board.
2. When this letter group is on the end of a word it means **without**.
3. What does it mean? (Without).
4. Write **spotless** on the board. Underline **spot** and **less** separately.
5. This word is **spotless**. It means 'without a spot'. What does it mean? (Without a spot). Repeat until firm.
If your kitchen bench is spotless it means it doesn't have any spots on it.

6. Ask the students to describe other things in their house that might be spotless.
7. Follow the same procedure for **homeless**.
8. Listen. The chair was without a back. It was.. **backless**.
9. Listen. John was without sight. He was.. (Sightless).
10. Listen. Emily was without anger. She was.. (Angerless).
11. Listen. Jack didn't have a brain. He was.. (Brainless).

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

G. Independent text-reading

Materials: Teacher & Student Booklets

1. We are going to read a story together now. I will tell you when to read. However, everyone will have to read along because if someone has trouble I will ask one of you to help. I will also ask one of you a question at the end of each part; so listen hard.
2. (Student): Begin reading now.
Todd worked as a bouncer at the Convention Centre. On this night, he was working for three rock bands who were putting on a concert. The main part of his job was to stop fans from running onto the stage and wrecking the concert. ^AWhere did Todd work? What was happening at the Convention Centre that night? What would the fans do if they got on stage?
During the first hour of the concert, the crowd had been restless. Todd had to work really hard to keep the fans from rushing onto the stage.

However, everyone seemed to have settled down a bit now. Everyone was dancing and swaying along with the music. It seemed like everyone was enjoying themselves. ^BWhy might the crowd have been restless to begin? What did they do after settling down? What made it seem like the crowd were enjoying themselves?

The first band played for about an hour before having a rest. They planned to come back and play again later in the night. The second band played a really long set that went for more than three hours.

Todd was really bored and he suddenly had a huge urge to eat. He left the stage and went to find some food. He was so hungry, he would eat just about anything – even a meat pie! ^CWhen did the first band have a rest? How long did the second band play for? What did Todd have an urge to do?

Todd remembered that there was a fridge backstage that would be unattended. It was only for the bands, but if no one was watching, he thought that he could get away with it. He decided to raid the fridge as soon as the next song began. ^DHow do you know that no one would be looking after the fridge? What did he decide to do?

H. Word-reading

Materials: Teacher & Student Booklets

1. First word. Base word? Repeat until firm. Whole word? Repeat until firm.
2. Next word.

TEACHER PROMPTS

Student tries to 'sound out' -er

Don't try to sound out the 'er'. Think about what it means. It tells you that the word is the name of an agent. Forget about the 'er'.

What's the base word? Repeat until firm.

Someone who teaches is a teacher. Someone who runs is a (Runner).

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.

■ END OF LESSON 131

Lesson 170

A. Spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. How do you spell the /ch/ sound at the end of words that have short vowels? (tch).
2. How do you spell the /ch/ sound at the end of words that have long vowels? (ch).
3. How do you spell the /ch/ sound in words that have a consonant before the /ch/? (ch).
4. How do you spell the /v/ sound at the end of words? (ve).
5. Say **church**.¹
Now write church.
6. Say **patch**.²
Now write patch.
7. Repeat procedure for **carve, bench, scratch** and **chair**.

B. 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.

C. Independent text-reading

Materials: *Teacher & Student Booklets*

1. We are going to read a story together now. I will tell you when to read. However, everyone will have to read along because if someone has trouble I will ask one of you to help. I will also ask one of you a question at the end of each part; so listen hard.
2. (Student): Begin reading now.
Legend has it that the stork delivers babies to the animals each spring. My father once told me that he saw a stork carrying a baby bird wrapped in a nappy! ^AWhat happens in Spring? What was the baby bird wrapped in? Was the girl's Dad serious?
I think he was joking. But the stork is an important part of the local wildlife. As well as being the tallest bird, storks and black snakes are the only animals that can eat cane toads. ^BWhy is the stork so important? What are the only animals that can eat cane toads?
By adapting its diet to include cane toads, the stork has not only found an important new food source, but it is helping to reduce the numbers of a pest that is the cause of many problems. ^CWhat have storks adapted to eat? What causes problems?
When the first cane toad arrived in Australia it had no predators. That is now beginning to change. Perhaps if more animals adapt their eating patterns, there will be a big surprise in store for the cane toad. ^DWhat is now beginning to change? What will be a big surprise for the cane toad?

2. Prompt students to use 'ur' for /ur/.

2. Prompt students to use 'tch' for /ch/.

D. Comprehension/Grammatical sensitivity

Materials: *Teacher & Student Booklets*

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

E. 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.

F. Idioms

Materials: *Teacher & Student Booklets*

1. Treat this activity like a normal Comprehension/Grammatical sensitivity activity in terms of student reading. Provide whatever assistance is necessary to assist them in understanding the idiom in each item. Ask students to discuss how the idioms are relevant to their own lives and to use them in a sentence.
2. Hardly scratched the surface = had hardly begun; there was a lot more work to do.
3. Pipe down = be quiet.
4. Running out of steam = tired; losing energy.
5. Smelt trouble = knew something was wrong.

G. Spelling

Materials: *Teacher Booklet, mini-whiteboards*

1. How do you spell the // sound at the end of words that have short vowels? (II).

2. How do you spell the // sound at the end of words that have long vowels? (I).
3. How do you spell the // sound in words that have a consonant before the //? (Ie).
4. How do you spell the /v/ sound at the end of words? (ve).
5. Say **carve**.
Now write **carve**.
6. Repeat procedure for **bill, boil, ankle, sparkle** and **active**.

■ END OF LESSON 170

Lesson 171

A. Word-reading

Materials: *Teacher Booklet, whiteboard*

1. Write **place** on the whiteboard.
2. **What word?** Repeat until firm.
3. Change **place** into **face**. **What word?** Repeat until firm.
4. Continue procedure changing **face-farce-force-since-seat-meat-mean-moon-mouth-mound-bound-bold-field-brief-braun-sauce-sage-page-park-parf-thief**.

B. Letter-sound recognition

Materials: *Teacher Booklet, whiteboard*

1. **Next rule.**
Some sounds are made by more than one letter group.
2. Write **oa** on the whiteboard.
What sound? (/oe/) Repeat until firm.
3. Write **ow** and **oe** on a different part of the whiteboard.
4. **These letter groups also make /oe/.**
What sound? Repeat until firm.

C. Sound cards

Materials: *Teacher Booklet, sound cards: ow, oe, wr, au, al, aw, ee, oor, ore, eigh*

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

D. 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.

E. 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.**

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

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

3. **Next word.** Signal.

G. Independent text-reading

Materials: *Teacher & Student Booklets*

1. **We are going to read a story together now. I will tell you when to read. However, everyone will have to read along because if someone has trouble I will ask one of you to help. I will also ask one of you a question at the end of each part; so listen hard.**

2. **(Student): Begin reading now.**

The 'Frog Who Would be King' is a book by Kate Walker. In the story there is a frog named Reg who dreamed of being a king. ^A **Who wrote the book? What did the frog dream about?**

Reg knew that he couldn't be a king if he stayed in his pond. So he hit the road to see if he could find a princess.

Reg found a pretty princess at the first castle he came to. Her name was Lil. It was love at first sight for both of them. Reg asked Lil to marry him and she agreed. However, when she told her father he became very mad. ^B **Why did Reg hit the road? Where did he find the princess? Why did the Princess's father become mad?**

"It is not okay for you to marry a frog," yelled the King. "I know that you might love this frog, but you will only ever be allowed to marry a prince."

Lil and Reg became very sad because they didn't see how they could ever be married if the King objected. But then Reg had a great idea. He remembered an old fable about a toad that turned into a handsome prince after being kissed by a princess. The only problem was that he was a frog and not a toad! ^C **Who did the King want the Princess to marry? Why were Lil and Reg sad? What was Reg's great idea? Why did he want to be turned into a toad? What was the one problem with his plan?**

Reg set out towards the nearest town to find himself a witch who might be able to help him. He searched long and hard before he found a witch with the power to cast a toad spell.

Reg had to bang on the door when he returned to the castle. Nothing happened for a long time, but after a while the door slowly opened. Standing in front of him was an old wizard with a long grey beard. ^D **Which town did he go to? Who was he looking for? What did he do when he got back to**

the castle? Who opened the gate?

"I am Reg, the princess's frog, but I had the witch turn me into a toad."

The wizard bent down and picked him up. "Yes, she did a fine job. Almost as good a job as my own." He then placed Reg on a lily pad in the pond next to a pretty green frog.

"Hello Reg," croaked the pretty green frog. "It's me, Lil." ^E **Where did the wizard put Reg?**

What had the wizard done to Lil? Why is the ending funny?

H. 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.

■ END OF LESSON 171