

one-on-one literacy program

Levels 1 - 2

Lesson plans



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Day-by-day activities

Introduction

The format

Work with each student for 20 minutes or up to half an hour each session.

Work with the student THREE times per week or more. On average, try to cover three lessons per week. Some students will progress faster; some will progress slower.

Required materials

Each student will need an exercise book and a pencil. You will need to keep a manila folder for each student which will contain their record documents.

The background

This program is based on the “Reading Recovery” Program developed by Marie Clay in the 1980s, (New Zealand)

It is designed for students who have failed to read by the end of their second year in school, so should be started at the beginning of Year 3. The program may also be suitable for older students.

The Progress Chart

Fill in the progress chart for each student after each session. (See next page.)

Place a tick in the box for each area of the lesson you covered, (Sounds, Sight Words, Stories, Sentence).

If you don't cover any area/s in the lesson, leave it blank, to be continued next session.

Always write the date, and sign at the end of the line.

Be a friend

Greet each student with a smile and a friendly 1-minute chat. Ask them about them about their interests and challenges. Encourage them in the things they do best. Find out their goals for the future... what they want to do in life. Help them understand that learning to read well will help them to reach their goals.

Student Progress Record Name of Student Year / Class

LEVEL

Lesson number	Date	Sounds	Sight Words	Stories	Sentence	Assistant

Test score – Phonics:

Test score – Running Records:

Initial Testing

to find out the student's reading level

1. Make a copy of the "initial test" form (one per student).
2. Test the student on sounds a-z.

To do this you will need a copy of the lower-case alphabet letters. Point to the letters one by one and ask the student to say *ay* the **sounds** the letters make, (not just the letter name).

3. Test the student on the "Quick Test", to find their reading level. Record their result on the "initial test" form.

Note that the "Quick Test" starts from Level 3. If a student cannot read the first sentence (Level 3), they will start the program on Level 1, and their Quick Test results will be recorded as Level 1.

As you are testing record the sounds the student knows/doesn't know by using the "initial test" form on the next page. Put a tick next to the sounds that are known and a cross for the unknown sounds. Make a list of the unknown sounds, so that you can work on these with the student.

Initial Test

Student's Name

Date

For the following INITIAL SOUNDS, put a tick if the sound is known or a cross if unknown.

a	j	s
b	k	t
c	l	u
d	m	v
e	n	w
f	o	x
g	p	y
h	qu	z
i	r	

Unknown sounds:

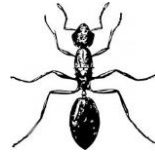
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Quick Test score: Level

Level 1 Lesson 1

Part A: Sounds

Resources: Bible Phonics Picture Chart



a for ant

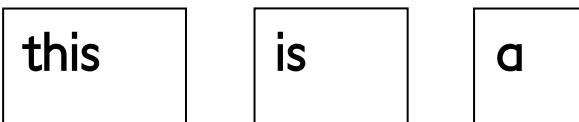
Show the Bible Phonics picture chart and discuss the 'ant'. Ask the student to listen for the sound at the beginning of 'ant'. Draw their attention to the letter Aa (capital and lower case). Remind them that names begin with a capital letter, like their own name. Ask the student to say the **sound** for 'a' after you, (not the letter name).

Read the story to the student: **"Ants are wise little creatures"** and the rhyme at the end.

Part B: Sight Words

Resources: Dolch cards Set 1

Select the following three flash cards:



The student points and says the word after you. Tell them that we can make this into a sentence. What could the last word be? e.g. "This is a cat."

Play "Tick Tack Toe" with the words:

"Tick Tack Toe, here I go, where I land I do not know"

You point to a word card at the end of the rhyme and they say it. Repeat several times.

Part C: Stories

Read through **"What can you see under the sea"** with the student. Always point to the words. The student does NOT have to know ALL the words. They can guess many of the words by looking at the pictures. In levels 1 & 2, the focus will be the Dolch words. Draw attention to these as you read the stories with the student.

1. You read
2. Read together
3. They read

Comprehension:

1. What are some of the animals that live under the sea? (Ask them to name and point to pictures of some of the animals)
2. How many legs does a crab have? 3. How many legs does an octopus have?

Level 1 Lesson 2

Part A: Sounds

Resources: Bible Phonics Picture Chart; Sound pictures: ant, apple, arrow, avocado, axe

Revise the 'a' ant on the picture chart. Say the rhyme.

Ants go here, ants go there
Ants are busy everywhere.
Getting food for when there's none
There's so much work to be done.

Ask the student to say the beginning sounds for the pictures starting with 'a'. Use your 'sound-picture' collection.

Part B: Sight words

Resources: Dolch Words Set 1

Revise 'this', 'is', 'a' and add **new words:** 'I', 'can'
Play "Tick Tac Toe" with the 4 words. (See Lesson 1.)

Part C: Stories

Revise What can I see under the sea?

New story: I can

Find the words 'I' and 'can' in the story.

Comprehension: "Show me the girl that is jumping/skipping"; "Show me the boy who is hopping/running/digging"; What did the children make with the scissors?

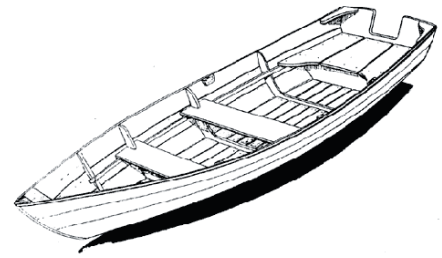
Part D: Sentence Ask the student to finish the sentence with something they like to do: "I can" (They make up the ending and write it.)

Level 1 Lesson 3

Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise 'a'.



New sound: *b boat*

Show the Bible Phonics picture chart and discuss the 'boat'. Ask the student to listen for the sound at the beginning of 'boat'. Draw their attention to the letter Bb (capital and lower case). Ask the student to say the **sound** for 'b' after you, (not the letter name). Read the story to the student: "Jesus in the boat", and ask the student to repeat the rhyme after you at the end of the story.

A rhyme to learn:

b for boat

Big waves all around

But friends of Jesus

Are safe and sound.

Part B Sight Words (Set 1)

Revise sight words: this, is, a, I, can. **Introduce a new sight word:** 'see'.

Play "Throw the word"

You and the student each have 5 word cards each, (the same words). You both hold them like a fan, with words facing you. You throw one of the word cards on the table and say it out loud. The student finds the same word and throws his down, saying it out loud. Continue until all 5 words have been thrown down. Repeat. This time the student throws the words on the table and you follow.

Part C: Stories

Revise: I can

New story: At the Beach

Find the word 'see' in the story.

Level 1 Lesson 4

Part A: Sounds

Resources: Bible Phonics Picture Chart; Sound pictures: bicycle, bird, banana, bread, butterfly, boat

Revise 'a' and 'b' on the picture chart, (ant and boat). Say the rhyme.

b for boat

Revise the rhyme:
Big waves all around
But friends of Jesus
Are safe and sound.



Look around the room for things starting with 'a' or 'b'.

Ask the student to write the 'a' and 'b' in the air. 'b' can be remembered by: "First the bat, then the ball".

Part B: Sight Words

Resources: Dolch flash cards Set 1

Revise: this, is, a, I, can, see. **New word:** 'like'

Play 'Concentration' with pairs of these words.

Part C: Stories

Revise: At the Beach

New story: I like Animals

Find the word 'like' in the story.

Comprehension: "Why are animals very special?"

Part D: Sentence

Put an ending on this sentence: "I like" (The student can think of anything they like, and write it.)

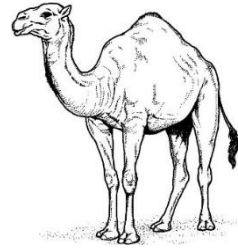
Level 1 Lesson 5

Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise 'a' and 'b'. Use the picture chart.

New sound: c camel



Show and discuss the camel on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'camel'. Draw their attention to the letter Cc (capital and lower case). Ask the student to say the **sound** for 'c' after you, (not the letter name). Read the story, "The wise men came on camels", and ask the student to repeat the rhyme after you at the end of the story.

Part B Sight Words

Resources: Dolch flash cards Set 1

Revise: this, is, a, I, can, see, like

Part C: Stories

Revise: I like animals

New story: I like Farm Animals

Comprehension: Have you ever seen farm animals? Which ones? What do cows give us? What do chickens give us?

Part D: Sentence

Which farm animal do you like?

Level 1 Lesson 6

Part A: Sounds

Resources: Bible Phonics Picture Chart; Sound pictures: cake, car, cat, coconut, carrots, crab

Revise 'a', 'b' and 'c' on the picture chart, (ant, boat and camel). Say the rhyme for 'c':

c for the camels
They traveled so far,
The riders were wise men
Following the star.

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like. **New word:** am

Play: Tic Tac Toe with these word cards.

Part C: Stories

Revise: I like Farm Animals.

New story: I am

Comprehension: What do you like doing best?

Part D: Sentence

Students can write the sentence about themselves: "I am (name). I like (They can choose an activity that they like to do to finish the sentence, e.g. 'fishing'.)

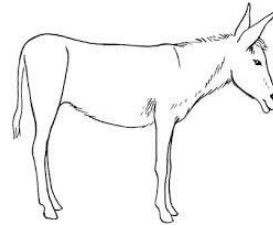
Level 1 Lesson 7

Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c. Use the picture chart.

New sound: d donkey



Show and discuss the camel on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'camel'.

Draw their attention to the letter Dd. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "Jesus rides on a donkey", and ask the student to say after you, the rhyme at the end of the story.

A rhyme to learn:

d is for donkey

"Hosanna," the people sing.

The rider is Jesus,

The rider is Jesus,

Jesus the King.

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like, am. **New word:** to

Part C: Stories

Revise: I am

New story: I like to

Find the word 'to' in the story

Comprehension: "What does a fish like to do?" "What does a frog like to do?" etc.

Part D: Sentence:

What do you like to do?

Level 1 Lesson 8

Part A: Sounds

Resources: Bible Phonics Picture Chart; Sound pictures: dog, dress, dinosaur, duck, donkey

Revise a, b ,c, d

Say the rhyme:

d is for donkey
“Hosanna,” the people sing.
The rider is Jesus,
Jesus the King.

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like, am, to. **New words:** ‘go’, ‘here’

Choose 5 words and play ‘Throw the word’.

Part C: Stories

Revise: I like to

New story: At the bus stop

Find the words ‘go’ and ‘here’ in the story.

Comprehension: Have you ever waited at a bus stop? What did you see? (or what might you see if you did?)

Part D: Sentence

Ask the student to say what they might see at the bus stop. They start their sentence with “I can see a “

Level 1 Lesson 9

Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c, d. Use the picture chart.

New sound: *e every*



Show and discuss 'every boy and girl' on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'every'.

Draw their attention to the letter e. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "Jesus loves every boy and girl", and ask the student to say after you, the rhyme at the end of the story.

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like, am, to, go, here. **New words:** and, come

Part C: Stories

Revise: At the bus stop

New story: At the market

Comprehension: What can you buy at the market?

Part D: Sentence

As a response to the story, "Jesus loves every boy and girl", ask, "Who does Jesus love?"

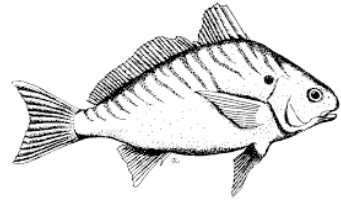
Write the words 'Jesus' 'love' 'me' on separate pieces of paper, shuffle them and ask the student to put the words in order.

Jesus

loves

me

Level 1 Lesson 10



Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c, d, e. Use the picture chart. New sound: f

New sound: f fish

Show and discuss the fish on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'fish'.

Draw their attention to the letter f. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "Five loaves and two fish" and say the rhyme at the end.

A rhyme to learn:

f for fish

With two little fish

And five loaves of bread,

Jesus did a miracle,

And 5000 people were fed.

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like, am, to, go, and, come

New word: 'the'

Part C: Stories

Revise: At the market

New story: At night

Find the word 'the' in the story.

Comprehension: Which animals are awake at night?

Part D: Sentence

Ask the student to make up a sentence about their favourite animal that they might see at night.

Level 1 Lesson 11

Part A: Sounds

Resources: Bible Phonics Picture Chart; Sound pictures a to f

Revise a, b, c, d, e, f with sound pictures

Play 'I spy' using the sound pictures, e.g. "I spy with my little eye something starting with f and it lives in water." (They can add a clue.)

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like, am, to, go, here, and, come, the

New word: 'my' Make a flashcard for this or write it on a piece of paper.

Part C: Stories

Revise: At night

New story: My family

Find all the 'my' words in the story.

Comprehension: 'What do you like to do with your Mum / Dad / brother / sister?'

Part D: Sentence

Ask the student to make up a sentence about a family member.

Level 1 Lesson 12



Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c, d, e, f. Use the picture chart.

New sound: g garden

Show and discuss the garden on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'garden'.

Draw their attention to the letter Gg. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "The Garden of Eden" and say the rhyme at the end.

A rhyme to learn:

g for garden

God made a garden

when the world first began.

God made a perfect garden

For a woman and a man

Part B: Sight Words (Set 1)

Revise: this, is, a, I, can, see, like, am, to, go, here, and, come, the

Revise: 'my' in My Family

Part C: Stories

Revise: My Family

New story: 'Let's go to Africa

The purpose of the "Let's go to" stories is to expand the student's comprehension of the world. They do not need to learn how to read the names of the animals. When they are introduced to them, they learn to recognize them by the pictures.

Comprehension: "What is your favourite animal from Africa?"

Part D: Sentence

Ask the student to make up a sentence about a favourite African animal.

Level 1 Lesson 13



Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c, d, e, f, g. Use the picture chart.

New sound: *h house*

Show and discuss the house on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'house'.

Draw their attention to the letter h. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "The house on the rock" and say the rhyme at the end.

Part B: Sight Words

Play 'Bingo' with Dolch words Set 1.

Part C: Stories

Revise: Let's go to Africa

New story: Let's go to America

Comprehension: "What is your favourite animal from America?"

Level 1 Lesson 14

Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c, d, e, f, g, h. Use the picture chart.



New sound: *i inn*

Show and discuss the inn on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'inn'. Explain that an inn is a place to stay, like a hotel.

Draw their attention to the letter i. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "No room in the inn" and say the rhyme at the end.

A rhyme to learn:

i is for inn - a place to stay
But for Joseph and Mary there was nowhere to stay.
So they stayed in a stable under a star so bright,
And baby Jesus was born on the first Christmas night.

Part B: Sight Words (Set 1)

Select 6 sight words and play Tic Tac Toe.

Part C: Stories

Revise: Let's go to America

New stories: Let's go to Antarctica and Let's go to Australia

Comprehension:

"What is it like in Antarctica?" "What is your favourite animal from Australia? Why do you like this one?"

Level 1 Lesson 15

Part A: Sounds

Resources: Bible Phonics Picture Chart

Revise a, b, c, d, e, f, g, h, i. Use the picture chart.

New sound: *j jar and jug*



Show and discuss the inn on the Bible Phonics picture chart. Ask the student to listen for the sound at the beginning of 'jar'. Explain that in early times jars were not made from glass, but clay, like the one in this picture.

Draw their attention to the letter *li*. Ask the student to say the **sound** for that letter, (not the letter name).

Read the story, "Elisha and the jars of oil" and say the rhyme at the end.

A rhyme to learn:

j is for jar and *j* is for jug

The woman had only a little oil in her jug.

She got lots of jars and set them all out,

And the oil kept on pouring. It didn't run out.

Part B: Sight Words (Set 1)

Select 6 sight words and play Tic Tac Toe.

Part C: Stories

Revise: Let's go to Australia

New stories: Let's go to England and Let's go to India

Comprehension:

"What is your favourite animal from England / India? Why do you like these animals?"

Level 1 Lesson 16

Test

Sounds

Test sounds a – j by pointing to them on the alphabet chart. Ask the student to say the sound. Record the score on the Progress Chart.

Running Records Test

Record each mistake that the student makes (unknown word, wrong word, added word, word left out)

Record the score on the Progress Chart.

Level 1 Test: My Body

Number of words: 27

Record number of words correct, out of 27. Convert to a percentage as follows:

Accuracy rate: 1 error = 96%; 2 errors = 92%

Comments:

Can the student point to the words using one-to-one correspondence? (Can the student point to and say the word at the right time.) The student is not expected to know the words in the title, (which should be read by you.)

Comprehension questions:

1. Why did God give us eyes?
2. Why did God give us hands?
3. Why did God give us feet?

Level 2 Lesson 1



Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise the 10 sounds learned in Level 1, (a – j).

New sound: Kk.

Show the Bible Phonics picture chart and discuss the ‘king’. Ask the student to listen for the sound at the beginning of ‘king’. Draw their attention to the letter Kk (capital and lower case). Ask the student to say the **sound** for ‘a’ after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

k for king

in the story, **King Solomon** who asked God for wisdom instead of money, (1 Kings 2,3; 1 Chronicles 22, 28; 2 Chronicles 1).

A rhyme to learn:

k for King Solomon

a very wise king.

He chose wisdom and not money,

Though he could have asked for anything.

Part B: Sight Words

Resources: Dolch flash Set 1

Play Bingo.

Part C: Stories

New story: Who does Jesus love?

Part D: Sentence

Write the sentence Jesus loves

Ask the student to finish the sentence.

Level 2 Lesson 2

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds learned a – k.

New sound: Ll.



Show the Bible Phonics picture chart and discuss the 'lion'. Ask the student to listen for the sound at the beginning of 'lion', and to say the **sound** for 'l' after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

L for lion

in the story of 'Daniel in the lion's den' (Daniel 6)

A rhyme to learn:

I is for lions in the lion's den.
Daniel was taken there by the king's men.
But they couldn't eat Daniel if they tried
Because the Lord was on his side.

Part B: Sight words

Students can now start learning Dolch words Set 2.

Revise: here, is, the, like, **New word:** are

Part C: Stories

Revise: Who does Jesus love?

New story: Baby Jesus is born

Find the word 'are' in the story.

Part D: Sentence

Finish the sentence: We are at the

Level 2 Lesson 3

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – l.

New sound: Mm

Show the Bible Phonics picture chart and discuss the ‘money’. Ask the student to listen for the sound at the beginning of ‘money’, and to say the **sound** for ‘m’ after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

m for money

in the story of “**Money from a fish**” (Matthew 17)

A rhyme to learn:

m is for money

That was owed to the king

But the friends of Jesus had nothing to bring.

Jesus said, “Go, catch a fish today,

God will provide the money. You just have to pray.”

Part B: Sight words (Set 2)

go, see, is, the, and, are

New word: look

Part C: Stories

Revise: Baby Jesus is born

New story: The shepherds

Find the word ‘look’ in the story.

Part D: Sentence

Finish the sentence: “Look at the”



Level 2 Lesson 4

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – m.

New sound: Nn

Show the Bible Phonics picture chart and discuss the 'net'. Discuss using nets for fishing. Ask the student to listen for the sound at the beginning of 'net', and to say the **sound** for 'n' after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

n for nets

in the story of 'The Miracle of the Fishing Nets' Catch (John 21)

A rhyme to learn:

n is for nets

The friends fished all night

But there was not one little fish in sight

Then along came Jesus who said

"Try the other side."

So the friends saw again how God can provide.

Part B: Sight words (Set 2)

go, see, is, the, and, are, look. **New word:** that

Part C: Stories

Revise: The shepherds

New story: Follow that star

Find the words 'look' and 'that' in the story.

Part D: Sentence

Asks the student to finish the sentence: "I like that"



Level 2 Lesson 5

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – n.

New sound: O

Show the Bible Phonics picture chart and discuss the 'olive branch'. Explain that olives are used in cooking and used to make olive oil. Ask the student to listen for the sound at the beginning of 'olive', and to say the **sound** for " after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

o for olive branch

in the story of Noah's Ark (Genesis 6-8)

A rhyme to learn:

o is for olive branch
Brought by the dove
Back to Noah's ark
After the big, big flood.

Part B: Sight words (Set 2)

Revise: go, see, is, the, and, are, look. **New word:** help

Part C: Stories

Revise: Follow that star

New story: The lost coin

Find the words 'look' and 'help' in the story.

Part D: Sentence

When do you need help to look for something?

Mum/Dad can help me look for my



Level 2 Lesson 6

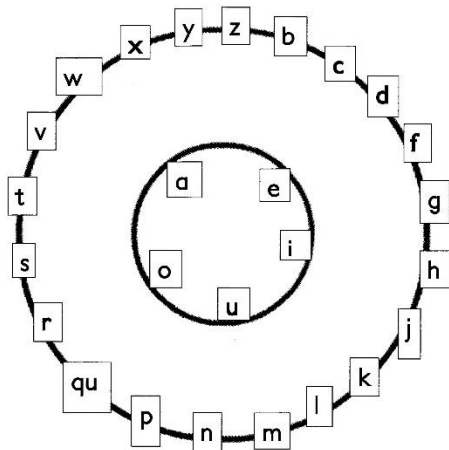
Part A: Sounds

Resources: Bible Phonics chart; Circle of Sounds

Use the Bible Phonics chart to briefly say the sounds a – o.

Ask the student to use the “Circle of sounds” to sound out the following words:

b-a-d; b-a-d; c-a-n; d-a-d; f-a-n; h-a-d; h-e-n; l-e-g; d-o-g



Part B: Sight words (Set 2)

Revise: the, and, are, look, help. **New word:** with

Play ‘Concentration’ with these words.

Part C: Stories

Revise: The lost coin

New story: At my house

Part D: Sentence

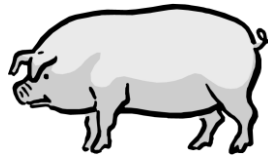
What do you do to help at home?

Level 2 Lesson 7

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – o.



New sound: Pp

Show the Bible Phonics picture chart and discuss the 'pig'. Ask the student to listen for the sound at the beginning of 'pig', and to say the **sound** for 'p' after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

p for pig

in the story of the 'The two sons' (Luke 15).

A rhyme to learn:

p is for pig
in the farmer's yard
Where the younger son had to work very hard
When the son left home the father was sad
But when the son came back, he was very glad.

Part B: Sight words (Set 2)

Revise: and, are, look, help, with. **New word:** no

Play 'Throw the word' with these words.

Part C: Stories

Revise: At my house

New story: The lost sheep

Find the word 'no' in the story.

Part D: Sentence

Ask the student to tell you a food that they do not like.

Now write a question about a food they do not like.

e.g. write on paper, "Do you like lemons?"

Ask the student to write the answer, "no".

Level 2 Lesson 8

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – p.

New sound: Qq

Show the Bible Phonics picture chart and discuss the 'queen'. Ask the student to listen for the sound at the beginning of 'queen', and to say the **sound** for 'qu' after you, (not the letter name).

Read the story, '**Esther the beautiful queen**' and say the rhyme at the end of the story.

qu for queen

A rhyme to learn:

qu for Queen Esther, so very brave
She listened to God and always obeyed.

Part B: Sight words (Set 2)

Revise: and, are, look, help, with, no **New word:** yes

Play '*Throw the word*' with these words.

Part C: Stories

Revise: The lost sheep

New story: Who lives here?

Part D: Sentence

Ask the student for two foods they like.

Now write a question about a food they like.

e.g. write on paper, "Do you like mango?"

Ask the student to write the answer, "yes".

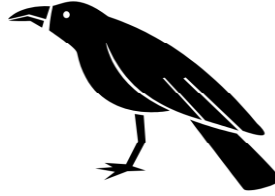


Level 2 Lesson 9

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – qu.



New sound: Rr

Show the Bible Phonics picture chart and discuss the ‘raven’. Have they seen any black birds like this? Ask the student to listen for the sound at the beginning of ‘raven’ and to say the **sound** for ‘r’ after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

r for raven

in the story of ‘**Elijah and the ravens**’ (1 Kings 17:1-6).

A rhyme to learn:

r for raven

r is for raven, a black bird like a crow

It brought food to Elijah

Many years ago.

Make some words with bottle top letters:

m-a-n; p-a-n; r-a-n; m-e-n; p-e-n; m-o-p; n-o-d; p-o-p

Part B: Sight words (Set 2)

Revise: are, look, help, with, no, yes **New words:** made, make

Part C: Stories

Revise: Who lives here?

New story: Look what I made

Part D: Sentence

Ask the student what they like to make and ask them to write a sentence about this, e.g. *I like to make cakes.*

Level 2 Lesson 10

Part A: Sounds

Resources: Bible Phonics Picture Chart



Briefly revise sounds a – r.

New sound: Ss

Show the Bible Phonics picture chart and discuss the ‘snake’. Have they seen a snake? Ask the student to listen for the sound at the beginning of ‘snake’ and to say the **sound** for ‘s’ after you, (not the letter name).

Read the story, ‘**Satan the wicked snake**’ and say the rhyme at the end of the story.

s for snake

Part B: Sight words (Set 2)

Action words: run, walk, sit, jump, play, make

Part C: Stories

Revise: Look what I made

No new story. Choose any story from Level 2 for revision.

Part D: Sentence

Use the “**sentence starters**” (verbs) to make sentences.

These are found in the resource section.

Point out the word ‘want’ as this is a new word used in the “sentence starters”.

Level 2 Lesson 11

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – s.



New sound: Tt

Show the Bible Phonics picture chart and discuss the ‘treasure’. What is treasure? Ask the student to listen for the sound at the beginning of ‘treasure’ and to say the **sound** for ‘t’ after you, (not the letter name).

Read the story, ‘**Treasure in Heaven**’ and say the rhyme at the end of the story.

t for treasure

Part B: Sight words (Set 2)

Action words: run, walk, sit, jump, play, make

Part C: Stories

Revise: Look what I made

No new story. Choose any story from Level 2 for revision.

Part D: Sentence

Use the “**sentence starters**”, (verbs) to make sentences. (See resource section)

Level 2 Lesson 12

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – t.



New sound: Uu

Show the Bible Phonics picture chart and points to the man ‘under’ the tree. Ask the student to listen for the sound at the beginning of ‘under’ and to say the **sound** for ‘u’ after you, (not the letter name).

Read the story and say the rhyme at the end of the story.

u for under

in the story of **Nathanael** who Jesus saw sitting **under** the fig tree (John 1: 40-51)

A rhyme to learn:

u is for under

Under a tree

Sat a man called Nathanael

Jesus said, “Follow me.”

Part B: Sight words

Number words: one, two, three, four, five, six, seven, eight, nine, ten

Number words: one, two, three, four, five, six, seven, eight, nine, ten

Write figures number words *one to ten* in jumbled order. Then write figures 1-10. Ask the student to match the number words with the figures.

nine	1
four	2
ten	3
six	4
two	5
eight	6
three	7
seven	8
one	9
five	10

Part B: Stories

Revise: any story from Level 2

New story: Fish Alive

Part C: Sentence

Use the “**sentence starters**”, (nouns), to revise Dolch words. (See resources)

Level 2 Lesson 13

Part A: Sounds

Resources: Bible Phonics Picture Chart



Briefly revise sounds a – u.

New sound: Vv

Show the Bible Phonics picture chart and ask the student if they have seen a vine. Fruit can grow on vines, like grapes. Ask the student to listen for the sound at the beginning of 'vine' and to say the **sound** for 'v' after you, (not the letter name).

Read the story, '**Jesus is the Vine**' (John 15) and say the rhyme at the end of the story.

v for vine

A rhyme to learn:

v is for vine, Jesus the vine
We are the branches
Stay with Jesus and shine.

Part B: Sight words

New word: some

Revise number words: one, two, three, four, five, six, seven, eight, nine, ten

nine	1
four	2
ten	3
six	4
two	5
eight	6
three	7
seven	8
one	9
five	10

Part B: Stories

Revise: Fish Alive

New story: Legs

Look for the word 'some'

Part C: Sentence

Use the "**sentence starters**", (nouns), to revise Dolch words. (See resources)

Level 2 Lesson 14

Part A: Sounds

Resources: Bible Phonics Picture Chart



Briefly revise sounds a – v.

New sound: Ww

Show the Bible Phonics picture chart and discuss the whale. Ask the student to listen for the sound at the beginning of 'whale' and to say the **sound** for 'w' after you, (not the letter name).

Read the story, '**Jonah and the whale**' and say the rhyme at the end of the story.

w for whale

A rhyme to learn:

w is for whale, Jonah and the whale -

A true story in the Bible, not a fairy tale

God said "Go to Nineveh and tell the people there,

Not to break my commandments but to turn to me in prayer.

Part B: Sight words

Revise number words one to ten.

Part B: Stories

Revise: Legs

New story: One me

nine	1
four	2
ten	3
six	4
two	5
eight	6
three	7
seven	8
one	9
five	10

Part C: Sentence

Use the "**sentence starters**", (nouns), to revise Dolch words. (See resources)

Level 2 Lesson 15

Part A: Sounds

Resources: Bible Phonics Picture Chart



Briefly revise sounds a – w.

New sound: Xx

Show the Bible Phonics picture chart and discuss the picture of the world that was made in six days. Ask the student to listen for the sound at the *end* of 'six' and to say the **sound** for 'x' after you, (not the letter name).

Sound out the word s-i-x and also other words that end in x: fix, fox

Read the story, '**In six days**' and say the rhyme at the end of the story.

x in six

A rhyme to learn:

x is in six
Six days, it took
For God to make the world,
It's written in His book.

Part B: Sight words

New word: went

Play Bingo with Dolch words Set 2

Part C: Story

Revise: One Me

Choose any other story to revise.

Level 2 Lesson 16

Part A: Sounds

Resources: Bible Phonics Picture Chart

Briefly revise sounds a – x.



New sound: Yy

Show the Bible Phonics picture chart. Use a yellow pencil to colour in the flower. Ask the student to listen for the sound at the beginning of ‘flower’ and to say the **sound** for ‘y’ after you, (not the letter name).

Read the story, ‘**Look at the flowers**’ (Matthew 6) and say the rhyme at the end of the story.

y for yellow flower

A rhyme to learn:

y for yellow

Yellow flowers that grow,

But God cares for you

More than the flowers you know.

Part B: Sight words

Play Bingo with Dolch words Set 2

Part C: Story

Revise: any known story

New story: Animal homes

Comprehension: Ask the student to ask you questions about where animals live. You have to provide the answer. E.g. the student asks, “Where does a spider live? You say, “A spider lives in a web.”

Level 2 Lesson 17

Part A: Sounds

Resources: Bible Phonics Picture Chart

New sound: Zz

Show the Bible Phonics picture chart. Tell the student that this is a man named Zacchaeus and we are going to hear a story about him. Ask the student to listen for the sound at the beginning of 'Zacchaeus' and to say the **sound** for 'z' after you, (not the letter name).

Read the story, 'Zacchaeus' (Luke 19) and say the rhyme at the end of the story.

Z for Zacchaeus

A rhyme to learn:

z for Zacchaeus

z is for Zacchaeus

Who took money every day

Until he met Jesus

Who said, "This is not the way."

Revision of all sounds a – z

Use the "Sound Pictures" to revise sounds.

Use the "Circle of sounds" to sound out some 3-letter words: e.g.

b-i-g; c-a-t; d-i-g; f-i-t; g-e-t; h-o-p; j-u-g; l-o-t; m-e-t; p-u-p; r-a-t; s-i-t; t-a-p; v-a-n;

w-e-t; y-e-t; z-i-p

Part B: Sight words

Play Bingo with Dolch words Set 2

Part C: Story

Revise: Animal homes

Revise any other known story.

Level 2 Lesson 18

Test

Sounds

Using the alphabet letters chart, (p. 40), randomly test sounds.

Give a score out of 26 for known sounds.

Running Records Test

Record each mistake that the student makes (unknown word, wrong word, added word, word left out)

Record the score on the Progress Chart.

Level 2 test: Where am I?

Number of words: 34

Words correct:

Accuracy rate: % (1 error = 97%; 2 errors = 94%; 3 errors = 91%; 4 errors = 88%)

Comments:

Is there one-to-one correspondence between the words being read and the words in the text? (Child should point to words as he reads, and should be able to get the meaning of some words by looking at the pictures.)

Comprehension questions:

1. What can you do in the sea?
2. What do you do in a garden?
3. Why do you go to bed at night?

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	qu	r
s	t	u	v	w	x
y	z				