

one-on-one literacy program

Levels 6 - 9

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 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.

Level 6 Lesson 1

Part A: Sounds – fl and fr

flag
fly
flying
fluff
flip
flop
frog

The flag is flying.

Get that fluff off the mat.

My hat goes flip flop.

The frog hops on to the log.

Fluff is soft.

Part B: Sight Words

Revise Dolch Words Set 3

(Game or activity of your choice)

Part C: Stories

New story: A sick man

New words in this story: too, many, people, house, they, roof, hole

Part D: Sentence

Use the red Thinking Hat for emotions.

Ask,

1. "How did the friends feel when they saw that there were too many people to get the sick man into the house to see Jesus?"
2. "How did the people in the house feel when they saw the man coming down through the roof on the little stretcher bed?"
3. "How did the sick man feel when Jesus made him better?"

Help the student write the answer to no. 3 in a sentence.

Level 6 Lesson 2

Part A: Sounds – gl, gr, lk

glad
grip
grab
grub
milk
silk
flop
frog

I am glad I have a strong grip.
Grab that stick with your hand.
I like to drink milk.
This dress is made of silk.

Part B: Sight Words

Revise: Dolch Words Set 4

(Game or activity of your choice)

Part C: Stories

Revise: A sick man

New story: Daniel

New words in this story: every, day, pray, lions, hurt

Part D: Sentence

Use the red Thinking Hat for emotions.

Ask,

1. How did the bad king feel when Daniel said he would not stop praying to God?
2. How did Daniel feel in the den of lions?
3. How did the King's servants feel when they went to the lion's den the next morning and found that Daniel had not been hurt by the lions?

Help the student to write the answer to one of these questions in a full sentence.

Level 6 Lesson 3

Part A: Sounds – mp

lamp
damp
stamp
limp
hump
bump
jump
pump
stump

The truck went to the dump.
I had to jump over the lump.
A camel has a hump on its back.
I can jump over a rock.
It is fun to camp in a tent.

Part B: Sight Words

Begin learning Dolch words Set 6.

Words: they, every, there, any, he, she

Part C: Stories

Revise: Daniel

New story: Fruit salad

Part D: Sentence

Help the student to write the recipe in 4 steps. This is a longer activity so continue next lesson.

This is how you make fruit salad.

Step 1: Get

Step 2: Chop

Step 3: Put

Step 4: Mix

Level 6 Lesson 4

Part A: Sounds – nd and st

sand	pond
hand	went
band	tent
stand	sent
mend	bent
send	hunt

Can you lend me a stamp to send this?

The sand pit was next to the pond.

I want to play in a band.

Mum must mend the sock.

He went into the tent.

The stick is bent.

I can stand on my hands.

Part B: Sight Words

Dolch words Set 6.

Words: be, by, every, there, any, he, she, his her

Part C: Stories

Revise: Fruit Salad

Part D: Sentence

Continue helping the student to write the recipe in 4 steps. When finished get the student to read it back. If time, draw a picture.

This is how you make fruit salad.

Step 1: Get

Step 2: Chop

Step 3: Put

Step 4. Mix

Level 6 Lesson 5

Part A: Sounds – nk, pl and pr

pink	bank
ink	plum
think	plug
stink	plan
sink	prick
tank	pram

Have you seen pink ink?

The man went to sleep in his bunk.

I think I can smell a stink in the sink.

The dog fell in the tank.

The van ran into the bank.

Mum makes plum jam.

The plug came out of the sink.

I have a plan.

A pin can prick.

The baby is in the pram.

Part B: Sight Words

Dolch words Set 6.

Words: be, by, going, of, saw, have, there

Part C: Stories

Revise: Fruit Salad

New story: Ants

Words to learn for this story: there, done, do, know, everywhere

Part D: Sentence

Use the blue Thinking Hat

What can we learn from the life of ants?

Level 6 Lesson 6

Part A: Sounds – sc, sk, and sl

scab	slap
skin	slop
skip	slap
desk	slot
slip	slam

The cut has a scab on it.

Skin is thin.

Run, hop, skip and jump.

Ben can sit at the desk.

Slip it into the slot.

The ticket will go in the slot.

Do not slam the door.

Part B: Sight Words

Dolch words Set 6.

Play Bingo with all words in Set 6

Part C: Stories

Revise: Ants

Revise any other story from Level 6

Level 6 Lesson 7

Part A: Sounds – st and tr

must	lost
stop	nest
best	cost
west	trick
test	truck
list	track
dust	trap
rest	trip

You must stop when it is red.

This is the best stem.

The sun sets in the west.

This is the list for the test.

The van made lots of dust.

The hen lost its nest.

It will not cost a lot.

I can do this trick well.

The truck went on the track.

The dog got stuck in a trap.

Do not trip and cut your skin.

Part B: Sight Words

Dolch words Set 6.

Play Bingo with all words in Set 6

Part C: Stories

Revise any two stories from Level 6

Level 6 Lesson 8

Test

Sounds

Ask the student to write the following words, or make them with bottle top letters:

flag (The flag is flying)

frog (The frog was on the log)

glad (I am glad that Jesus loves me.)

milk (I had a drink of milk.)

bump (The car went over a bump.)

mend (Mum will mend my clothes.)

tent (We slept in a tent.)

skin (A baby has soft skin.)

slam (Do not slam the door.)

trap (The animal was caught in a trap.)

Running Records test

Level 6: Let's Play

Number of words: 84

Words correct:

Accuracy rate: % (1 Error = 99%; 2 errors = 98%; 3 errors = 96%; 4 errors = 95%; 5 errors = 94%; 6 errors = 93%; 7 errors = 92%)

Comments:

Comprehension questions:

1. Did Red Hen play with Slosh the pig?
2. Did Pug the dog play with Slosh the pig?
3. Did Dan Duck play with Slosh the pig?
4. Did Pip the pup play with Slosh the pig?
5. Why did Pip the Pup want to play with Slosh the Pig?

Level 7 Lesson 1

Part A: Sounds – ‘a’ with ‘e’ ending

Introducing the ‘long a’

Resource: Progressive Phonics Picture Chart

This chart shows the key words that represent other words in the group. In this case the key word is ‘snake’. We say that ‘rake’ **goes with** ‘snake’.

snake	pale
rake	shape
cake	same
take	gave
sale	made

Sentences for the student to read, sounding out the long ‘a’:

I will bake a cake.

You must not pick up a snake.

Part B: Sight words

Play Bingo with Dolch Words Set 6

Part C: Stories

New story: The Good Shepherd

Words to learn: good, find, finds, water, grass

Level 7 Lesson 2

Part A: Sounds – ai

The ‘long a’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘rain’. Rain **goes with** ‘snail’ etc.*

<i>rain</i>	brain
chain	paid
hail	paint
snail	plain
pain	faint

Sentences for the student to read, sounding out the long ‘a’:

The rain came down the chain.

Rain, rain, go away. Come again another day.

Part B: Sight words

Start Dolch Words Set 7

good, find, your, could, couldn’t

Part C: Stories

Revise: The Good Shepherd

New story: One Big Elephant

Level 7 Lesson 3

Part A: Sounds – ay

The ‘long a’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘pray’. Pray **goes with** ‘tray’ etc.*

<i>pray</i>	today
play	tray
clay	way
stay	sway
day	crayon

Sentences for the student to read, sounding out the long ‘a’:

The children played a game.

Come and stay for the day.

Part B: Sight words

Dolch Words Set 7

good, find, your, could, couldn’t

Part C: Stories

Revise: The Good Shepherd and One Big Elephant

Part C: Sentence

What does the Good Shepherd find for his sheep?

Level 7 Lesson 3

Part A: Sounds – a with y at the end

The ‘long a’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘lady’. Lady **goes with** ‘lazy’ etc.*

<i>lady</i>	wavy
lazy	gravy
shady	navy
baby	crazy

Sentences for the student to read, sounding out the long ‘a’:

The baby made a mess.

The lady is going to make gravy today.

Part B: Sight words

Dolch Words Set 7

would, wouldn’t, could, couldn’t, today

Part C: Stories

Revise: One Big Elephant

New story: Lizzie Lizard

New words: through, over, around

Comprehension: What is an ant hill? What is inside it? What do lizards like to eat? Where does Lizzie Lizard look for ants?

Part C: Sentence

Thinking Hats: the green hat (a different ending / what else could have been done?)

If Lizzie Lizard can’t find any ants she could (what else could she eat?)

Level 7 Lesson 4

Part A: Sounds – ee

The 'long e'

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is 'tree'. Tree **goes with** 'sheep' etc.*

tree	keep
sheep	meet
feed	sleep
see	green
feet	sweep
deep	feel

Sentences for the student to read, sounding out the long 'e':

I have seen three sheep.

I would like to meet someone who keeps sheep.

Part B: Sight words

Dolch Words Set 7

through, over, around, fast, how

Part C: Stories

Revise: Lizzie Lizard

New story: Spider Hunt

New words: scared, catch, I've, I'm, home

Comprehension:

Part C: Sentence

Thinking Hats: the red hat (for feelings and emotions)

How would you feel if you saw a big spider?

If I saw a big spider I would feel

Level 7 Lesson 5

Part A: Sounds – ea

The ‘long e’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘sea’. Sea **goes with** ‘leaf’ etc.*

sea	lean
teach	eat
beach	meat
leaf	speak
clean	read
bean	cream

Sentences for the student to read, sounding out the long ‘e’:

We eat these things: a bean, meat and cream.

I saw a leaf in the sea when I went to the beach.

Throw the box game – a revision game to be played in future lessons.

Make a cube and have a different key word on each face, e.g. **snake, rain, tray, lady, tree, sea**

Ask the student to throw the box. When the box lands on the table, the student reads the word on the top of the box. They collect other words that go with the word on the top of the box, e.g., *make goes with snake; snail goes with rain* etc.

Part B: Sight words

Dolch Words Set 7

through, over, around, fast, how

Part C: Stories

Revise: Lizzie Lizard and Spider Hunt

Part C: Sentence

Thinking Hats: the white hat (for facts)

Where could you go to look for a spider?

I could look for a spider

Level 7 Lesson 6

Part A: Sounds – ey at the end of a word

The ‘long e’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘key’. Key **goes with** ‘donkey’ etc.*

key	honey
monkey	joey
donkey	kidney
chimney	valley
money	turkey

Sentences for the student to read, sounding out the long ‘e’:

Come with me to see the donkey.

You will find monkeys in the trees in the valley.

Part B: Sight words

Dolch Words Set 7

New words: too, your, or, don’t

Part C: Stories

Revise: Spider Hunt

New story: The enormous turnip

Words to learn: green, leaf, leaves, pull, soup, wife

Part C: Sentence

The Enormous Turnip

Thinking Hats: white (for facts)

Who help to pull up the turnip?

..... all helped to pull up the turnip.

Level 7 Lesson 7

Part A: Sounds – y at the end of a word

The ‘long e’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘pony’. Pony **goes with** ‘funny’ etc.*

<i>pony</i>	kindly
sunny	silly
funny	happy
runny	hungry

Sentences for the student to read, sounding out the long ‘e’:

I am happy when someone speaks kindly.

I like to eat when I am hungry.

Part B: Sight words

Dolch Words Set 7

Play Bingo with Dolch word cards Set 7.

Part C: Stories

Revise: Spider Hunt and The enormous Turnip

Part C: Sentence

The Enormous Turnip

Thinking Hats: the blue hat (for something we can learn from the story)

What would have happened if the family did not help to pull the turnip?

If the family did not help

Level 7 Lesson 8

Test

Sounds

Test the student's spelling by asking them to write these words one at a time.

1. **take** – I will take my lunch.
2. **snail** – a snail slides along the ground.
3. **play** – I will play with my friend today.
4. **lady** – I met a lady wearing a red dress.
5. **feet** – I have two feet.
6. **sheep** – A shepherd looks after sheep.
7. **meat** – We eat meat.
8. **read** – I can read very well.
9. **honey** – Bees make honey.
10. **pony** – I would love to have a ride on a pony.

Give a score out of 10 and record it on the Progress chart.

Running Records Test

Level 7 Baby Birds

Number of words: 82

Words correct:

Accuracy rate: % (1 Error = 99%; 2 errors = 98%; 3 errors = 96%; 4 errors = 95%; 5 errors = 94%; 6 errors = 93%; 7 errors = 91%)

Comments:

Comprehension questions:

1. What do little birds like to eat?
2. How do baby birds get their food?
3. What food did Mother bird bring back for the baby birds?

Level 8 Lesson 1

Part A: Sounds – i with e at the end

The ‘long -i’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘five’. Five **goes with** ‘smile’ etc.*

<i>five</i>	hike
fine	smile
ride	shine
like	kite
bike	bite

Sentences for the student to read, sounding out the long ‘i’:

I can make a fine line.

I would like to ride a bike.

Part B: Sight words

Dolch Words Set 7

Play Bingo with Dolch word cards Set 7.

Part C: Stories

New story: Lucky Frog

Part C: Sentence

Use the **green** Thinking Hat for a different ending.

Lucky Frog was asleep on his log. What could have happened if the fly did not go by and wake Lucky Frog?

Level 8 Lesson 2

Part A: Sounds – ie

The ‘long -i’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘pie’. Pie **goes with** ‘tie’ etc.*

<i>pie</i>	lie
tie	die

Sentences for the student to read, sounding out the long ‘i’:

We must not tell a lie.

If a plant does not get any water it will die.

I would like to eat a pie.

Part B: Sight words

Dolch Words Set 7

Play Bingo with Dolch word cards Set 7.

Part C: Stories

Revise: Lucky Frog

New story: Baby Chicks

Part C: Sentence

How does a chick get out of its shell?

Level 8 Lesson 3

Part A: Sounds – y and the end

The ‘long -i’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. In this case the key word is ‘fly’. Fly **goes with** ‘try’ etc.*

fly	fry
try	sky
dry	by
shy	cry

Sentences for the student to read, sounding out the long ‘i’:

A fly went by in the sky.

I will try to fry the egg.

Don’t cry. Dry your eyes.

Part B: Sight words

Revise any Dolch Words Sets 1 - 7

Part C: Stories

Revise: Lucky Frog and Baby Chick

Level 8 Lesson 4

Part A: Sounds – ‘igh’

The ‘long -i’

Resource: Progressive Phonics Picture Chart

This chart shows the key words that represent other words in the group. In this case the key word is ‘light’. Light **goes with** ‘high’ etc.

light	might
tight	fright
right	bright
flight	high

Sentences for the student to read, sounding out the long ‘i’:

I might get it right.

I got a fright when I took a bite.

We will fly high in the sky.

Part B: Sight words

Revise any Dolch Words Sets 1 - 7

Part C: Stories

Revise: Baby Chick

New story: Henny Penny

Part D: Sentence

Use the **black** Thinking Hat

What bad thing happened to the hen, the rooster, the duck and the turkey?

Level 8 Lesson 5

Part A: Sounds – o with e at the end

The ‘long -o’

Resource: Progressive Phonics Picture Chart

*This chart shows the key words that represent other words in the group. Note that in certain words the ‘s’ makes the ‘z’ sound, e.g. ‘nose’ **goes with** ‘rose’ etc.*

<i>nose</i>	<i>note</i>
hose	pole
close	home
chose	stone
	phone
	wrote

Sentences for the student to read, sounding out the long ‘o’:

She spoke a long time on the phone.

I went home and wrote a note.

I chose a rose.

Part B: Sight words

Revise any Dolch Words Sets 1 - 7

Part C: Stories

Revise: Henny Penny, and any other stories from Level 8.

Level 8 Lesson 6

Test

Sounds

Test the student's spelling by asking them to write these words one at a time.

1. **ride** – I would like to ride a horse
2. **shine** – The sun will shine today.
3. **smile** – I smile when I am happy.
4. **light** – God made the light.
5. **lie** – We must not tell a lie.
6. **dry** – The clothes are dry.
7. **sky** – The sun is in the sky.
8. **nose** – My nose is on my face.
9. **close** – Please close the door.
10. **stone** – I hurt my foot on a stone.

Give a score out of 10 and record it on the Progress chart.

Running Records Test

Level 8 Hungry Cat and Hungry mice

Number of words: 101

Words correct:

Accuracy rate: % (1 error = 99%; 2 errors = 98%; 3 errors = 97%; 4 errors = 96%; 5 errors = 95%; 6 errors = 94%; 7 errors = 93%; 8 errors = 92%; 9 errors = 91%; 10 errors = 90%; 11 errors = 89%; 12 errors = 88%; 13 errors = 87%)

Comments:

Comprehension questions:

1. Why didn't the mice want to come out of their hole?
2. When did they come out?
3. What good thing happened at the end of the story?

Level 9 Lesson 1

Part A: Sounds – oa

The long ‘o’

Resource: Progressive Phonics Picture Chart

This chart shows the key words that represent other words in the group. In this case the key word is ‘boat’. We say that ‘boat’ **goes with** ‘soap’.

<i>boat</i>	float
goat	soap
float	road
loaf	toad

Sentences for the student to read, sounding out the long ‘o’:

A boat with a hole in it will not float.

A saw a toad on the road.

The goat ate the loaf.

Part B: Sight words

Begin learning Dolch words Set 8. Choose 5 words

Part C: Stories

New story: Four Little Ducks

Part D: Sentence

Why do you think the ducks went away?

Level 9 Lesson 2

Part A: Sounds – ow

The long ‘o’

Resource: Progressive Phonics Picture Chart

The key word is ‘snow’. Snow **goes with** ‘blow’.

sn ow	sl ow
bo w	bl ow
lo w	th row
to w	gro w
sh ow	kn ow *

Explain the silent ‘k’ in ‘know’.

Sentences for the student to read, sounding out the long ‘o’:

In the snow plants are slow to grow.

She tied the gift with a bow.

The tug boat will tow the small boat.

Part B: Sight words

Continue with Dolch words Set 8.

Part C: Stories

Revise: Four Little Ducks

New story: The boy who cried wolf.

Comprehension: Use the **blue** Thinking Hat. What can we learn from this story?

Part D: Sentence

Use the **black** Thinking Hat.

What bad thing happened in the story?

Level 9 Lesson 3

Part A: Sounds – u with e ending

The long ‘u’

Resource: Progressive Phonics Picture Chart

*The key word is ‘cube’. Cube **goes with** ‘tune’.*

<i>cube</i>	tune
tube	rude
flute	rule

Sentences for the student to read, sounding out the long ‘u’:

He can play a tune on the flute.

A cube has six sides.

It is good to follow the rules.

Part B: Sight words

Continue with Dolch words Set 8.

Part C: Stories

Revise: Four Little Ducks *and* The boy who cried wolf.

New story: The boy who cried wolf.

Level 9 Lesson 4

Part A: Sounds – ue

The long ‘u’

Resource: Progressive Phonics Picture Chart

The key word is ‘glue’. Glue **goes with** ‘clue’ etc.

glue	true
blue	due
clue	value

Sentences for the student to read, sounding out the long ‘u’:

What is the value of the ring?

Some things are true and some are not.

Glue can be blue.

Part B: Sight words

Continue with Dolch words Set 8.

Part C: Stories

Revise: The boy who cried wolf

New story: Lily and the eggs

Part D: Sentence

Use the **yellow** Thinking Hat. What good thing happened in the story?

Level 9 Lesson 5

Part A: Sounds – oo

When ‘oo’ sounds like the long ‘u’

Resource: Progressive Phonics Picture Chart

The key word is ‘spoon’. ‘Spoon’ **goes with** ‘room’ etc.

spoon	tool
moon	pool
soon	choose
stool	room
tooth	food

Sentences for the student to read, sounding out the long ‘oo’:

I use a spoon to eat my food.

I will choose a room.

The moon will soon be in the sky.

Part B: Sight words

Continue with Dolch words Set 8.

Part C: Stories

Revise: Lily and the eggs

New story: Rizzie Rat

Part D: Sentence

Use the **white** Thinking Hat, (for facts).

What did Sam grow in his garden?

Level Lesson 6

Part A: Sounds – ew

When ‘ew’ sounds like the long ‘u’

Resource: Progressive Phonics Picture Chart

The key word is ‘chew’. Chew **goes with** ‘new’ etc. Explain the silent ‘k’ in ‘knew’.

chew	screw
blew	few
threw	new
grew	knew*
drew	stew

Sentences for the student to read, sounding out the long ‘ew’:

Dad will fix the stool with a screw.

I cannot chew this stew.

The wind blew a few branches off the tree.

Part B: Sight words

Continue with Dolch words Set 8.

Part C: Stories

Revise: Lily and the Eggs *and* Rizzie Rat

Level 9 Lesson 7

Test

Sounds

Ask the student to write the following words as you read them one word at a time.

1. **goat** – The goat ate my hat.
2. **float** – A boat can float.
3. **show** – Please show your ticket.
4. **grow** – Plants grow well when there is sun and rain.
5. **tune** – He played a tune on the flute.
6. **rule** – Putting your rubbish in the bin is a good rule.
7. **blue** – The sky is blue.
8. **spoon** – We eat soup with a spoon.
9. **room** – A shed has only one room.
10. **blew** – The wind blew the leaves away.

Records the score on the Progress Chart.

Running Records Test

Level 9 Butterfly Blue

Number of words: 97

Words correct:

Accuracy rate: % (1 Error = 99%; 2 errors = 98%; 3 errors = 97%; 4 errors = 96%; 5 errors = 95%; 6 errors = 94%; 7 errors = 93%)

Comprehension:

1. Which butterfly was unkind?
2. How did the yellow butterfly feel?
3. What good thing happened at the end of the story?

Record the score on the Progress Chart.