

# one-on-one literacy program

Levels 1 - 2

## Lesson plans



[www.beaconmedia.com.au](http://www.beaconmedia.com.au)

# 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.



# 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:

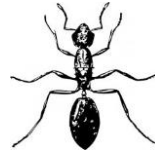
.....

Quick Test score: Level .....

# Level 1 Lesson 1

## Part A: Sounds

Resources: Bible Phonics with 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:

this

is

a

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**

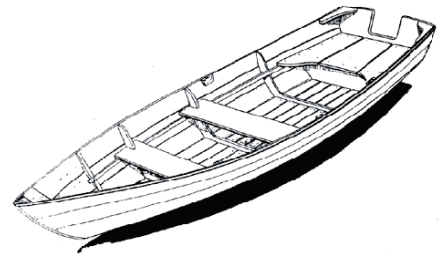
Ask the student to finish the sentence with something they like to do: "I can ...." (The student makes up the ending and writes it.)

## 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.

### Part D: Sentence

What can you see at the beach? (Make this into a sentence and help the student write it.)



# Level 1 Lesson 4

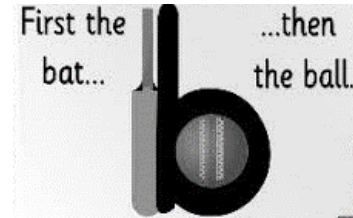
## **Part A: Sounds**

**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.)

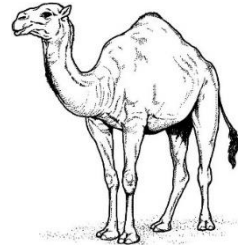
## Level 1 Lesson 5

### **Part A: Sounds**

**Resources:** Bible Phonics with 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 with 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***

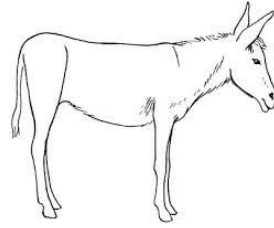
Students can write the sentence about themselves: "I am (name). I like ..... (They can choose an activity that they like to do to finish the sentence, e.g. 'fishing'.)

# Level 1 Lesson 7

## **Part A: Sounds**

**Resources:** Bible Phonics with 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,

## **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 with 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 with 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 *Bible Phonics* 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

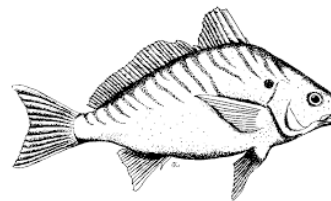
loves

me

## Level 1 Lesson 10

### **Part A: Sounds**

**Resources:** Bible Phonics with 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." (A clue can be added, e.g. 'lives in water')

## ***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  
By now all Dolch Words in Set 1 should have been introduced.

**Revise:** 'my' in My Family

## **Part C: Stories**

**Revise:** My Family

**New story:** Baby Kangaroo

**Comprehension:** What kind of animal is a kangaroo? Where does Baby kangaroo like to be?

## **Part D: Sentence**

Finish the sentence: "Baby kangaroo likes to be .... (with his Mum.)"

# Level 1 Lesson 13



## **Part A: Sounds**

**Resources:** Bible Phonics with 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:** Baby Kangaroo

**New stories:** Let's go to Australia and 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. If you have a world map or globe you can show the student the places.

**Comprehension:** "What is your favourite animal from Australia / Africa?"

## **Part D: Sentence**

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

# Level 1 Lesson 14

## Part A: Sounds

**Resources:** Bible Phonics with 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 Australia / Africa

**New stories:** Let's go to Antarctica and Let's go to North America

**Comprehension:**

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

# Level 1 Lesson 15

## Part A: Sounds

**Resources:** Bible Phonics with 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 jar 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 **j**. 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 with Picture Chart

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

#### *New sound: k king*

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.

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 with Picture Chart

Briefly revise sounds learned a – k.

*New sound: / lion*



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.

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**

Who came to see Baby Jesus?

## Level 2 Lesson 3



### **Part A: Sounds**

**Resources:** Bible Phonics with Picture Chart

Briefly revise sounds a – l.

#### *New sound: m for money*

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.

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 with Picture Chart

Briefly revise sounds a – m.



### *New sound: n for nets*

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.

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 with Picture Chart

Briefly revise sounds a – n.



### *New sound: o for olive branch*

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.

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

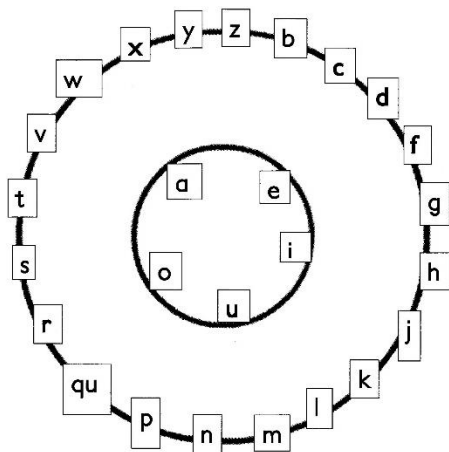
### Part A: Sounds

**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

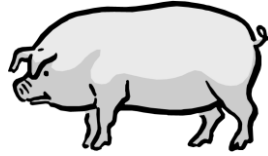
What do you do to help at home?

## Level 2 Lesson 7

### Part A: Sounds

**Resources:** Bible Phonics with Picture Chart

Briefly revise sounds a – o.



*New sound: p for pig*

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.

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 with Picture Chart

Briefly revise sounds a – p.



*New sound: qu queen*

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.

**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 to draw a home, (animal home or their own home), and help them to write a sentence about it:

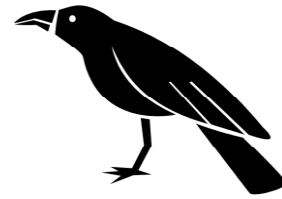
..... lives here.

## Level 2 Lesson 9

### **Part A: Sounds**

**Resources:** Bible Phonics with Picture Chart

Briefly revise sounds a – qu.



### **New sound: r raven**

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.

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 with Picture Chart



Briefly revise sounds a – r.

#### *New sound: s snake*

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.

### **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 with Picture Chart

Briefly revise sounds a – s.

*New sound: t treasure*



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.

## **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 with Picture Chart

Briefly revise sounds a – t.



*New sound: u under*

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.

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

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 with Picture Chart



Briefly revise sounds a – u.

*New sound: v vine*

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.

#### **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 with Picture Chart

Briefly revise sounds a – v.



*New sound: w whale*

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.

#### **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 with Picture Chart

Briefly revise sounds a – w.

*New sound: x in six*

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.

#### ***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: y yellow flower*

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.

#### **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: Z for Zacchaeus*

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.

**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 "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				