

one-on-one literacy program

Levels 10 - 11

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.

Level 10 Lesson 1

Part A: Sounds – air and ear

When ‘air’ and ‘ear’ make the same sound

Resource: Progressive Phonics Picture Chart

The key words are ‘chair’ and ‘bear’. ‘Chair’ goes with ‘pair’ etc. ‘Bear’ goes with ‘pear’ etc. (*Explain the meanings of ‘pair’ and ‘pear’.)

<i>chair</i>	air
fair	hair
unfair	pair*
stairs	

<i>bear</i>	tear
wear	pear

Sentences for the student to read, sounding out ‘air’ and ‘ear’:

The girl sat on a chair and brushed her hair.

It is fair to give each of the children the same.

It is unfair when one gets more than the rest.

There is a tear in the pair of pants.

Part B: Sight words

Begin Dolch words Set 9. Choose 5 words.

Part C: Stories

New story: Let’s play football

Words to learn: school, friends, dirty

Part D: Sentence

Do you like football? What do you like or not like about the game?

Level 10 Lesson 2

Part A: Sounds – are

When ‘are’ makes the same sound as ‘air’

Resource: Progressive Phonics Picture Chart

The key word is ‘square’. ‘Square’ goes with ‘bare’ etc.

<i>square</i>	stare
bare	glare
share	flare
care	scare

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

My lunch box is square.

Do not stare at the sun when there is glare.

When I care for someone, I share my things with them.

Part B: Sight words

Continue with Dolch words Set 9.

Part C: Stories

Revise: Let’s play football

New story: The Tea party

Words to learn: party, friends, over, Saturday, asked

Part D: Sentence

What would you serve your friends if you held a tea party?

Level 10 Lesson 3

Part A: Sounds – ar

Resource: Progressive Phonics Picture Chart

The key word is 'car'. 'Car' goes with 'star' etc.

car	park
star	cart
bar	dark
far	barn
farm	chart
yard	smart

Sentences for the student to read, sounding out 'ar':

The farm has a barn for keeping hay.

The car can park in the yard.

The dog is barking.

Part B: Sight words

Continue with Dolch words Set 9.

Part C: Stories

Revise: Let's play football and The Tea party

Level 10 Lesson 4

Part A: Sounds – a

When ‘a’ sounds like ‘ar’

Resource: Progressive Phonics Picture Chart

The key word is ‘glass’. ‘Glass’ goes with ‘fast’ etc.

glass	father
fast	banana
last	grass
mast	pass
past	after
blast	can’t

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

I ate a banana on the grass.

After the sun sets you will see stars in the sky.

I can’t go that fast.

Part B: Sight words

Continue with Dolch words Set 9.

Part C: Stories

Revise: The Tea party

New story: Rikki Tikki Tavi

Comprehension:

How did Rikki help the family?

How did the birds help Rikki?

Part D: Sentence

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

Level 10 Lesson 5

Part A: Sounds – ear

When ‘ear’ and ‘eer’ both sound like ‘hear’

Resource: Progressive Phonics Picture Chart

Key word is ‘ear’. ‘Ear’ **goes with** ‘hear’ etc.

<i>ear</i>	near
hear	dear
fear	clear
tear	gear

Key word ‘deer’ **goes with** ‘cheer’ etc.

<i>deer</i>	steer
cheer	meerkat

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

You hear with your ears.

When we cry there are often tears.

I will not fear because God is always near.

To drive a car, you have to have it in the right gear and then steer it.

Part B: Sight words

Play Bingo with Dolch words Set 9.

Part C: Stories

Revise: The Tea party and Rikki Tikki Tavi

Level 10 Lesson 6

Test

Sounds

Ask the student to write the following words as you read them one by one.

1. **air** – We breathe air.
2. **pair** – I have a pair of shoes.
3. **bear** – The bear went into the river looking for fish.
4. **share** – I will share my pencils.
5. **star** – The wise men saw a bright star in the sky.
6. **yard** – The car is in the yard.
7. **grass** – Cows eat grass.
8. **after** – We wash our hands after going to the toilet.
9. **hear** – We hear with our ears.
10. **cheer** – When we watch sport we cheer when our team wins.

Record the score in the Progress Chart.

Running Records Test

Level 10 The Lion and the Mouse

Number of words: 159

Words correct:

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

Comprehension questions:

1. How do you think the mouse felt when the lion picked him up by the tail?
2. What did the mouse say to the lion?
3. How did the mouse help the lion?

Record the score on the Progress Chart.

Level 11 Lesson 1

Part A: Sounds – er and ir

Resource: Progressive Phonics Picture Chart

The key word is 'fern'. 'Fern' goes with 'serve' etc.

<i>fern</i>	germ
her	serve
term	permit
herb	herd
person	were

The key word is 'bird'. 'Bird' goes with 'girl' etc.

<i>bird</i>	birthday
shirt	stir
skirt	squirt
girl	thirty

Sentences for the student to read, sounding out 'er' and 'ir':

I saw a person with a herd of cattle.

The girl is wearing a pink skirt.

I was given a shirt for my birthday.

Part B: Sight words

Begin Dolch words Set 10. Choose 5 words

Part C: Stories

New story: Let's look for dinosaur bones.

This is an exercise in sounding out unfamiliar words, using sounds that are familiar.

Part D: Sentence

When did God make dinosaurs?

Level 11 Lesson 2

Part A: Sounds – ur and or

Resource: Progressive Phonics Picture Chart

The key word is 'church'. 'Church' **goes with** 'burn' etc.

<i>church</i>	curl
turn	curly
burn	fur
purse	hurt

The key word is 'world'. 'World' **goes with** 'worm' etc.

<i>world</i>	worm
word	work

Sentences for the student to read, sounding out 'ur' and 'or':

God made the world in six days.
We must always say kind words.
I will stir the pot so it does not burn.
The teddy has lost its fur.

Part B: Sight words

Continue Dolch words Set 10.

Part C: Stories

Revise: Let's look for dinosaur bones.

New story: The Three bears

Comprehension:

Where did the Three bears go?

Who came to the house?

What did she do?

Part D: Sentence

Use the **red** Thinking Hat. How did the Three bears feel when they got home?

When the three bears got home they felt because.....

Level 11 Lesson 3

Part A: Sounds – oi and oy

Resource: Progressive Phonics Picture Chart

The key word is 'coin'. 'Coin' **goes with** 'soil' etc.

<i>coin</i>	soil
oil	point
coil	poison
boil	toilet
soil	spoil

The key word is 'toy'. 'Toy' **goes with** 'boy' etc.

<i>toy</i>	joy
boy	enjoy

Sentences for the student to read, sounding out 'oi' and 'oy':

Mum boiled the potatoes that we dug up from the soil.

I will use my coin to buy a drink.

I hope it will not spoil in the sun.

Part B: Sight words

Continue Dolch words Set 10.

Part C: Stories

Revise: Let's look for dinosaur bones and The Three Bears.

Level 11 Lesson 4

Part A: Sounds – oo, u and ou

When these letters all sound like the short ‘oo’ sound

Resource: Progressive Phonics Picture Chart

The key word is ‘book’. ‘Book’ **goes with** ‘wood’ etc.

<i>book</i>	stood
cook	wood
look	foot
took	soot

The key word is ‘bull’. ‘Bull’ **goes with** ‘push’ etc.

<i>bull</i>	pull
full	push

The key word is ‘would’. ‘Bull’ **goes with** ‘should and could’.

<i>would</i>	could
should	

Sentences for the student to read, sounding out the short ‘oo’ other letter combinations that sound the same:

You should not pull a bull by the nose.

I would like a full cup please.

I wish I could push this pile of wood.

He looked at the book.

Could you put your foot on this?

Part B: Sight words

Continue Dolch words Set 10.

Part C: Stories

Revise: Let’s look for dinosaur bones *and* The Three Bears.

Level 11 Lesson 5

Part A: Sounds – or and oor

Resource: Progressive Phonics Picture Chart

The key word is 'fork'. 'Fork' **goes with** 'cord' etc.

<i>fork</i>	cork
pork	cord
corn	for
more	shore
store	score

The key word is 'door'. 'Door' **goes with** 'floor' etc.

<i>door</i>	poor
floor	outdoors

Sentences for the student to read, sounding out

Inside the door I saw a poor boy with a short fork.

I would like some more corn and pork please.

We played a game on the sandy shore. Someone kept score.

Part B: Sight words

Continue Dolch words Set 10.

Part C: Stories

Revise: The Three Bears

New story: The Three Pigs

Level 11 Lesson 6

Part A: Sounds – ‘a’

When it sounds like ‘or’

Resource: Progressive Phonics Picture Chart

The key word is ‘ball’. ‘Ball’ goes with ‘tall’ etc.

ball	hall
wall	tall
small	all

The key word is ‘saw’. ‘Saw’ goes with ‘yawn’ etc.

saw	crawl
law	claw
yawn	draw

The key word is ‘walk’. ‘Walk’ goes with ‘talk’ etc.

walk	chalk
talk	stalk

Sentences for the student to read, sounding out

I saw a small animal crawl across the lawn.

I will draw with chalk.

The plant has a tall stalk.

We can walk as we talk.

Part B: Sight words

Continue Dolch words Set 10.

Part C: Stories

Revise: The Three Bears and The Three Pigs

Part D: Sentence

Use the blue Thinking Hat.

What can we learn from the story of the Three Little Pigs?

Level 11 Lesson 7

Part A: Sounds – ow and ou

When it sounds like ‘ou’ in house

Resource: Progressive Phonics Picture Chart

the key word is ‘cow’. ‘cow’ goes with ‘town’ etc.

<i>cow</i>	town
bow	flower
how	tower
now	towel

The key word is ‘house’. ‘House’ goes with ‘cloud’ etc.

<i>house</i>	round
mouse	flour
shout	sour
loud	mouth
sound	cloud

Sentences for the student to read, sounding out

The mouse in our house made a little sound.

I don’t know how to milk a cow.

An owl with a mouse in its mouth flew over the town.

Part B: Sight words

Ask the student to read the “Dolch words in sentences” as fast as they can. (See p. 18.) Hold a ruler under each sentence to help with eye tracking..

Part C: Stories

Revise: any story from Level 11

Level 11 Lesson 8

Sounds

Ask the student to write the following words as you read them one by one.

1. **herd** – The farmer had a herd of cattle
2. **shirt** – I have a clean shirt
3. **burn** – A fire will burn things.
4. **work** – I work hard.
5. **coin** – I have a \$1 coin.
6. **boy** – The mother had a baby boy.
7. **cook** – I help to cook dinner.
8. **pull** – The load was too heavy to pull.
9. **would** – I would rather eat an apple than an orange.
10. **corn** – Corn it good to eat.
11. **poor** – Some people are too poor to buy food.
12. **tall** – Dad is quite tall.
13. **saw** – I saw the moon last night.
14. **talk** – some people talk too much.

Running Records

Level 11 The Three Little Pigs (short version)

Number of words: 158

Words correct:

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

Comprehension questions:

1. What were the three kinds of houses that the Three Little Pigs built?
2. Why couldn't the Big Bad Wolf blow down the third house?
3. How did the Three Little Pigs get rid of the Big Bad Wolf?

Record the score on the Progress Chart.

Dolch Words in Sentences

Here is the man who went to the shop.

Look what I have made!

I would like to go there again.

I always sit on the small chair.

I would like to buy a better book.

I don't like this very much.

He hurt his leg going down the slide.

Do you know how far it is to the moon?

My mother made me some lunch.

You may walk over there.

We will sing the other song now.

They always go to the shops together.

They put their food on plates.

It is kind of you to let me use your pen.

He came in a red car.

Come and sit beside me.

Do you own this pencil?

Why did you give it to him?

The little black dog sat under the table.

I will try to ride my new bike.

I can make the cake by myself.

Which one of these is better?

Where does she keep her new game?

It is much too cold to play outside.

How well can you read this book?

Look at that funny pink pig.

No one can open the lid.

She will help him if he falls.

There are about four of those white ones left.

She said she saw seven small birds.
We ran after the brown ball.

I like to play with new toys.

Can you help me pull out this big weed?

I always like to read a good book.

You must never eat these again.

This is my best work.

I wish I could read this story.

Go along to the shops and buy some milk.

Can you tell us all about it?

The dog cut its foot on a stone.

If you live a long time, then you will be old.

You must stop when you see a red light.

Do you have some things to show us?

You must go up the steps to get over the wall.

I can jump as far as you can.

I could not do up my shoes when I was little.

Do you want to wash in warm water?

He is going to take both kittens.

Please take four of our boys with you.

The man let us take two yellow flowers.

I don't think I would like a green drink.

Did you see the big fish that got away?

Dad gave me those pens to keep.

I would like to draw that again.

Did you ask Mum for some food?

Open your book to the right place.

I think it is about time to start.

I ate all of my food.

I only have a blue and white hat.

Bring your own drink because it is hot today.

Please write your name on this paper.

I don't think I could eat eight apples.

Don't laugh at my work!

I am going to buy myself a new toy.

Please hold this for me.

I know a boy who likes to sleep all day.

Do you know how to use a fork?

I wish I could go all the way around the world.

Where is your house?

Would you say yes or no?

I have never been down there.

This is too much for me to eat.

Try to keep your clothes clean, or I will have to wash them.

Thank you for going with me today.

Call me when you have done all your work.

I would like to fly over the moon.

Just put it on the top.

How many cakes do you have now?

Dad went down the steps as fast as he could.