

**Beacon Media**  
**one-on-one literacy program**

**Levels 3 & 4**

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



**Student Progress Record**

**Name of Student** .....

**Year / Class** .....

<b>LEVEL 3</b>	<b>Date</b>	<b>Sounds</b>	<b>Sight Words</b>	<b>Stories</b>	<b>Sentence</b>	<b>Assistant</b>
Lesson 1 p. 5						
Lesson 2 p. 8						
Lesson 3 p. 11						
Lesson 4 p. 14						
Lesson 5 p. 17						
Lesson 6 p. 18						
Lesson 7 p. 21						
Lesson 8 p. 24						
Lesson 9 p. 25						
Lesson 10 p. 28		Test score:		Test score:	No activity	

**Student Progress Record**

**Name of Student .....**

**Year / Class .....**

<b>LEVEL 4</b>	<b>Date</b>	<b>Sounds</b>	<b>Sight Words</b>	<b>Stories</b>	<b>Sentence</b>	<b>Assistant</b>
Lesson 1 p. 31					No activity	
Lesson 2 p. 34					No activity	
Lesson 3 p. 37						
Lesson 4 p. 40						
Lesson 5 p. 43						
Lesson 6 p. 46						
Lesson 7 p. 49					No activity	
Lesson 8 p. 50						
Lesson 9 p. 53						
Lesson 10 p. 54						
Lesson 11 p. 55						
Lesson 12 p. 56		Test score:		Test score:	No activity	

# 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 3 Lesson 1

## **Part A: Sounds**

Help students to sound out 3-letter words. Apart from just sounding the words in the list, they can sound the words using “word wheels”, “bottle top letters” and “Circle of Sounds”.

cat
bat
fat
hat
mat
pat
rat
sat
at

## **Part B: Sight Words**

Start working on Dolch Words Set 3, (Words 33-49)

Revise: to, a, the

New words: up, down, have

Revise ‘to, a, the’ by writing these on pieces of paper

Play “Concentration” with the 3 new words (on cards)

## **Part C: Stories**

New story: Let’s get fit

Talk about the ‘apostrophe’ in ‘let’s’, (it stands for let us).

Find the new words in the story, (up, down, have)

Comprehension: What does it mean to ‘get fit’?

## **Part D: Sentence**

What do you like to do to get fit?



Let's get fit

1



I run to Mum.

2



I run up the steps.

3

Level 3



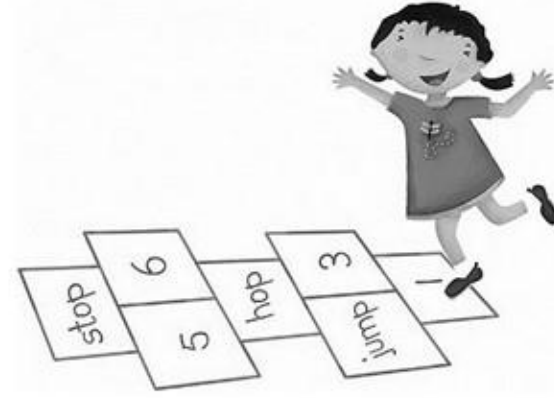
I skip with a rope.

4



I jump up and down.

5



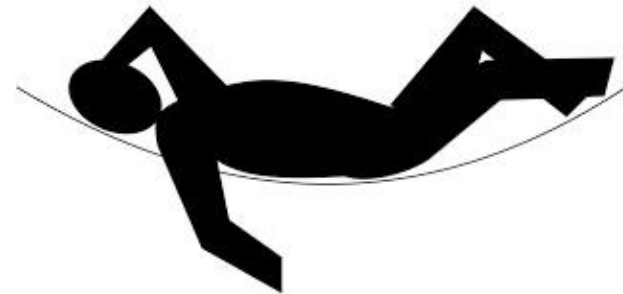
I hop and stop.

6



I kick the ball.

7



I have a rest.

Level 3

8

## Level 3 Lesson 2

### **Part A: Sounds**

Help students to sound out 3-letter words. Apart from just sounding the words in the list, they can sound the words using “word wheels”, “bottle top letters” and “Circle of Sounds”.

has
jam
bad
dad
had
sad
bag
rag

### **Part B: Sight Words**

**Revise:** make, made, me, up, down, have

Write these 6 words on paper and play ‘Tic Tac Toe’.

### **Part C: Stories**

**Revise:** ‘Let’s get fit’

**New story:** ‘What did God make?’

Comprehension: What did God make?

### **Part D: Sentence**

God made .....

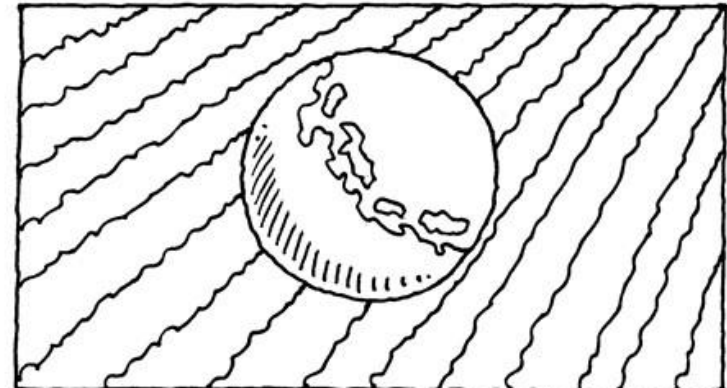


**What did God make?**



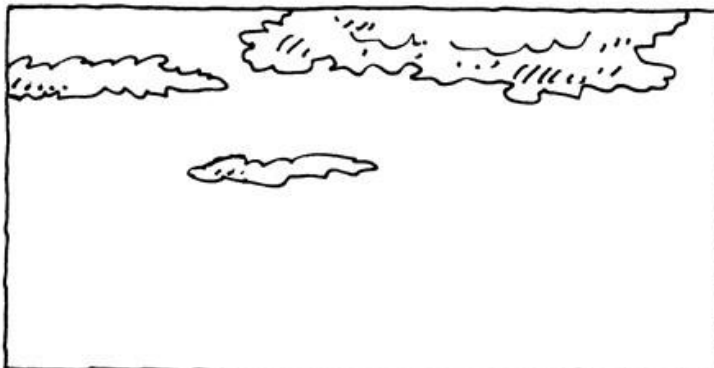
**God made the light.**

2



**God made the sky.**

3

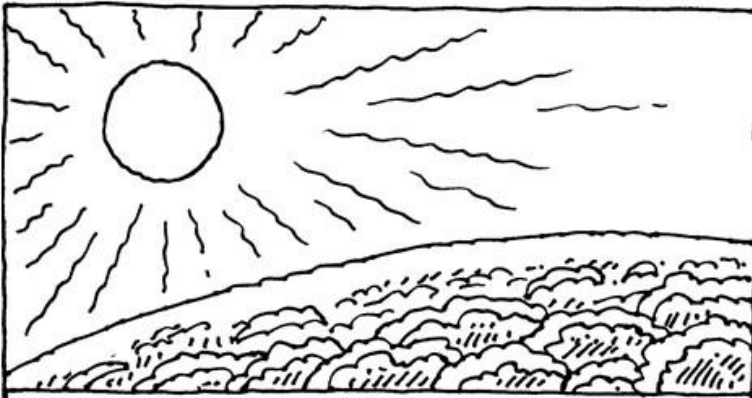


**God made the plants.**

4

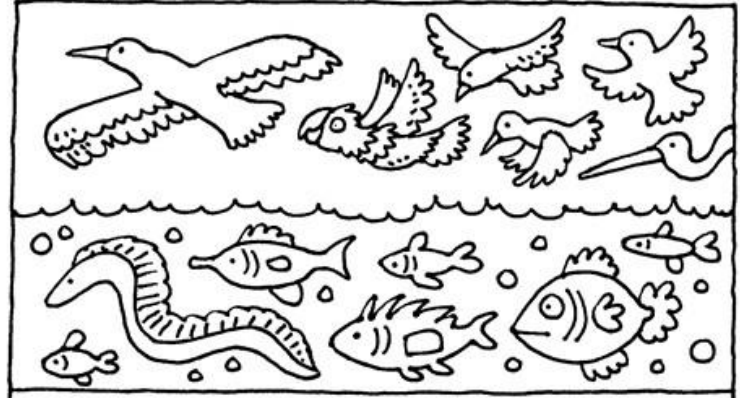


Level 3



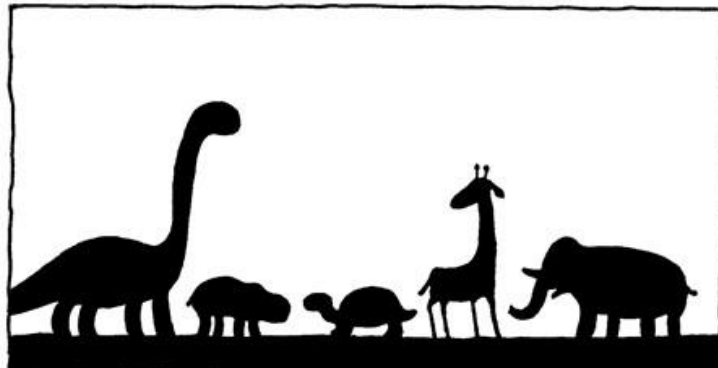
God made the sun.

5



God made birds and fish.

6



God made the animals.

7



God made me.

8

## Level 3 Lesson 3

### ***Part A: Sounds***

Help students to sound out 3-letter words. Apart from just sounding the words in the list, they can sound the words using “word wheels”, “bottle top letters” and “Circle of Sounds”.

cap
tap
can
ran
man
van

### ***Part B: Sight Words***

**Revise:** make, made, me, up, down, have

New words: went, sent, all

### **Part C: Stories**

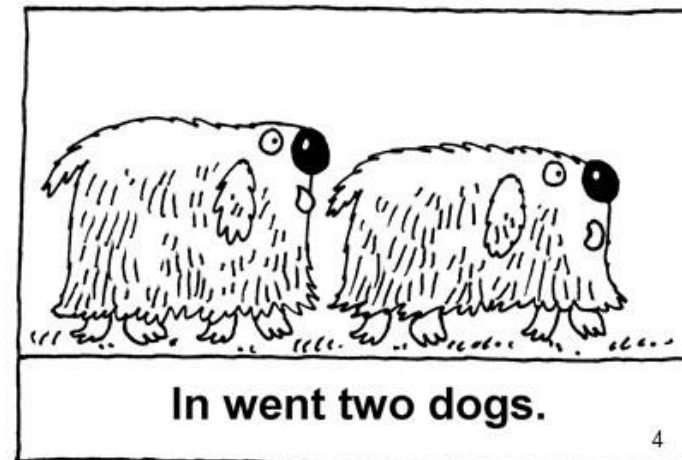
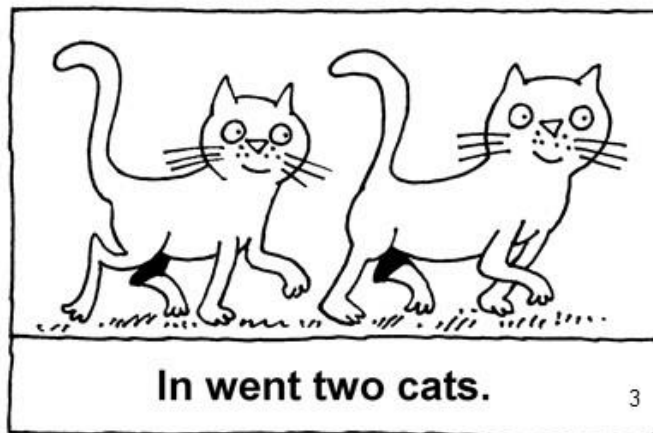
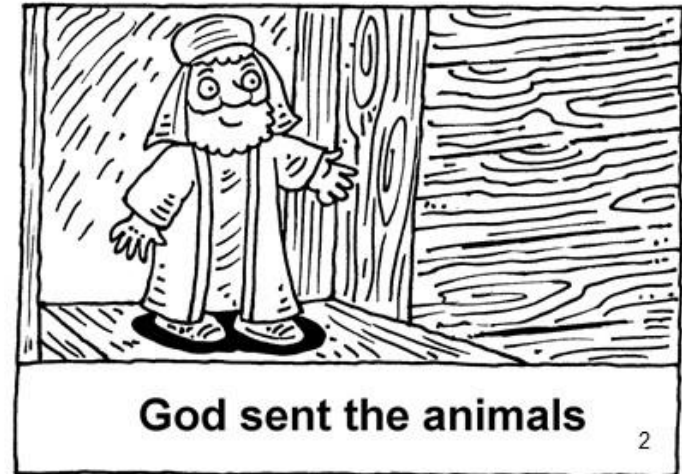
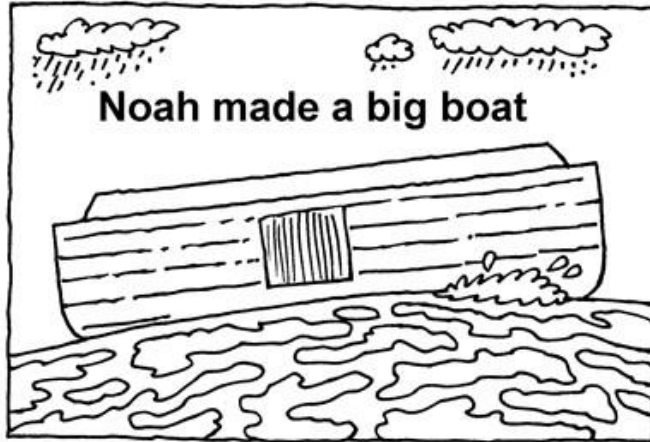
**Revise:** ‘What did God make?’

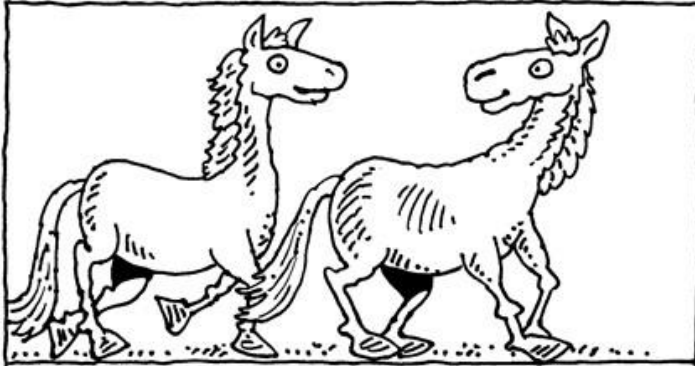
**New story:** ‘Noah’

**Comprehension:** How did God save the animals?

### ***Part D: Sentence***

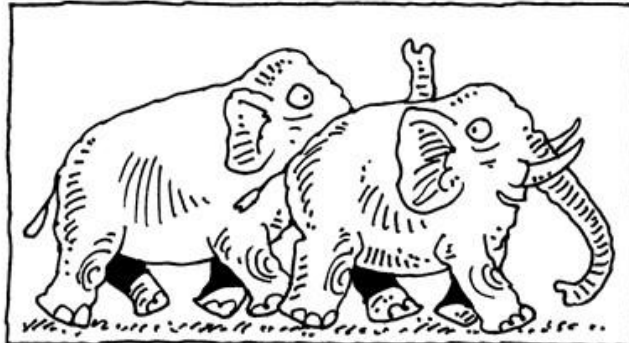
Who went in the boat?





**In went two horses.**

5



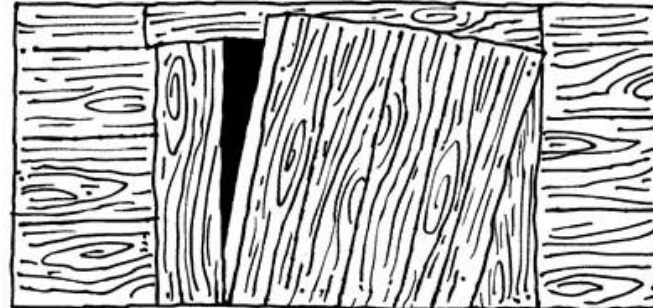
**In went two elephants.**

6



**In went all the animals.**

7



**Then God shut the door.**

8

Level 3

## Level 3 Lesson 4

### **Part A: Sounds**

Ask the student to read the following, sounding out the 3-letter words:

Dan has a fat cat.

Sam sat on a hat.

Dad had ham and jam.

Sam had a rag in a bag.

Dad has a bat.

Zac sat on the mat.

### **Part B: Sight Words**

**Revise:** went, sent, all,

**New words:** not, will

### **Part C: Stories**

**Revise:** 'Noah'

**New story:** 'Let's have fun'

Revise the meaning of the apostrophe.

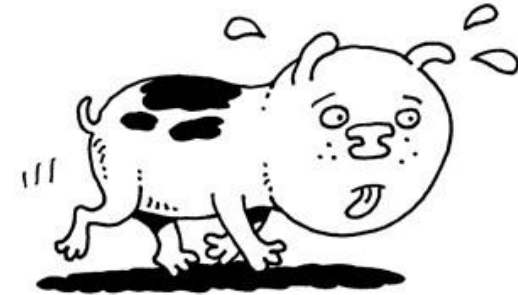
### **Part D: Sentence**

What will Dan Duck do? (Dan Duck will ... )



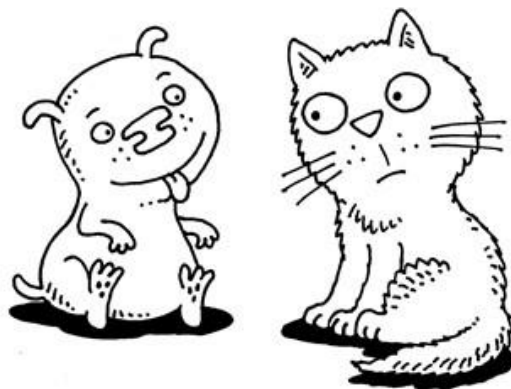
**Let's have fun**

1



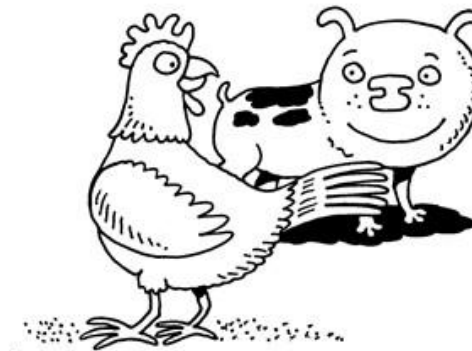
Pug the dog is hot. He wants to go for a swim.

2



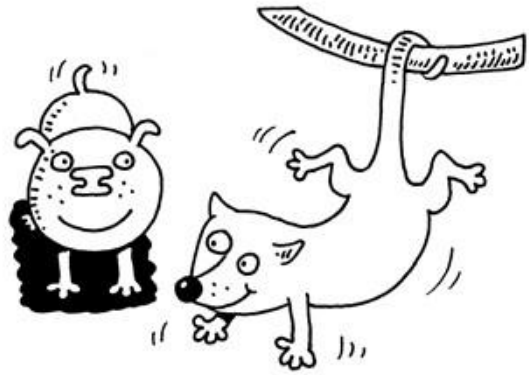
"Come with me, Kitty Cat."  
"No, I do not want to get wet."

3



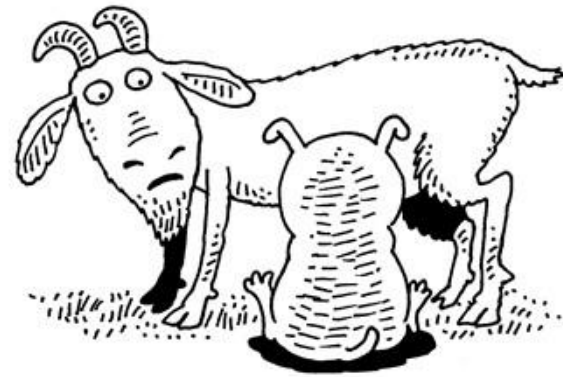
"Come with me Red Hen."  
"No, I do not want to get wet."

4



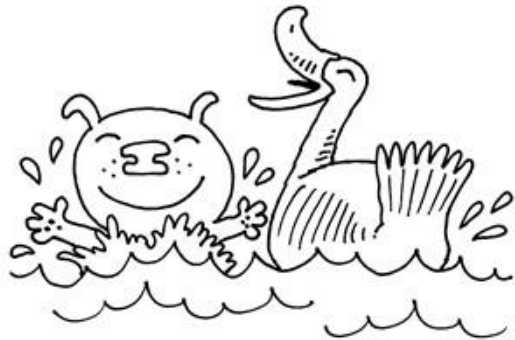
"Come with me Peter Possum.  
"No, I do not want to get wet."

5



"Come with me Billy Goat.  
"No, I do not want to get wet."

6



"Come with me Dan Duck."  
"Yes. I will come. I love to get wet.  
We can swim and have fun."

7

**Answer yes or no:**

Will Kitty Cat get wet?

Will Peter Possum get wet?

Will Red Hen get wet?

Will Billy Goat get wet?

Will Dan Duck get wet?

8



## Level 3 Lesson 5

### ***Part A: Sounds***

Make a book, 8 pages, including title page.

Write the following sentences clearly, one sentence at the bottom of each page. Read the story with the student.

The student can take this away with them and provide the drawings for homework. Tell them to bring it back next time and it can be read again.

### **Rat with a hat**

This is a rat.

He has a hat.

Oh no, here comes the cat

She sits on the mat.

Cat can get the rat just like that.

Cat is bad, but don't be sad.

Cat is too fat to get that rat!

### ***Part B: Sight Words***

**Revise:** went, sent, all, not, will

### ***Part C: Stories***

**Revise:** 'Let's have fun'.

### ***Part C: Sentence***

In the story, 'Rat with a hat', what do you think happened to the rat?

(The rat .... )

## Level 3 Lesson 6

### **Part A: Sounds**

Help students to sound out 3-letter words. Apart from just sounding the words in the list, they can sound the words using “word wheels”, “bottle top letters” and “Circle of Sounds”.

hen
men
pen
den
ten
red
bed
fed
led

### **Part B: Sight Words**

**Revise:** went, sent, all, not, will

New words: came, out

### **Part C: Stories**

**Revise:** ‘Rat with a hat’.

**New story:** ‘Incy Wincy Spider’

Find the words ‘came’ and ‘out’ in the story

**Comprehension:** What is a water spout?

### **Part C: Sentence**

Why did the spider go up the spout again?

(The spider went up the spout because .... )



Incy Wincy spider

1



went up the water spout.

2



Down came the rain

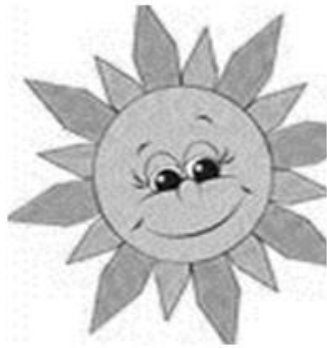
3



and washed poor Incy out.

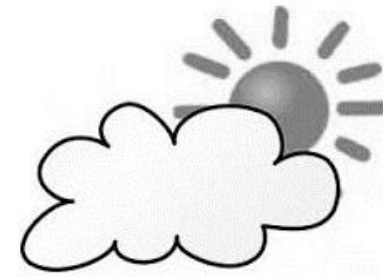
Level 3

4



Out came the sun

5



and dried up all the rain

6



so Incy Wincy spider

7



went up the spout again.

Level 3

8

## Level 3 Lesson 7

### **Part A: Sounds**

Help students to sound out 3-letter words.

leg
beg
peg
get
net
let
met
pet
set
wet
yet
yes

### **Part B: Sight Words**

**Revise:** went, sent, all, not, will, came, out

New words: big, little, do

### **Part C: Stories**

**Revise:** 'Incy Wincy Spider'

**New story:** 'My Dog'

Find the word 'do' in the story.

### **Part C: Sentence**

Which animals are big?

Which animals are little?

Students can think of any animals, e.g.

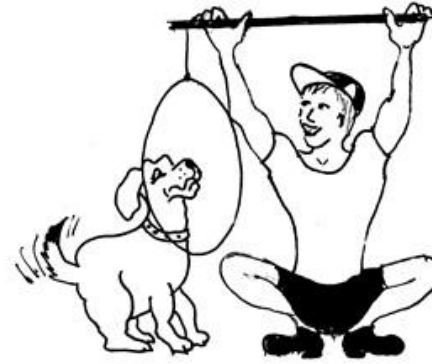
"A spider is little."

"An elephant is big."



**My dog**

1



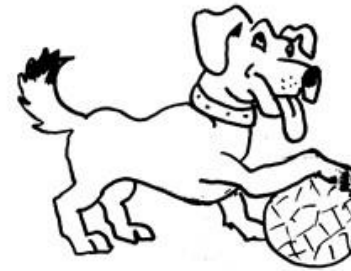
My dog can do lots of tricks.

2



My dog can sit.  
"Sit, dog, sit."

3



My dog can get the ball.  
"Go, dog, go."

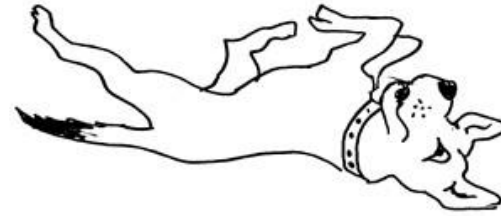
Level 3

4



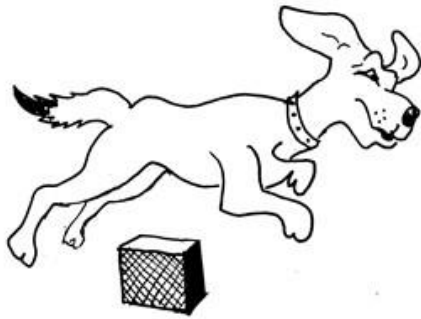
My dog can drop.  
"Drop, dog, drop."

5



My dog can roll over.  
"Roll over dog, roll over."

6



My dog can jump.  
Jump, dog, jump.

7



I pat my dog.  
"Good dog."

8

Level 3

## Level 3 Lesson 8

### ***Part A: Sounds***

Ask the student to read these sentences, sounding out the 3-letter words.

The van is red.

My pet is at the vet.

I can get the hen in the net.

Ken has ten pens.

Meg fed the hens.

The red hen has ten eggs.

### ***Part B: Sight Words***

**Revise:** went, sent, all, not, will, came, out, big, little, do

**New words:** for, us

### ***Part C: Stories***

**Revise:** 'My Dog'

Revise any other story from Level 3

### ***Part C: Sentence***

Why did God make the light?

(God made the light for us so that we could ....)



## Level 3 Lesson 9

### *Part A: Sounds*

Write the following sentences on paper on in the exercise book.

Ask students to listen for the rhyming words and underline them.

Ask them to draw a picture for each.

Ten hens and ten red pens

It is too wet to get the net.

### *Part B: Sight Words*

Revise: will, came, out, big, little, do, for, us

New words: makes, them, too

### *Part C: Stories*

Revise: 'God made the light'

New story: 'I hear music'

### *Part C: Sentence*

What can you hear?

(I can hear ..... )



**I hear music**

1



I hear a drum. It makes me want to tap my feet.

2



I hear a guitar. It makes me want to clap my hands.

3



I hear singing. It makes me want to sing too.

4

Level 3



I like to sing and clap and tap. I like to make music.

5



We can all make music together.

6



Birds can make music too. I like to hear them sing.

7

Level 3



Cats can make music too. I do not like to hear them sing.

8

## Level 3 Lesson 10

### Test

#### *Sounds*

Ask the student to make the following with bottle top letters:

**bat, bag, can, dad, ran, bed, get, pen, ted, peg**

Give a score out of 10.

## Running Records Test

### Level 3 The Fat Cat

Number of words: 29

Words correct:

Accuracy rate:    %    (1 error = 96%; 2 errors = 93%; 3 errors = 89%)

Comprehension:

Did Mum like the rat?

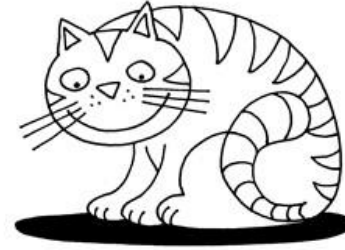
Did Fat Cat get the rat?

Why did the rat run away? (Mum screamed)



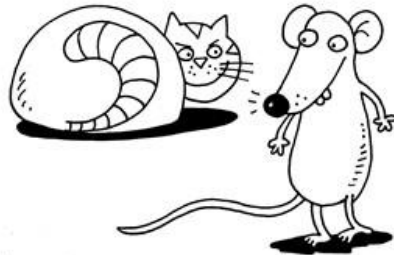
A fat cat

1



A fat cat sat on the mat.

2



Fat cat can see a rat.

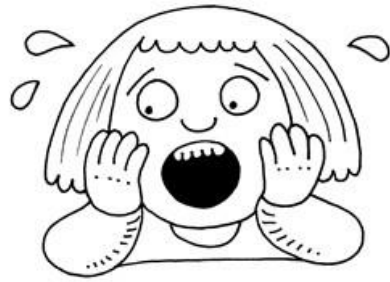
3



Mum can see the rat.

4

Level 3



“Look! A rat! A rat! A rat!”

5



“Fat cat, get that rat!”

6

**Can you read these words:**

cat  
fat  
rat  
mat  
sat  
that

7

**Some questions:**

Did Mum like the rat?  
Did fat cat get the rat?  
Why did the rat run away?

Level 3

8

# Level 4 Lesson 1

## *Part A: Sounds*

pig
dig
fit
lit
pit
sit
pin
tin
win
bin

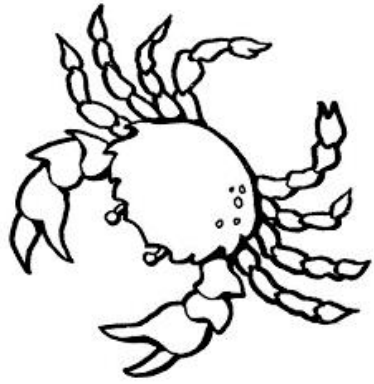
## *Part B: Sight Words*

Play Bingo with Dolch Words set 3 ( 33 – 49)

## *Part C: Stories*

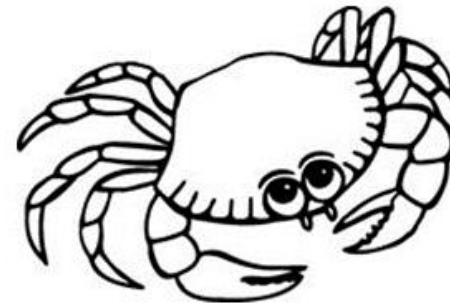
**Revise:** 'I hear music'

**New story:** 'Go crab go'



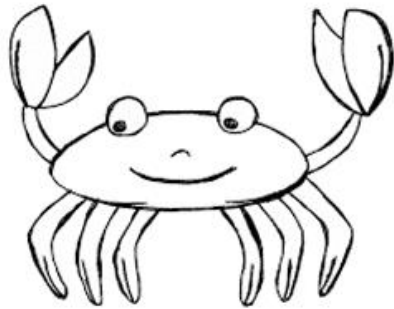
**Go crab go.**

1



Run across the sand.

2



Go as fast as you can.

3

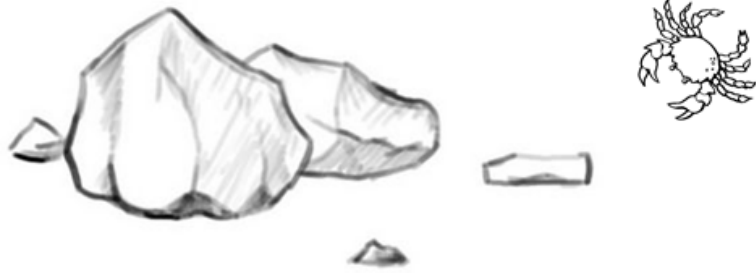


Hide crab hide.

Level 4

4





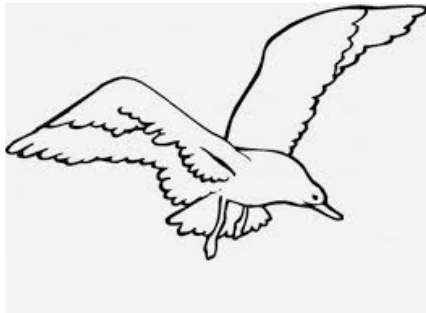
Hide under the rock.

5



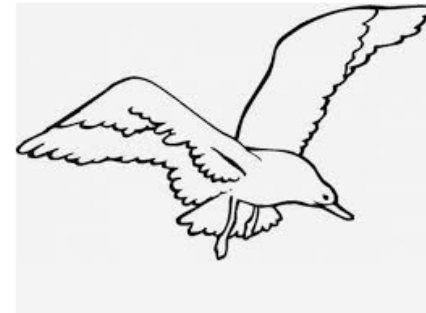
Look out!

6



Here comes a big bird.

7



Big birds like crabs for lunch!

8

Level 4

## Level 4 Lesson 2

### *Part A: Sounds*

bit
hit
pig
six
fix
did
lid
hid
his
him

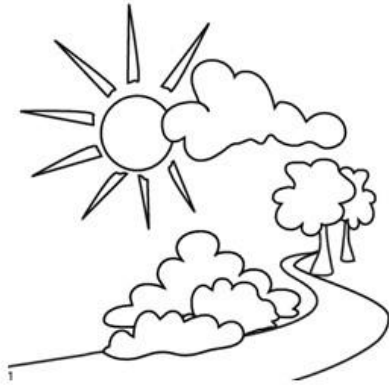
### *Part B: Sight Words*

Play Bingo with Dolch Words set 3 ( 33 – 49)

### *Part C: Stories*

**Revise:** 'Go crab go'

**New story:** 'I went for a walk'



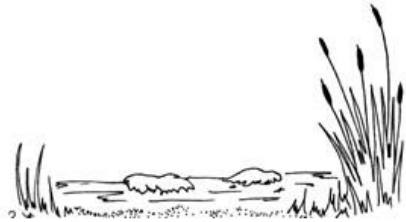
I went for a walk and what did I see?

1



I saw a bee looking at me.

2



I went for a walk and what did I see?

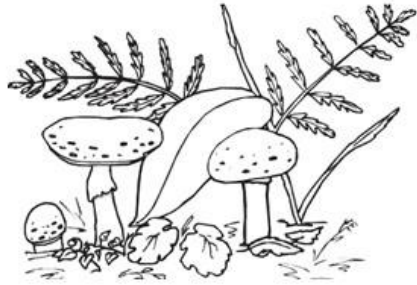
3



I saw a frog looking at me.

Level 4

4



I went for a walk and what did I see? 5



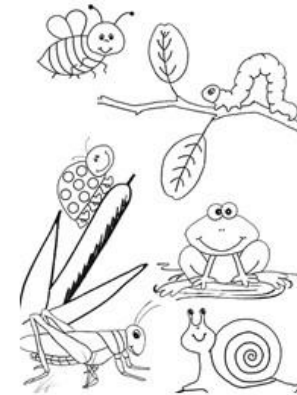
I saw a snail looking at me. 6



I went for a walk and what did I see?

Level 4

7



I saw lots of God's creatures looking at me.

8

## Level 4 Lesson 3

### **Part A: Sounds**

Ask the student to read these sentences, sounding out the 3-letter words.

I can dig a big pit.

I had a pin in a tin.

Dad has six eggs.

Dad can fit in his bin.

The pig is big.

### **Part B: Sight Words**

Begin working on set 4, (Dolch words 50 – 66)

**New words:** off, into, across, eat

### **Part C: Stories**

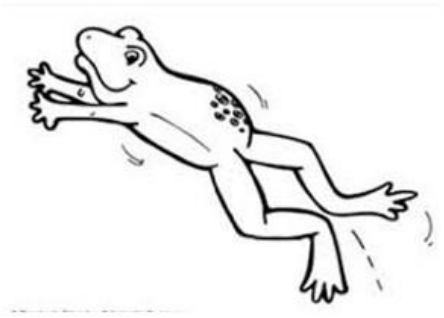
**Revise:** I went for a walk

**New story:** Jump Frog Jump

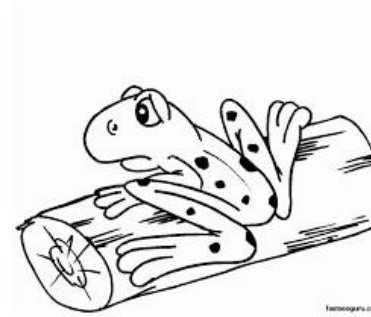
Look for 'off, into, across' in the story.

### **Part D: Sentence**

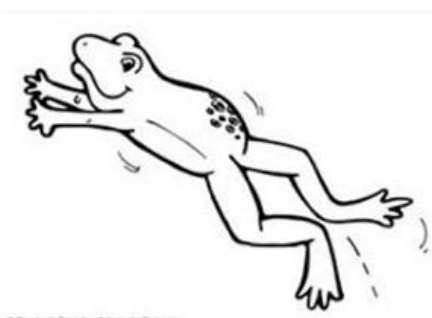
What do snakes like to eat?



**Jump frog jump.** 1



**Jump off the log.** 2



**Jump frog jump.** 3



**Jump into the pond.**

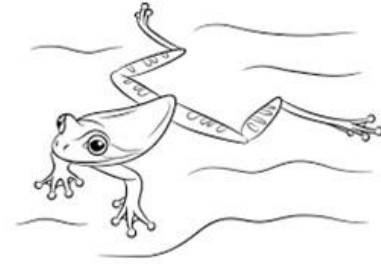
Level 4

4



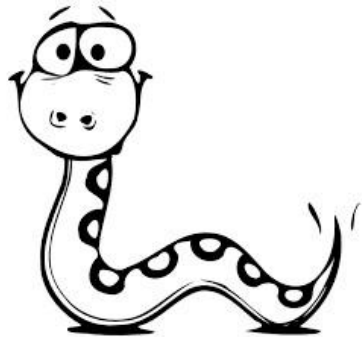
Swim frog swim.

5



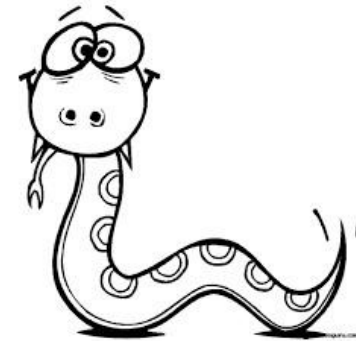
Swim across the pond.

6



Mr. snake is coming.

7



Mr. snake likes frogs for lunch.

Level 4

8

## Level 4 Lesson 4

### **Part A: Sounds**

Write the following sentences in large clear print on paper.

Ask the student to read the two rhymes.

Draw attention to the 'i' middle sound.

Underline the rhyming words.

For homework they can draw the pictures.

A pig can dig.

I can sit in the pit.

### **Part B: Sight Words**

**Revise:** off, into, across, eat

**New word:** under

### **Part C: Stories**

**Revise:** Jump Frog Jump

**New story:** Look at me

Ask the student to sound out as many words as possible: log, hop, up, in, dig, red, hen, sit, pug, dog, snap, swim

### **Part D: Sentence**

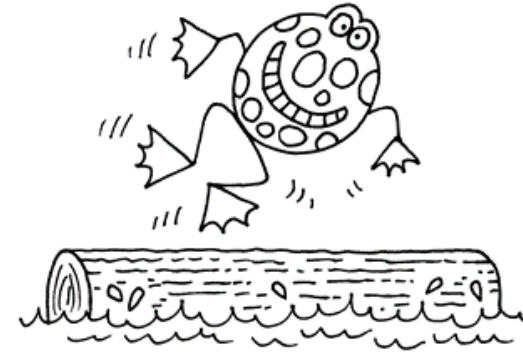
Ask the student to choose an animal from the story. What can that animal do?





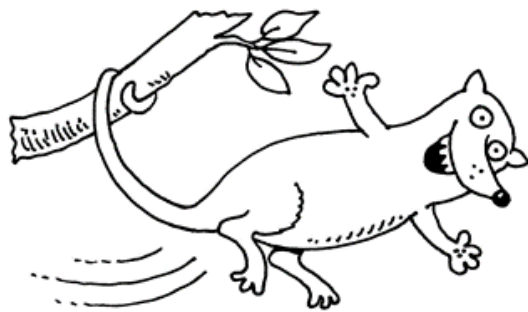
**Look at me!**

1



Lucky frog is on a log.  
Look at me! Look at me!  
I will go hop, hop, hop!

2



Peter Possum is up the tree.  
Look at me! Look at me!  
I will go up, up, up.

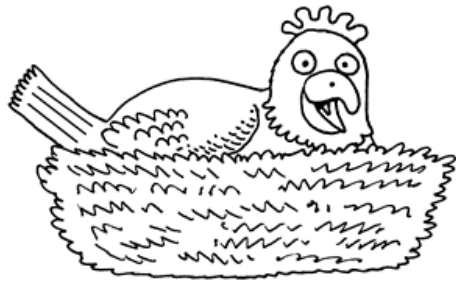
3



Pug the dog is in under the tree.  
Look at me! Look at me!  
I will dig, dig, dig.

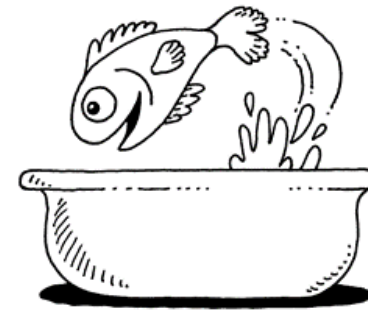
Level 4

4



Red Hen is on her nest.  
Look at me! Look at me!  
I will sit, sit, sit.

5



Fred the fish is in the water.  
“Look at me! Look at me!  
I will swim, swim, swim.”

6



Kevin Croc is in the water too.  
“Look at me! Look at me!  
I will go snap, snap, snap!”

7

### What can these animals do?

Lucky Frog  
Peter Possum  
Pug the Dog  
Red Hen  
Fred the fish

Level 4

8

## Level 4 Lesson 5

### *Part A: Sounds*

dog
log
fog
bog
lot
not
dot
pot
got
cot
hot
hop
top
mop

### *Part B: Sight Words*

**Revise:** off, into, across, eat, under

**New words:** you, does, goes

### *Part C: Stories*

**Revise:** Look at me

**New story:** Who can help

Find the words 'you', 'does', 'goes' in the story.

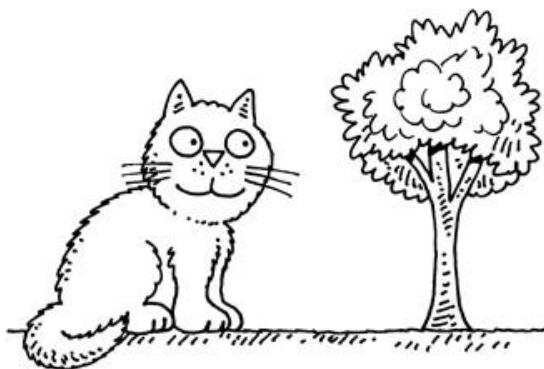
Sound out as many words as possible in the story.

**Comprehension:** What is a possum? What can it do? (climb trees).

Why could Peter Possum help to get Kitty Cat down from the tree?

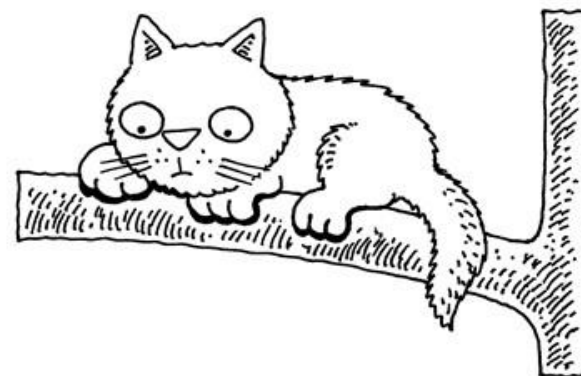
### *Part D: Sentence*

Ask the student to choose an animal from the story. Ask them to tell you something about that animal. Make the answer into a sentence.



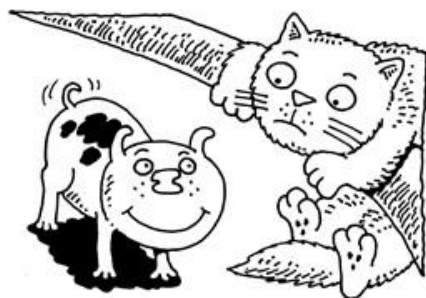
**Who can help?**

1



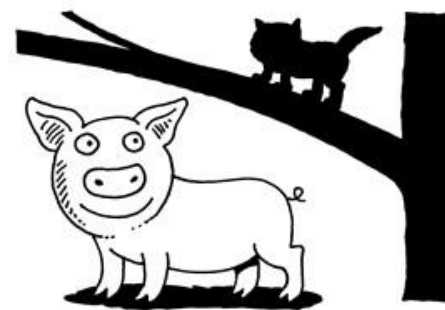
Kitty Cat went up the tree... up, up, up.  
"Help!" said Kitty Cat. "I can not get down!"

2



Here comes Pug the dog.  
Can Pug the dog help to get her  
down?  
No, Pug the dog can not get up the  
tree.

3



Here comes Slosh the pig.  
Can Slosh the pig help to get her  
down?  
No, Slosh the pig can not get up the tree.

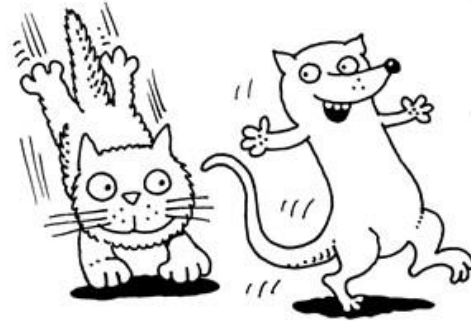
Level 4

4



Here comes Rizzy Rat.  
Can Rizzy Rat help to get her down?  
No, Rizzy Rat does not like Kitty Cat.

5



Look. Here comes Peter Possum.  
Peter Possum goes up the tree.  
“I can help you,” said Peter Possum.  
“Follow me.”

6

**Answer yes or no.**

Can Pug the dog help?  
Can Rizzy Rat help?  
Can Slosh the pig help?  
Can Peter Possum help?

7

**Thinking...**

Why didn't Pug the dog help?  
Why didn't Rizzy Rat help?  
Why did Peter Possum help?

Level 4

8

## Level 4 Lesson 6

### *Part A: Sounds*

<b>box</b>
<b>fox</b>
<b>on</b>
<b>off</b>
<b>God</b>
<b>nod</b>
<b>bob</b>
<b>cob</b>
<b>rob</b>
<b>of</b>

### *Part B: Sight Words*

**Revise:** off, into, across, eat, under, you, does, goes

### *Part C: Stories*

**Revise:** Who can help

**New story:** Who will help

Point out some words in the story that may not be familiar: hurt, first, second, third, good

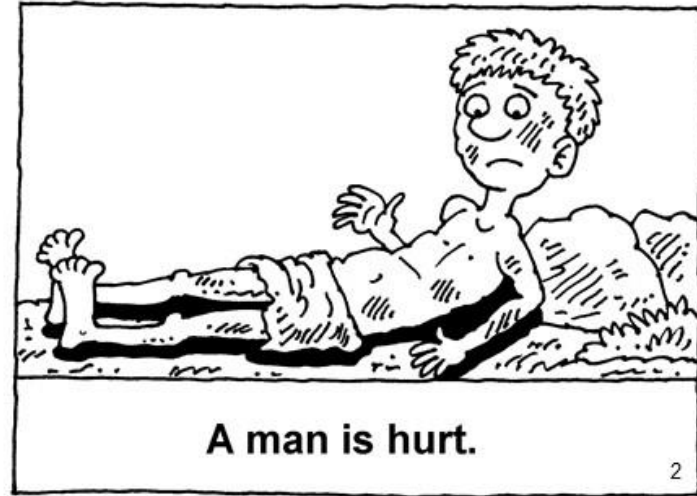
### *Part D: Sentence*

Use the Thinking Hats.

**Black:** What bad thing happened in the story?

**Yellow:** What good thing happened in the story?

Write about one of these.



Level 4



**"I will not help," said the  
second man.**

5



**"I will not help," said the  
third man.**

6



**"I will help," said the good man.**

7



**Come with me.**

8



## Level 4 Lesson 7

### **Part A: Sounds**

Ask the student to read and sound:

I am hot.  
The dog is on the box.  
Bob got a big pot.  
Dad can fix the mop.  
The tap is not hot.  
The dog bit the fox.

### **Part B: Sight Words**

**Revise:** off, into, across, eat, under, you, does, goes

**New word:** was

### **Part C: Stories**

**Revise:** Who will help?

**Revise these words in the story:** hurt, first, second, third, good

**Make a small book: one sentence per page plus the title page.**

A frog on a log  
Bob the frog sits on a log.  
He looks and sees a little dog.  
Hop Bob, hop. Get off that log.  
Don't let that dog get you Bob!

## Level 4 Lesson 8

### **Part A: Sounds**

Ask the student to sound out the following words:

cup	jug
pup	dug
gun	rug
cut	hug
nut	tug
but	gum
hut	mud
bus	rub
bug	tub
bug	tub

### **Part B: Sight words**

Use the “*Sentence Starters*” as revision.

### **Part C: Stories**

**Revise:** A frog on a log (home-made book)

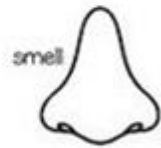
**New story:** My Five Senses

### **Part D: Sentence**

Ask the student to choose one of the senses and make up a sentence starting with “I like to ... (see/hear/feel/taste/smell ..... )



## My 5 Senses

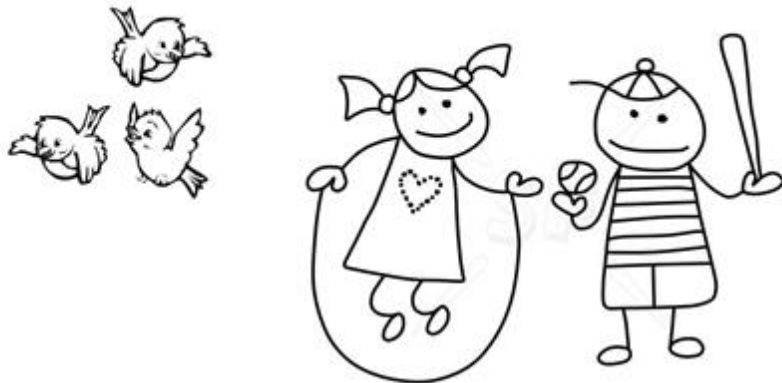


1



I look and see with my eyes. I can see flowers and trees.

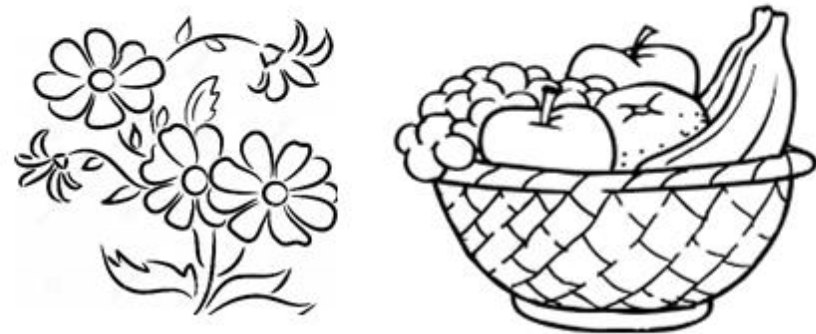
2



I hear with my ears. I can hear birds singing and children playing.

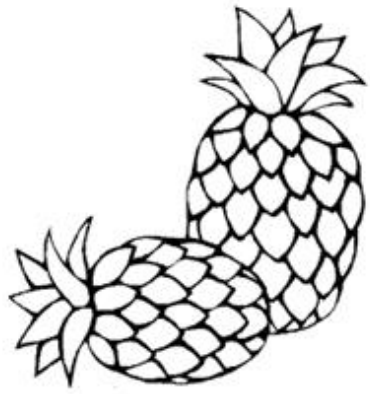
Level 4

3



I smell with my nose. I like the smells of flowers and fruit.

4



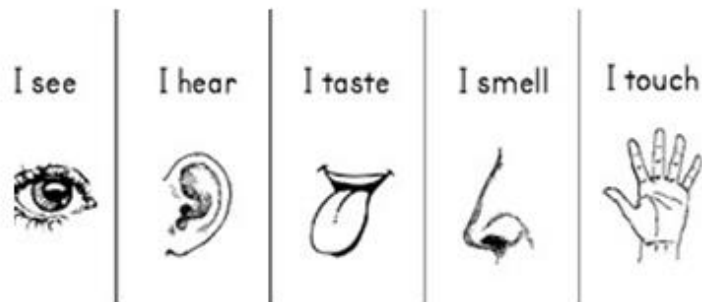
I taste with my mouth. I love the taste of pineapple.

5



I touch with my hands. I love the feel of a cat's soft fur.

6



Thank you God for making me to touch, to smell, to taste, to see and to hear.

7



Thank you God that you are always near.

Level 4

8

## Level 4 Lesson 9

### **Part A: Sounds**

Ask the student to read the following sentences, sounding out the words:

Ten men hid in a hut.

I had a jug of jam.

Mum can hop.

I got mud on the rug.

I can run in the sun.

The pup ran up the log.

The man got on the bus.

### **Part B: Sight words**

Choose 5 known words from Dolch Set 4 and play “Throw the word”

New words: put, them, after, give

### **Part C: Stories**

Revise any story from Level 4

### **Part D: Sentence**

Using the words ‘put, them, after, give’, write the following story for the student and help them to fill in the gaps.

How to make a cake

Put in some .....

After that, get some ..... Put them in.

After that, put in some .....

Mix it and put it in a tin.

Put it in the oven. Take it out. Cut it and give it to Mum to eat.

## Level 4 Lesson 10

### **Part A: Sounds**

Ask the student to read these sentences and think of a word that rhymes to fill the space at the end.

A dog on a l\_\_\_

A cat in a h\_\_\_

A pig with a w\_\_\_

A fox on a b\_\_\_

Pat the c\_\_\_

Ham and j\_\_\_

Run and have f\_\_\_

Ten m\_\_\_

A red b\_\_\_

A pin in a t\_\_\_

### **Part B: Sight words**

**Revise:** put, them, after, give

**New words:** these, where, was

### **Part C: Stories**

**Revise:** How to make a cake

### **Part D: Sentence**

Write these sentences and ask the student to draw a line to the best ending:

The fat cat sat                      in the mud

The big pig sat                      on the mat

The red hen sat                      on a log

The bad dog sat                      on the eggs

## Level 4 Lesson 11

### *Part A: Sounds*

**Answer yes or no.**

Is it bad to hit a dog? \_\_\_\_\_

Can a cat run? \_\_\_\_\_

Is it fun to get wet? \_\_\_\_\_

Is a rat a pet? \_\_\_\_\_

Can Mum hug? \_\_\_\_\_

Can Dad dig? \_\_\_\_\_

Is a pig red? \_\_\_\_\_

Is an ant big? \_\_\_\_\_

Has Mum had ham? \_\_\_\_\_

Can a pin fit in a tin? \_\_\_\_\_

### *Part B: Sight words*

**Revise:** these, where, was

Play Bingo with all sight words from Set 4

### *Part C: Stories*

**Revise:** How to make a cake

**Revise:** Any story from Level 4

## Level 4 Lesson 12

### Test

#### *Sounds*

Ask the student to read the following and sound out the words.

Give a score out of ten for each word in bold.

I fed the hens.

Dad sat in the sun.

The dog ran to Tim.

I got into bed.

## Running Records Test

### Level 4 The Fat Cat

**Number of words:** 52

**Words correct:**

**Accuracy rate:** % (1 error = 99%; 2 errors = 96%; 3 errors = 94%; 4 errors = 92%; 5 errors = 90%)

**Comments:**

**Comprehension questions:**

1. What did the fox want to do when he saw the hen?
2. How did the pig help the hen?
3. How did the hen get away?





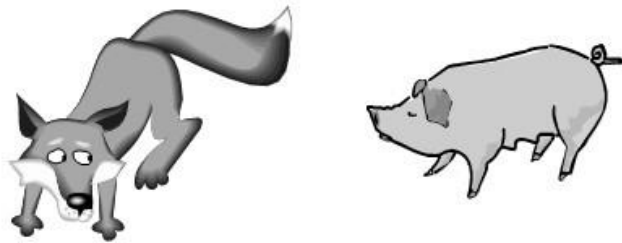
**The fox and the hen**

1



**Here is the fox.  
The fox can see the hen.**

2



**The pig can see the fox.  
The pig can help the hen.**

3



**“No, said the pig. No, fox, no.”**

4

Level 4



**“Look hen, look! Go, go go!”**

5



**The hen went up in the tree.  
The fox can not get the hen in the tree.**

6

Here	said
see	went
tree	and
help	the
look	no

7

**Questions:**

What did the fox want to do when he saw the hen?

How did the pig help the hen?

How did the hen escape?

Level 4

8