

Beacon Media
one-on-one literacy program

Levels 5 & 6



Lesson Plans

www.beaconmedia.com.au

Student Progress Record

Name of Student

Year / Class

LEVEL 5	Date	Sounds	Sight Words	Stories	Sentence	Assistant
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. 27						
Lesson 10 p. 30				Test score:	No activity	
Lesson 11 p. 31		Test score:		Test score:	No activity	

Student Progress Record

Name of Student

Year / Class

LEVEL 6	Date	Sounds	Sight Words	Stories	Sentence	Assistant
Lesson 1 p. 34						
Lesson 2 p. 37						
Lesson 3 p. 40						
Lesson 4 p. 43						
Lesson 5 p. 44						
Lesson 6 p. 47					No activity	
Lesson 7 p. 48					No activity	
Lesson 8 p. 49					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 5 Lesson 1

Part A: Sounds – 'll'

bell	bill
fell	fill
hell	hill
sell	will
tell	still
well	doll
sell	hull
smell	dull

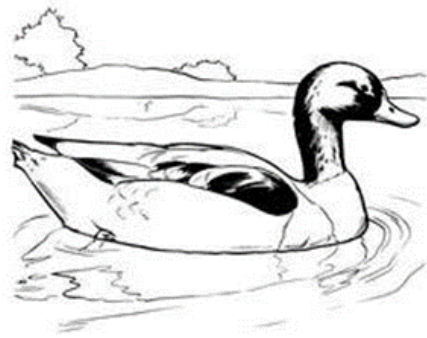
Sentences for the student to read with sounding.

The man went up the hill.
Bill will fill the bag.
Jill will sell the hen.
I got a doll from Mum.
The bell is still on the cat.
Bill will mend his tent.

Part B: Sight words

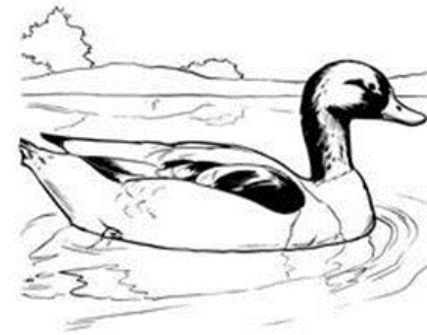
Play Bingo with Dolch Words Set 6

Part C: Stories



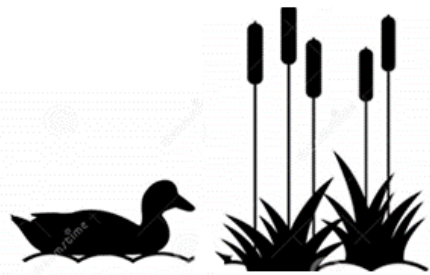
Swim duck swim.

1



Swim across the pond.

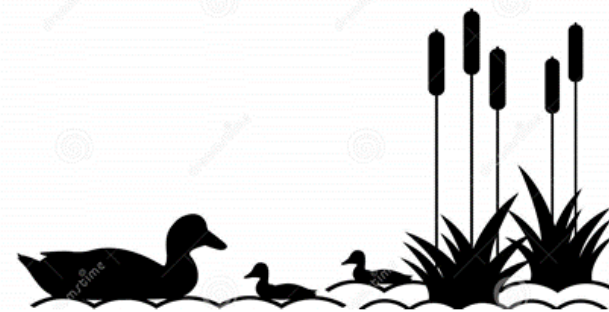
2



Swim to your babies.

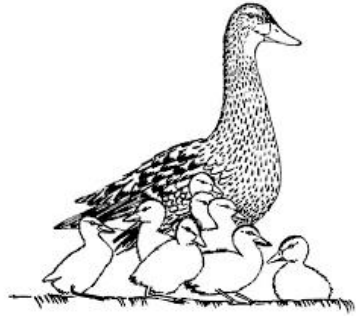
Level 5

3



The babies hide in the nest.
They see mother duck.

4



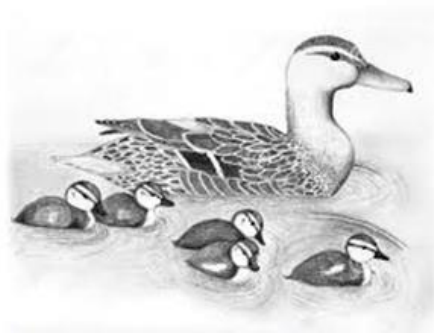
The babies come out of the nest.

5



The ducklings walk with mother duck.

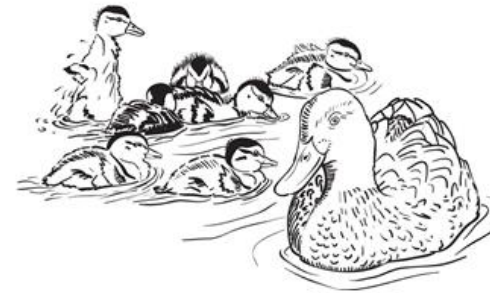
6



The ducklings swim with mother duck.

Level 5

7



Mother duck looks after her ducklings.

8

Level 5 Lesson 2

Part A: Sounds – ‘ck’

duck	lock
back	buck
sack	tuck
deck	quick
neck	lick
pick	quick
sick	pack
rock	sock

Sentences for the student to read with sounding:

He has a back pack.

We will pick the best pup.

A duck will not peck.

The man has a bad back.

The bug is on the rock.

The truck has bricks on the back.

Part B: Sight words

Revise Dolch words set 4

Part C: Story

Revise: Swim Duck Swim

Level 5 Lesson 3

Part A: Sounds – ‘th’

this	thick
that	thin
than	thank
then	three
them	with

Sentences for the student to read with sounding:

Look at this wet rock.
I can see Dad with them.
This is the best cat.
I like this and I like that.
He went with them.
This is thin and this is thick.

Part B: Sight words

Number words one to ten (Dolch words set 5)

Part C: Story

Revise: Swim Duck Swim

New story: Counting Ants

Find the rhyming words in ‘Counting Ants’.

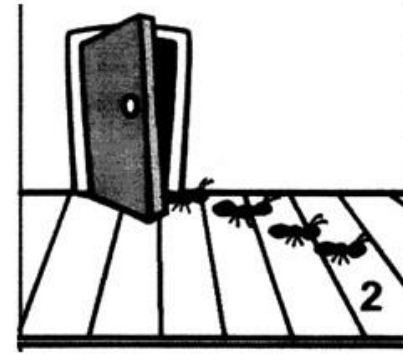
Part D: Sentence

Finish the sentence: “I see ants “

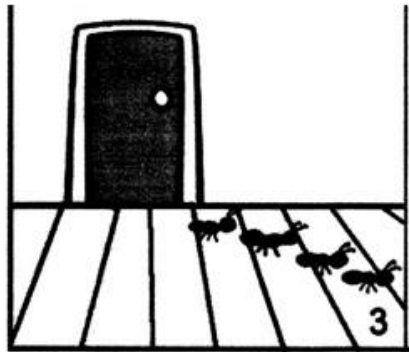
Counting Ants



One, two, three, four 1



I see ants on the floor. 2



Hurry up and shut the door 3



We don't want any more. 4



Five, six, seven, eight

5



going up the garden gate.

6



Nine, ten and eleven

7



Four fell off and now there are seven.

Level 5

8

Carol Warvel 2007, Daniellesplace.com

Level 5 Lesson 4

Part A: Sounds – ‘sh’

ship	shop
shot	rush
fish	flash
wish	crash
dish	dash
shut	cash
ship	crush
she	brush

This ship crashed into the rocks.
I wish I had six big bits of ham.
She will crack the nuts.
She went to the shop.
Mum was in a rush.
She went as quick as a flash.
The shop was shut.

Part B: Sight words

Revise number words one to ten (Dolch words set 5)

Part C: Story

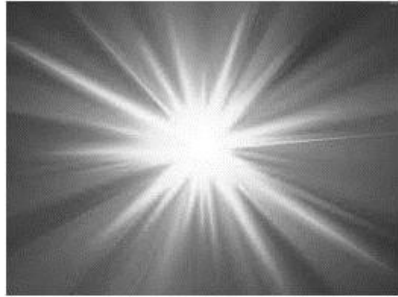
Revise: Counting Ants

New story: God made the light

Comprehension: What would happen if there was no light?

Part D: Sentence

Finish the sentence: “I need light to



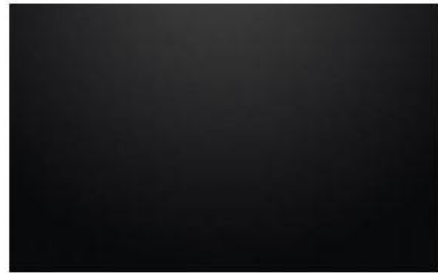
light

1



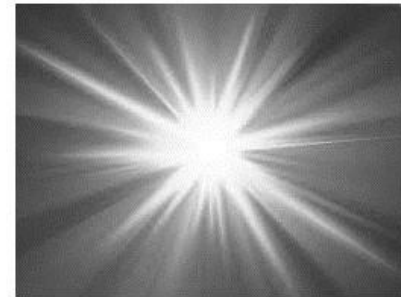
darkness

2



God made darkness.

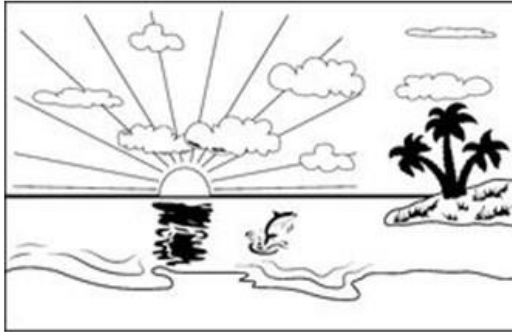
3



God made light.

4

Level 5



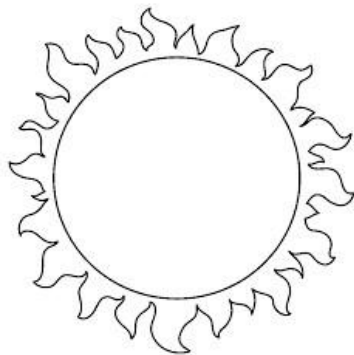
God made day.

5



God made night.

6



God made the sun. It is a light.

7



God made the moon. It is a light.

8

Level 5 Lesson 5

Part A: Sounds – ‘ch’

chick
chip
chop
check
much
such
chin
chat

Sentences for the student to read with sounding.

She likes fish and chips.

She had such fun.

I do not like this much.

I cannot have a chat with a chick.

Part B: Sight words

Learn the colour words from Dolch set 5.

Part C: Story

Revise: God made the light.

New story: Hide the baby

Draw attention to the speech marks.

Part D: Sentence

Because of the light we can see colour. Ask the student to choose a colour and write about something that is that colour, e.g. The sun is yellow. The sun is hot.



Hide the baby

1



Here is the bad king.

2



“We must hide the baby,” said Mum.

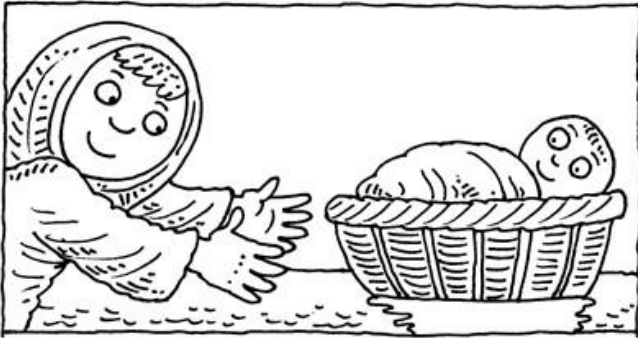
3



We can make a little boat.

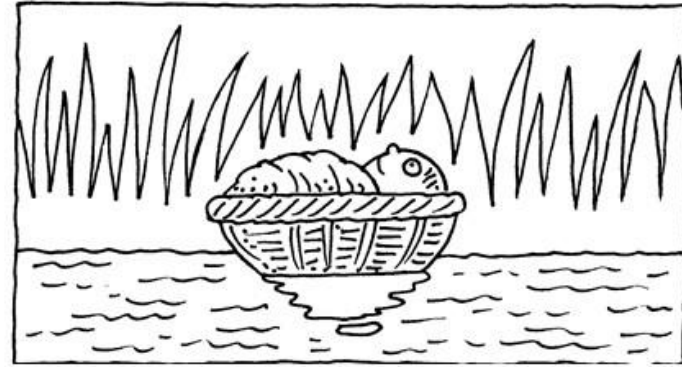
4

Level 5



The baby can hide in the boat on the water.

5



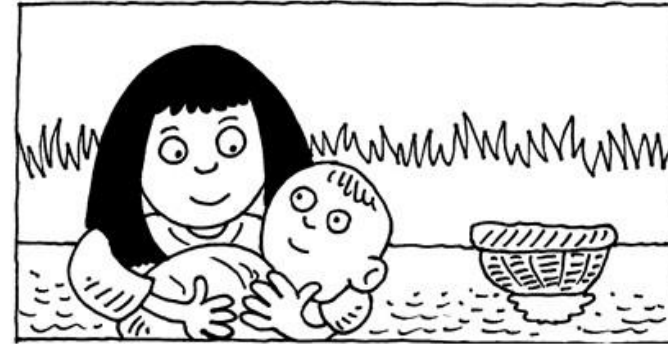
Then the bad king cannot get the baby.

6



Big sister will hide near the water.

7



God will be with her.

Level 5

8

Level 5 Lesson 6

Part A: Sounds – ‘ng’

king	wrong
sing	long
ring	sung
bring	lung
song	rung

Sentences for the student to read with sounding.

We will go if the bell rings.

It is fun to sing a long song.

We can see the wing of the jet.

Part B: Sight words

Learn the colour words from Dolch set 5.

Part C: Story

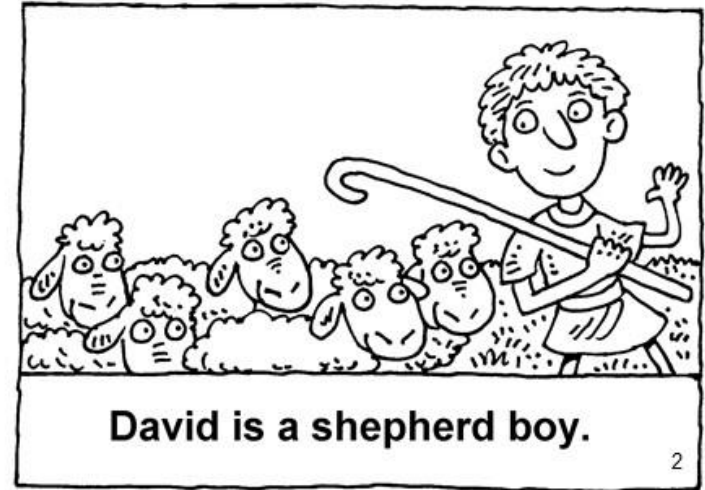
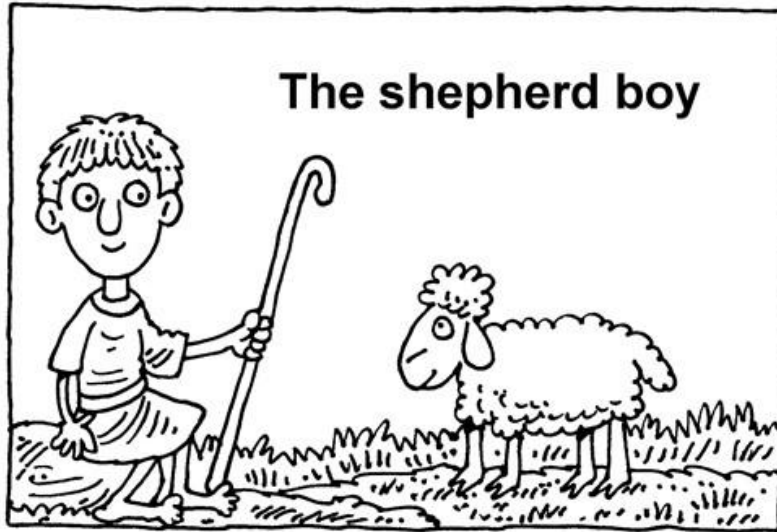
Revise: Hide the baby

New story: The shepherd boy

Comprehension: What does a shepherd boy do?

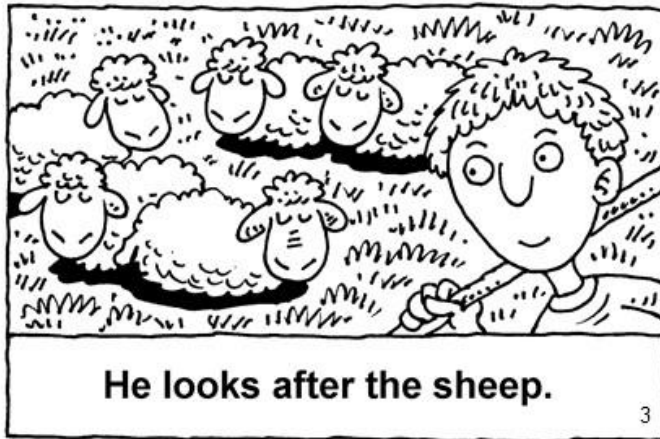
Part D: Sentence

Finish the sentence: "A shepherd boy"



David is a shepherd boy.

2



He looks after the sheep.

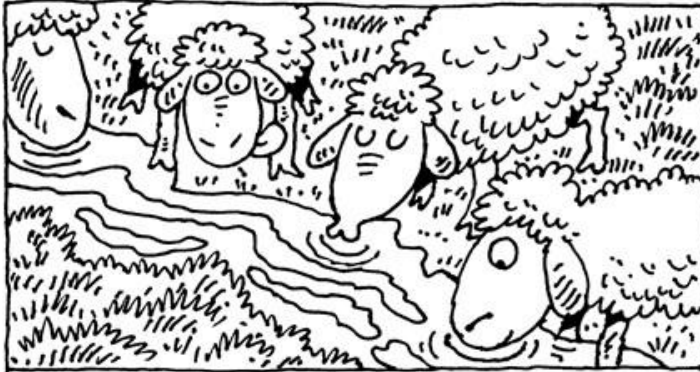
3



He gives food to the sheep.

4

Level 5



He gives water to the sheep.

5



He gets the sheep if they run off.

6



He loves the sheep.

7



Jesus loves me like a shepherd.

8

Part A: Sounds – ‘ing’

jumping
going
running
hopping
doing
helping
walking
making

The frog is jumping.

The ship is sinking.

We are going to the shops.

The dog is limping.

We are making a cake.

Part B: Sight words

Revise the colour words from Dolch set 5.

Part C: Story

Revise: The shepherd boy

New story: I can hear

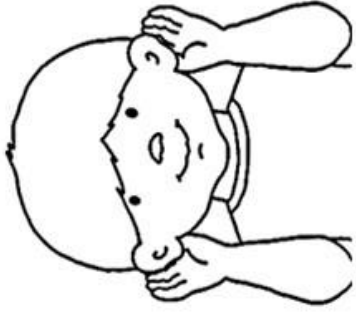
Point out all the words that have ‘ing’ at the end.

Also ask student to listen for the rhyming words.

Part D: Sentence

Ask the student what they can hear at this moment. Write a sentence about it.

I Can Hear



I can hear a bird singing.



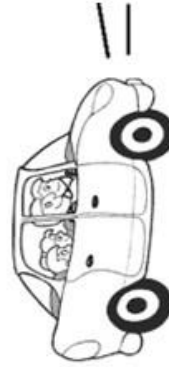
I can hear a phone ringing.



I can hear an owl hooting.









I can hear a horn tooting.



I can hear hands clapping.



<p>I can hear a foot tapping.</p> 	<p>I can hear a dog yap.</p> 
<p>I can hear wings flapping.</p> 	<p>I can hear fingers snapping.</p> 
<p>I can hear a lion roaring.</p> 	<p>I can hear snoring.</p> 

Level 5 Lesson 8

Part A: Sounds – ‘bl’ and ‘br’

blob
black
blanket
brush
bricks
bring

The ink pen made a blob.
The black dog went up the hill.
It is too hot for a blanket.
My brush is thick.
You can make lots of things from
bricks.

Part B: Sight Words

Revise sight words from Dolch Set 1
(Game of your choice)

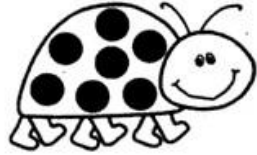
Part C: Stories

Revise: I can hear

New story: I can help

Part D: Sentence

What can you do to help?



I can help

1



I can help look after my pets.

2



I can help to clean up.

3



I can help by making a card for someone who is sick.

4



I can go and talk to someone who is sad.

5



I can draw a picture for someone.

6



I can give someone flowers.

7



I can put my things away.

8

Level 5 Lesson 9

Part A: Sounds

clap	club
clip	crab
clop	crush
clock	crunch
cluck	crib

You must clap at the end.

I went to a kid's club.

I can hear a horse going clip clop.

The clock is on the wall.

The hen goes "cluck" to her chicks.

A crib is a bed for a baby.

The crab ran up the sand hill.

Do not crush the eggs.

If you do you will crack them.

Part B: Sight Words

Revise sight words from Dolch Set 2
(Game of your choice)

Part C: Stories

Revise: I can help

New story: Butterflies

Part D: Sentence

Ask the student, "What colours can butterflies be?"

Write the question in the exercise book or on paper:

"Have you seen any butterflies?"

Get the student to read the question, then answer.

Student writes the answer: "Yes, I have seen a (colour) one." (e.g a blue one.)



Butterflies

1



Let's go and look for butterflies.
You can find them if you look
out for them.

2



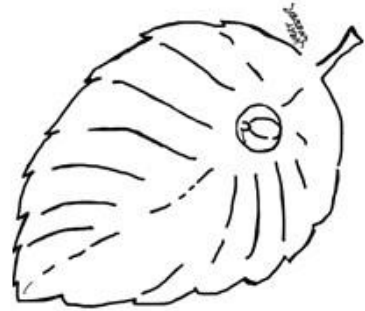
Butterflies can be black and
white or many colours.

3



Butterflies rest with wings together
like this.

4



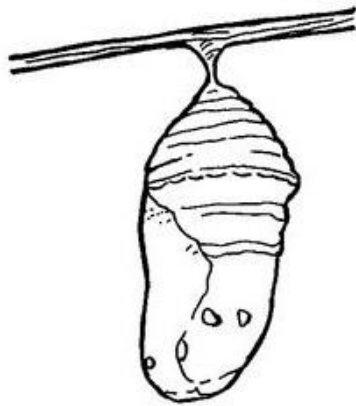
A butterfly lays an egg on a leaf.
After some time a little caterpillar
comes out of the egg.

5



The caterpillar eats and eats. It
gets very fat.

6



The caterpillar makes a little
home and goes to sleep.

7



When the caterpillar wakes up it is
a butterfly.

8

Level 5 Lesson 10

Part A: Sounds

drop
drums
drag
drill
drink
drip

Sentences for the student to read with sounding:

Do not drop the cups.

I like to play the drums.

Do not drag the bag.

Dad has a drill in his kit.

Drip drop. It is wet today.

I like to drink milk.

Part B: Sight Words

Revise Dolch Words Set 2

(Game or activity of your choice)

Part C: Stories

Revise "Butterflies"

Revise any other story from Level 5

Level 5 Lesson 11

Test

Sounds

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

fill (I will fill the bucket)

pack (I will pack my bag.)

that (I like this and that.)

ship (The ship sailed on the sea.)

chop (Dad will chop the tree down.)

sing (I can sing a song.)

singing (I love singing.)

black (The night sky is black.)

crab (The crab dug into the sand.)

drum (I can play the drum.)

Give a score out of 10.

Running Records test

Level 5 The Little Red Hen

Number of words: 77

Words correct:

Accuracy rate: % (1 error = 99%; 2 errors = 97%; 3 errors = 96%; 4 errors = 95%; 5 errors = 93%; 6 errors = 92%)

Comments:

Comprehension questions:

1. What does the Little Red Hen want to do?
2. Will the animals help her make the food?
3. Who gets to eat the food?



The little red hen

1



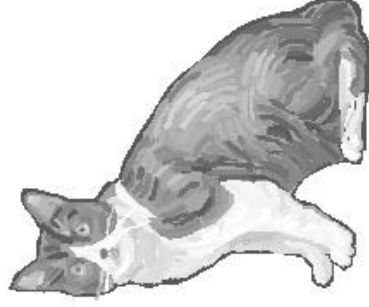
**The little red hen
wants to make some
food.**

2



The dog will not help.

3



The cat will not help.

4



The pig will not help.

5



**Will the chicks help?
Yes they will.**

6

Level 5



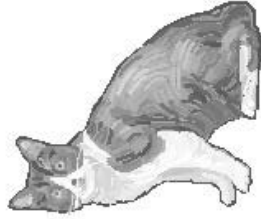
The little red hen and the chicks make the food. The little red hen and the chicks eat the food.

7



The dog will not get any.

8



The cat will not get any.

9



The pig will not get any.

10



They did not help to make the food.

11

Questions:

1. What does the Little Red Hen want to do?
2. Will the animals help her make the food?
3. Who gets to eat the food?

Level 5

12

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.

A sick man



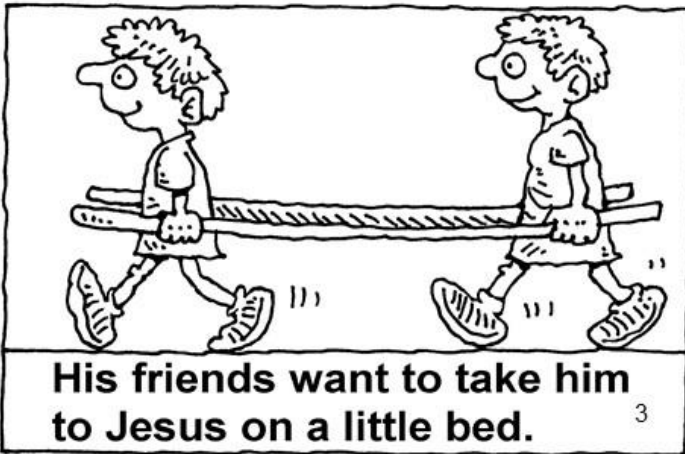
A man can not walk.

2



His friends want to take him to Jesus on a little bed.

3



There are too many people at the house. They can not get in.

4

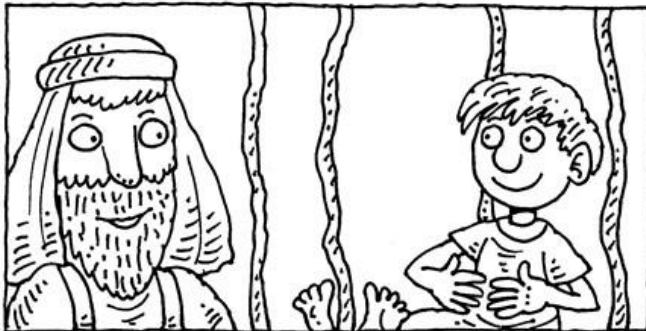




**They take the man up on the roof.
They make a hole in the roof.** 5



**They let the little bed down,
down, down.** 6



**The sick man is now in
the house with Jesus.** 7



**Jesus makes the man better.
He can walk!** 8

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

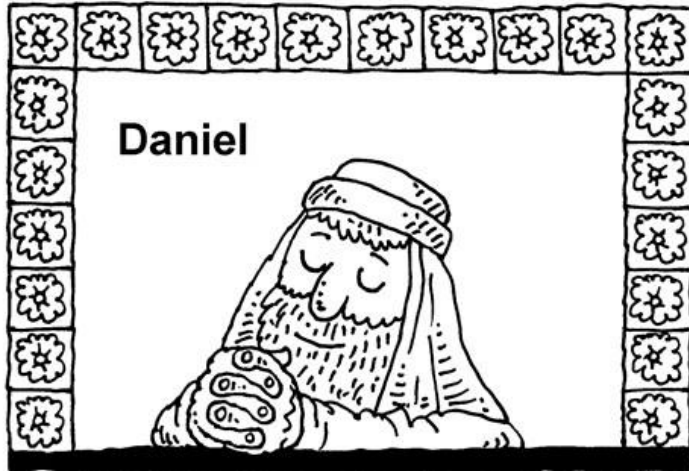
Part D: Sentence

Use the red Thinking Hat for emotions.

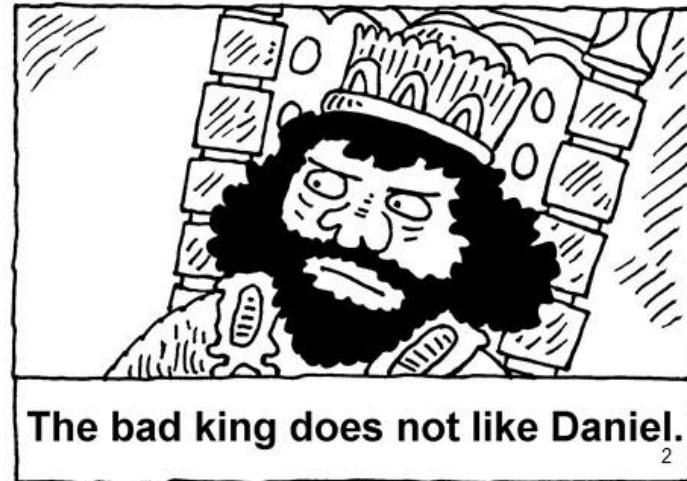
Ask,

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.



Daniel



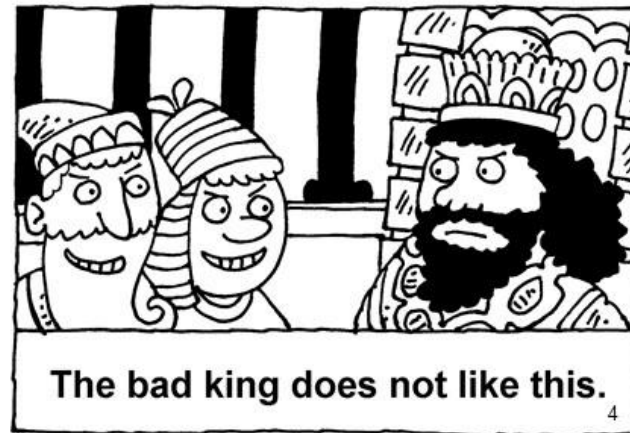
The bad king does not like Daniel.

2



Daniel prays to God every day.

3



The bad king does not like this.

4

Level 6



**The bad king sends Daniel
to be with the lions.**

5



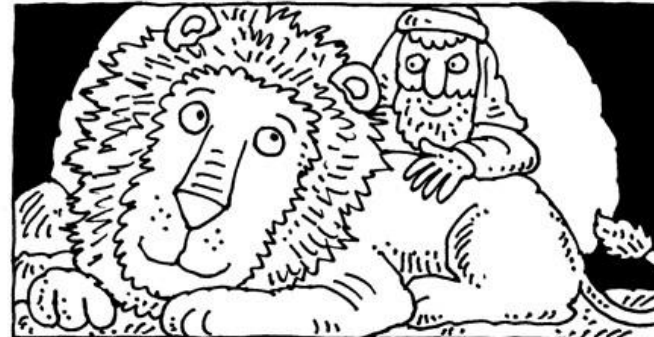
Will the lions hurt Daniel?

6



No, God is with him.

7



**Daniel is not hurt.
The lions like Daniel.**

8

Level 6

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.

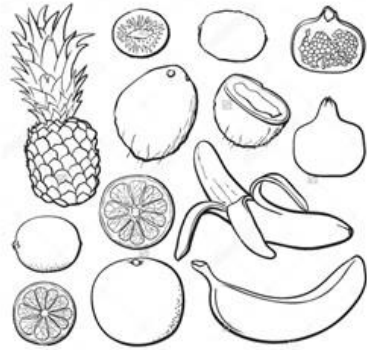
This is how you make fruit salad.

Step 1: Get

Step 2: Chop

Step 3: Put

Step 4. Mix



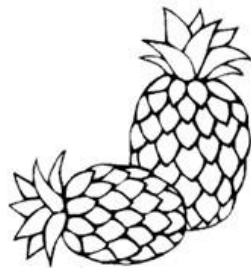
Fruit salad

1



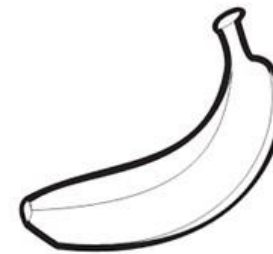
Get Mum or Dad to help you. You will need a bowl, a knife, a spoon and some fruit.

2



Get some pineapple. Chop it up and put it in the bowl.

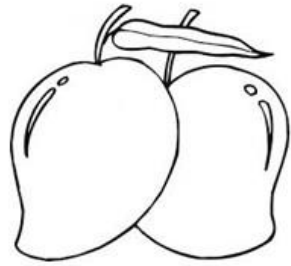
3



Get a banana. Chop it up and put it in the bowl.

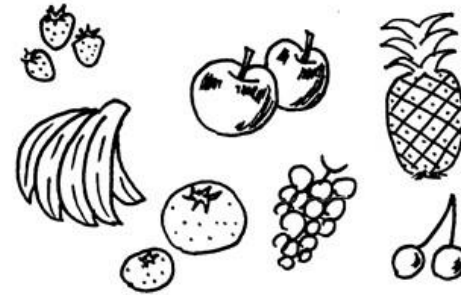
Level 6

4



Get a mango. Chop it up and put it in the bowl.

5



Get any fruit you like and put it in the bowl.

6



Now get a spoon and mix the fruit together.

7



Now you can eat it!

Level 6

8

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

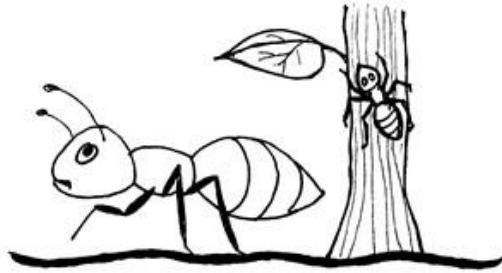
Words to learn for this story: there, done, do, know, everywhere

Part D: Sentence

Use the blue Thinking Hat

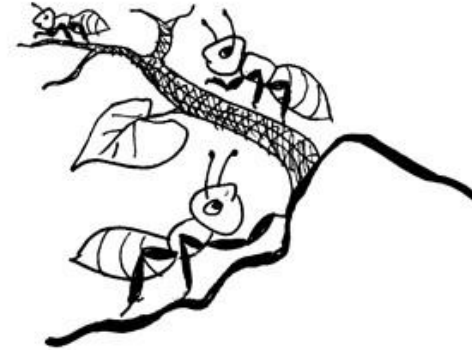
What can we learn from the life of ants?

Ants



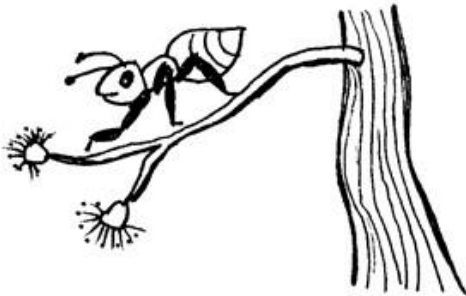
Ants go here, ants go there.

1



Ants are busy everywhere.

2



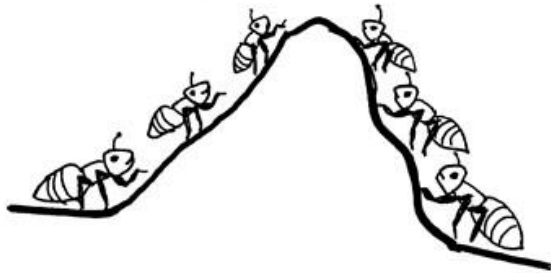
Getting food for when there's none,

3



there's so much work to be done.

4



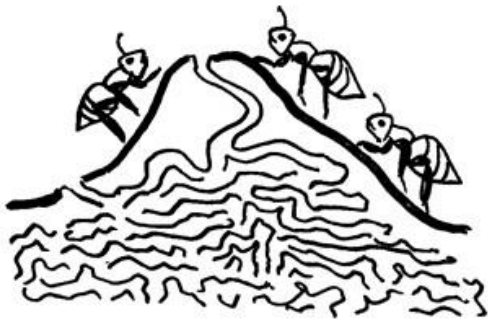
They work together to make a hill.

5



Get it done, yes they will.

6



What's inside, do you know?

7



Baby ants! They need food to grow.

8

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

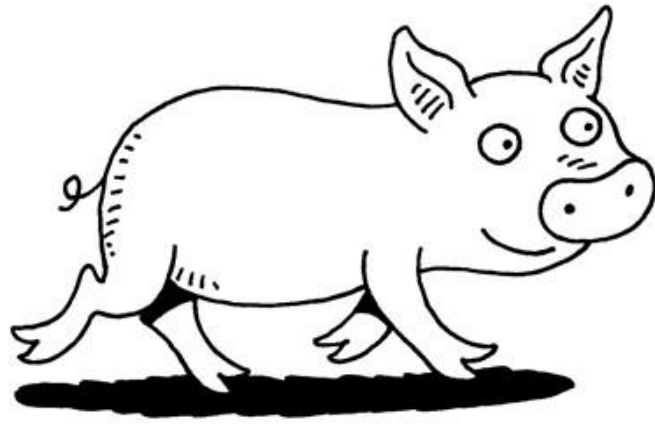
Words correct:

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

Comments:

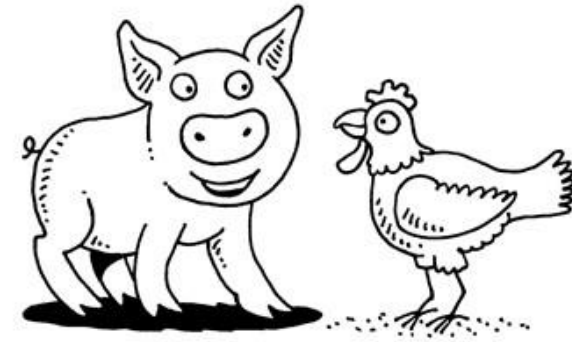
Comprehension questions:

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?



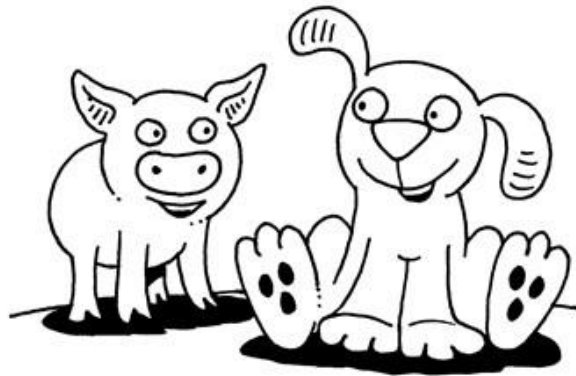
Let's play

1



Slosh the pig went to see Red Hen.
"Will you play with me Red Hen?"
"No, not today. I am eating."

2



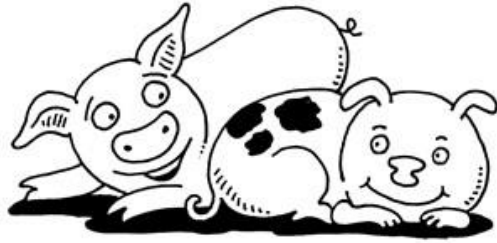
Slosh the pig went to see Pug the dog.
"Will you play with me Pug?"
"No not today. I am sleeping."

3



Slosh the pig went to see Dan Duck.
"Will you play with me Dan?"
"No, not today. I am swimming."

4



Slosh the pig went to see Pip the pup.
“Will you play with me Pip?”
“Yes, I will play. I love mud!”

5

Words to practice:

play
No
today
with

6

Answer yes or no.

Did Red Hen play with Slosh the pig?
Did Pug the dog play with Slosh the pig?
Did Dan Duck play with Slosh the pig?
Did Pip the pup play with Slosh the pig?

7

Thinking...

Why did Pip the pup want to play with Slosh the Pig?

Level 6

8