

Beacon Media
one-on-one literacy program
Levels 7 & 8



Lesson Plans

www.beaconmedia.com.au

Student Progress Record

Name of Student

Year / Class

LEVEL 7	Date	Sounds	Sight Words	Stories	Sentence	Assistant
Lesson 1 p. 5					No activity	
Lesson 2 p. 8					No activity	
Lesson 3 p. 11						
Lesson 4 p. 12						
Lesson 5 p. 15						
Lesson 6 p. 18						
Lesson 7 p. 19						
Lesson 8 p. 22						
Lesson 9 p. 23						

Student Progress Record

Name of Student

Year / Class

LEVEL 8	Date	Sounds	Sight Words	Stories	Sentence	Assistant
Lesson 1 p. 26						
Lesson 2 p. 29						
Lesson 3 p. 32					No activity	
Lesson 4 p. 33						
Lesson 5 p. 36					No activity	
Lesson 6 p. 37						

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 7 Lesson 1

Part A: Sounds – ‘a’ with ‘e’ ending

Introducing the ‘long a’

Resource: Progressive Phonics Picture Chart

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

<i>snake</i>	pale
rake	shape
cake	same
take	gave
sale	made

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

I will bake a cake.

You must not pick up a snake.

Part B: Sight words

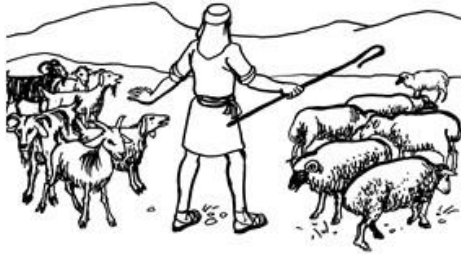
Play Bingo with Dolch Words Set 6

Part C: Stories

The Good Shepherd

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

The Good Shepherd



This is a shepherd.

1



He looks after sheep.

2



He has a lot of sheep.

3



He loves his sheep.

4

Level 7



He finds grass for his sheep.

5



He finds water for his sheep.

6



Jesus is like a shepherd.
He looks after us. He loves us.

7

What does God want me to do?

- Love Him
- Love my family
- Love other people
- Be kind and care for others

Level 7

8

Level 7 Lesson 2

Part A: Sounds – ai

The 'long a'

Resource: Progressive Phonics Picture Chart

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

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

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

The rain came down the chain.

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

Part B: Sight words

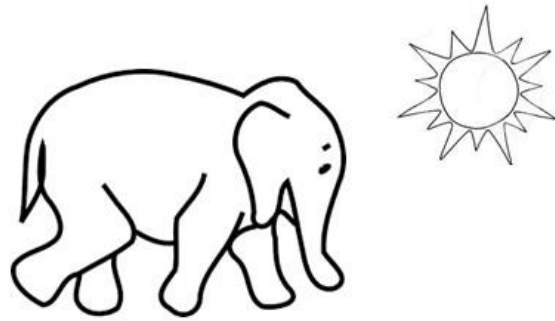
Start Dolch Words Set 7

good, find, your, could, couldn't

Part C: Stories

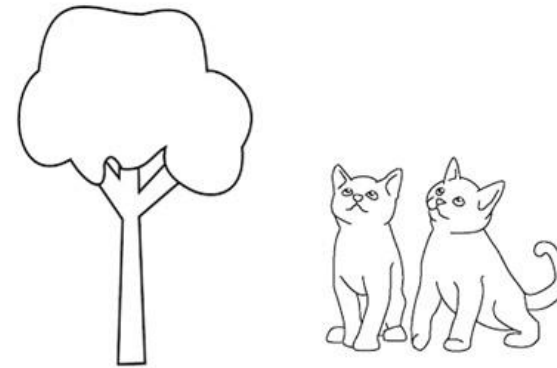
Revise: The Good Shepherd

New story: One Big Elephant



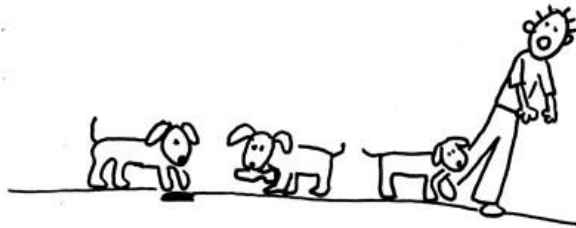
One big elephant sat in the sun.
One big elephant had a lot of fun.

1



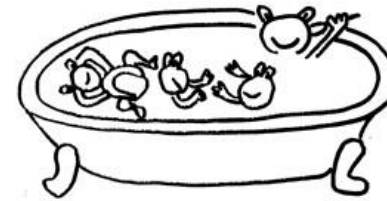
Two little cats sat by a tree.
Two little cats sat by me.

2



Three bad pups went out to play.
Three bad pups ran away.

3



Four wet frogs are here in this tub.
Four wet frogs go rub-a-dub-dub.

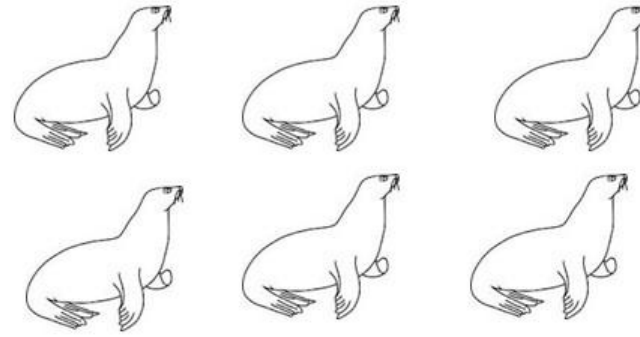
Level 7

4



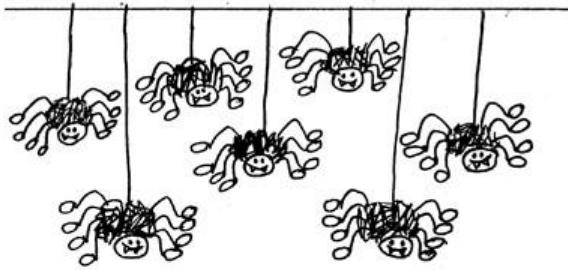
Five fat fish swam in the sea.
Five fat fish swam by me.

5



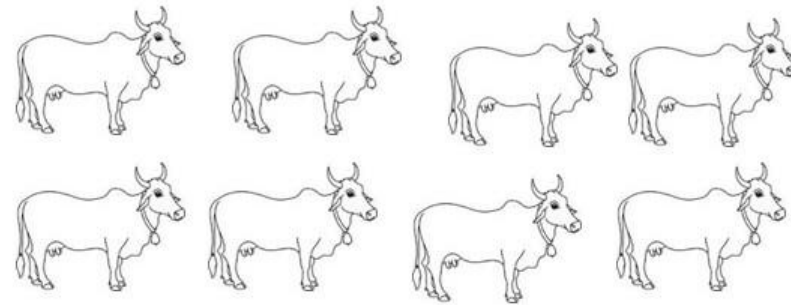
Six sad seals said, "Let's go out."
Six sad seals said, "Let's play about."

6



Seven small spiders sat up on a wall.
Seven small spiders were about to fall.

7



Eight big cows went for a walk.
Eight big cows had a little talk.

Level 7

8

Level 7 Lesson 3

Part A: Sounds – ay

The 'long a'

Resource: Progressive Phonics Picture Chart

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

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

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

The children played a game.

Come and stay for the day.

Part B: Sight words

Dolch Words Set 7

good, find, your, could, couldn't

Part C: Stories

Revise: The Good Shepherd and One Big Elephant

Part C: Sentence

What does the Good Shepherd find for his sheep?

Level 7 Lesson 4

Part A: Sounds – a with y at the end

The 'long a'

Resource: Progressive Phonics Picture Chart

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

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

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

The baby made a mess.

The lady is going to make gravy today.

Part B: Sight words

Dolch Words Set 7

would, wouldn't, could, couldn't, today

Part C: Stories

Revise: One Big Elephant

New story: Lizzie Lizard

New words: through, over, around

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

Part C: Sentence

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


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

1



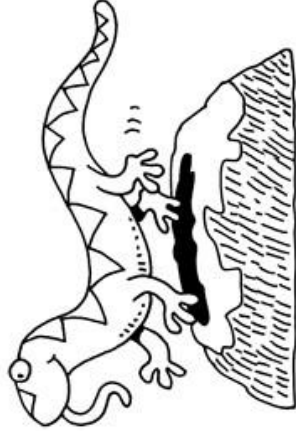
Lizzie Lizard

2



Lizzie Lizard is hungry.
Lizzie Lizard goes to look
for an ant hill.

3




over the rock...

4



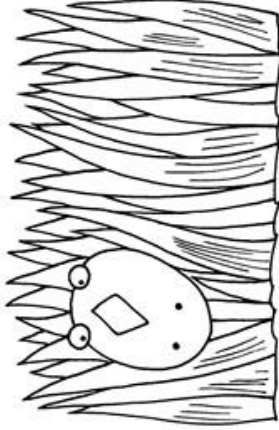
under a
log...

5



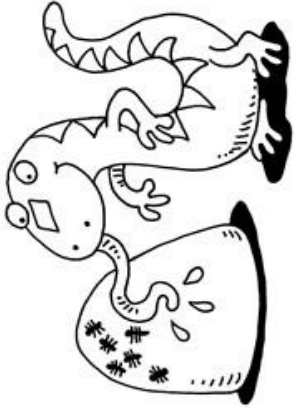
around the
tree...

6



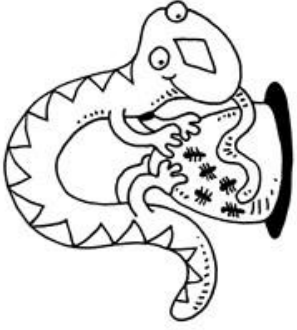
through the grass...

7



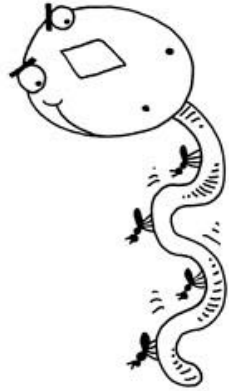
There is an ant hill!

8



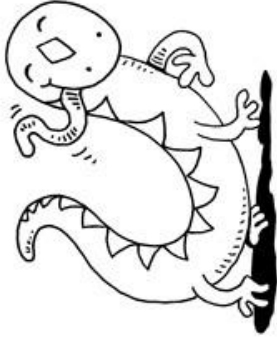
Lizzy Lizard runs up the ant hill.

9



One ant, two ants, three ants, four ants, five ants ...

10



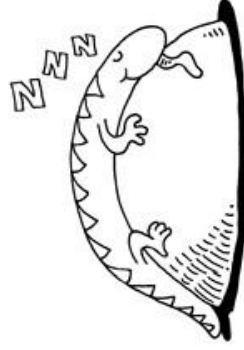
Lizzy Lizard gets them all.

1



Lizzy Lizard runs down the ant hill.

12



She looks for a rock and goes to sleep in the sun.

Level 7 Lesson 5

Part A: Sounds – ee

The 'long e'

Resource: Progressive Phonics Picture Chart

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

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

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

I have seen three sheep.

I would like to meet someone who keeps sheep.

Part B: Sight words

Dolch Words Set 7

through, over, around, fast, how

Part C: Stories

Revise: Lizzie Lizard

New story: Spider Hunt

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

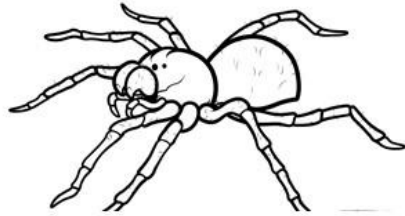
Comprehension:

Part C: Sentence

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

How would you feel if you saw a big spider?

If I saw a big spider I would feel



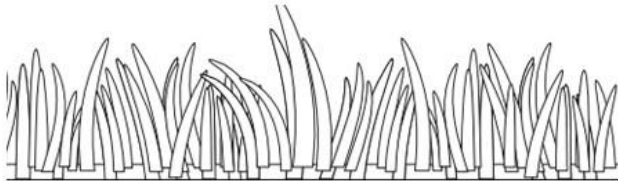
Going on a spider hunt

1



I'm not scared. I've got my jar to catch it in.

2



Here I go, looking for spiders. I go across the grass. I'm not scared.

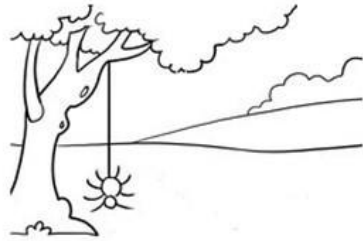
3



Here I go, looking for spiders. I go over the rock. I'm not scared.

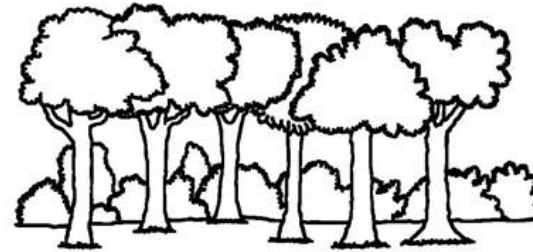
Level 7

4



Here I go looking for spiders. I go through the trees...Help! A spider!

5



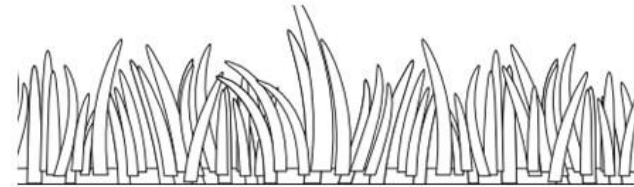
I run as fast as I can...through the trees.

6



I run as fast as I can...over the rock.

7



I run as fast as I can... across the grass. I'm home!

Level 7

8

Level 7 Lesson 6

Part A: Sounds – ea

The 'long e'

Resource: Progressive Phonics Picture Chart

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

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

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

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

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

Part B: Sight words

Dolch Words Set 7

through, over, around, fast, how

Part C: Stories

Revise: Lizzie Lizard and Spider Hunt

Part C: Sentence

Thinking Hats: the white hat (for facts)

Where could you go to look for a spider?

I could look for a spider

Level 7 Lesson 7

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

The 'long e'

Resource: Progressive Phonics Picture Chart

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

key	honey
monkey	joey
donkey	kidney
chimney	valley
money	turkey

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

Come with me to see the donkey.

You will find monkeys in the trees in the valley.

Part B: Sight words

Dolch Words Set 7

New words: too, your, or, don't

Part C: Stories

Revise: Spider Hunt

New story: The enormous turnip

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

Part C: Sentence

The Enormous Turnip

Thinking Hats: white (for facts)

Who help to pull up the turnip?

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

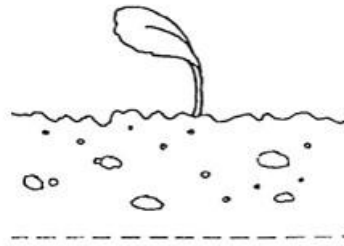
The Enormous Turnip



1

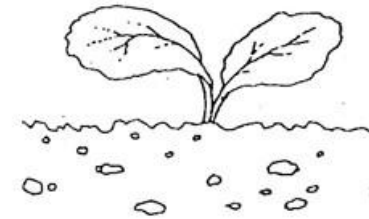


A man planted some turnip seeds. 2



Up came one green leaf.

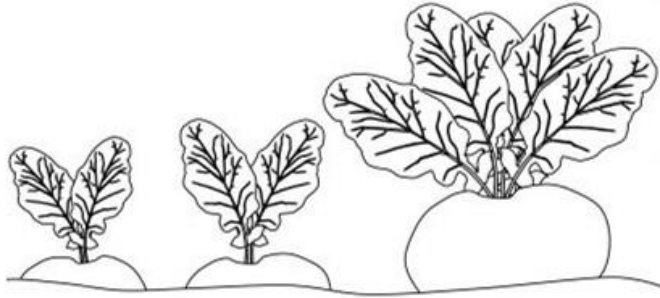
3



Then there were two green leaves.

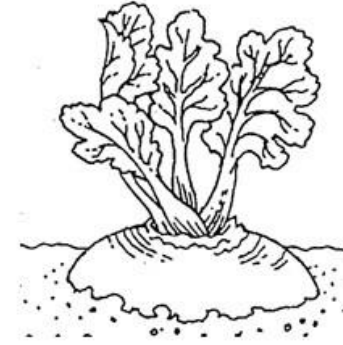
Level 7

4



The turnips grew and grew.

5



One turnip grew bigger than all the rest.
It was too big for the man to pull up.

6



So the man called his wife, his children,
his dog and his cat to help pull up the
turnip.

7



The man's wife made turnip soup.

Level 7

8

Level 7 Lesson 8

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

The 'long e'

Resource: Progressive Phonics Picture Chart

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

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

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

I am happy when someone speaks kindly.

I like to eat when I am hungry.

Part B: Sight words

Dolch Words Set 7

Play Bingo with Dolch word cards Set 7.

Part C: Stories

Revise: Spider Hunt and The enormous Turnip

Part C: Sentence

The Enormous Turnip

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

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

If the family did not help

Level 7 Lesson 9

Test

Sounds

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

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

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

Running Records Test

Level 7 Baby Birds

Number of words: 82

Words correct:

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

Comments:

Comprehension questions:

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



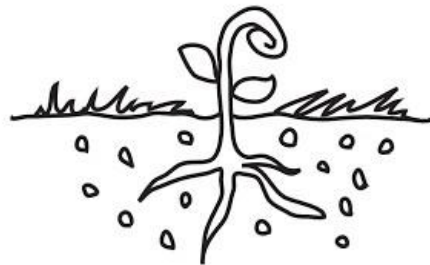
Baby birds

1



Two little birds are hungry.
Mother bird looks for some food.

2



Here are some seeds under a plant.

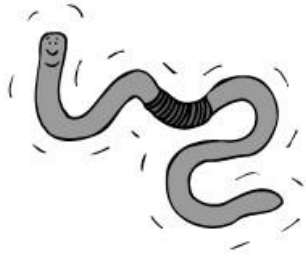
3



Here are some insects in the grass.

Level 7

4



Here is a worm in the mud.
Yes, that's what the little birds want.

5



Mother bird gets the worm.
She goes back to the baby birds.

6



The little birds open their beaks.
Mother bird gives the worm to one
little bird.

7



One little bird is still hungry.
Mother bird goes to get some more food
for him.

Level 7

8

Level 8 Lesson 1

Part A: Sounds – i with e at the end

The 'long -i'

Resource: Progressive Phonics Picture Chart

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

five	hike
fine	smile
ride	shine
like	kite
bike	bite

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

I can make a fine line.

I would like to ride a bike.

Part B: Sight words

Dolch Words Set 7

Play Bingo with Dolch word cards Set 7.

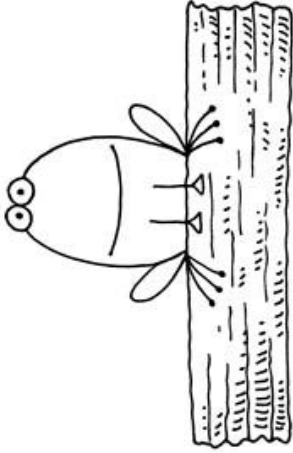
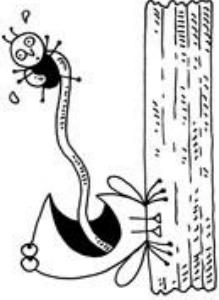

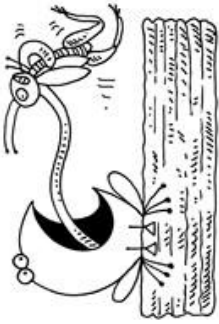
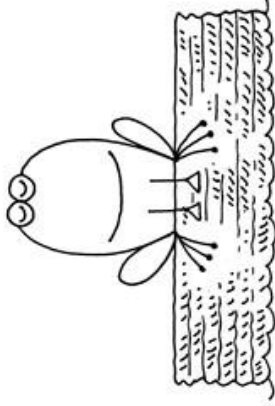
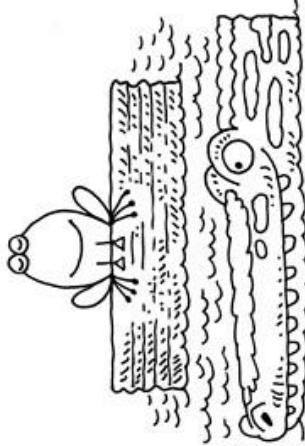
Part C: Stories

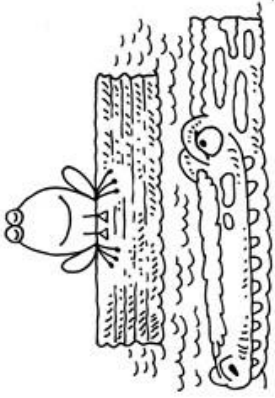
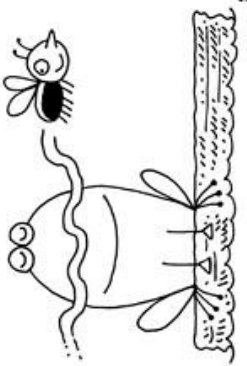



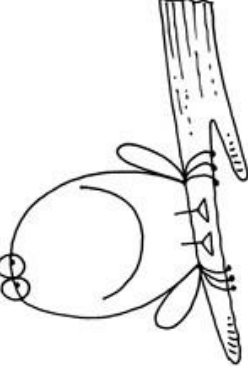
New story: Lucky Frog

Part C: Sentence

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

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

<p>1</p>  <p>Lucky Frog</p>	<p>2</p>  <p>Lucky Frog sits on a log. He wants to have a nap in the sun. Buzz Buzz, a fly goes by. “I will get that fly,” says Lucky. “Yum.”</p>
<p>3</p>  <p>Lucky frog sits on a log. He sits on a log in the sun. Scuttle, scuttle, an ant goes by. “I will get that ant,” says Lucky. “Yum.”</p>	<p>4</p>  <p>Lucky frog sits on a log. He sits on a log in the sun. Hop, hop, a grass hopper goes by. “I will get that grass hopper,” says Lucky. “Yum.”</p>
<p>5</p>  <p>“ZZZZ, zzzz,” goes Lucky Frog. He has his nap in the sun.</p>	<p>6</p>  <p>Swish, swish, a croc swims by.</p>

<p>7</p>  <p>"I will get that frog," says Croc.</p>	<p>8</p>  <p>Buzz, buzz, a fly goes by.</p>
<p>9</p>  <p>Lucky Frog wakes up. He sees Croc.</p>	<p>10</p>  <p>Hop, hop, goes Lucky Frog.</p>
<p>11</p>  <p>Snap, snap, goes Croc.</p>	<p>12</p>  <p>Croc did not get Lucky Frog. Just as well the fly went by!</p>

Level 8 Lesson 2

Part A: Sounds – ie

The 'long -i'

Resource: Progressive Phonics Picture Chart

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

pie	lie
tie	die

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

We must not tell a lie.

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

I would like to eat a pie.

Part B: Sight words

Dolch Words Set 7

Play Bingo with Dolch word cards Set 7.

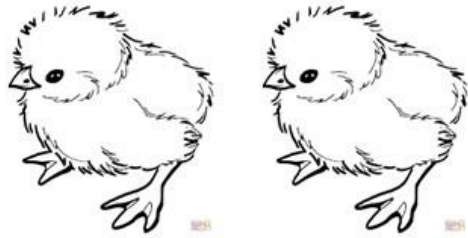
Part C: Stories

Revise: Lucky Frog

New story: Baby Chicks

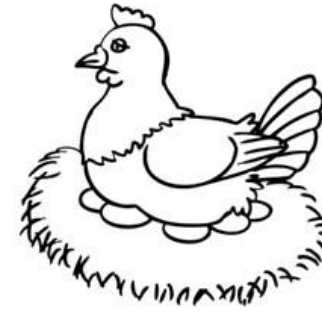
Part C: Sentence

How does a chick get out of its shell?



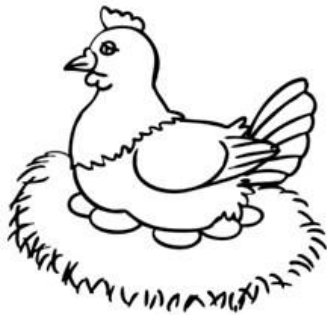
Baby chicks

1



Mother hen is sitting on her nest.
She is sitting on five eggs.

2



She keeps the eggs warm with
her soft body.

Level 8

3



After some time, mother hen feels
something. A little chick wants to
come out of its egg. The little
chick pecks at the shell.

4



A little head comes out. Then his body comes out. Mother hen has one new chick.

5



Now some more eggs are cracking open. More chicks come out.

6



Soon mother hen has five fluffy baby chicks.

Level 8

7



She looks after her chicks. They stay with her. When they want to rest they go under mother hen's wings.

8

Level 8 Lesson 3

Part A: Sounds – y and the end

The 'long -i'

Resource: Progressive Phonics Picture Chart

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

fly	fry
try	sky
dry	by
shy	cry

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

A fly went by in the sky.

I will try to fry the egg.

Don't cry. Dry your eyes.

Part B: Sight words

Revise any Dolch Words Sets 1 - 7

Part C: Stories

Revise: Lucky Frog and Baby Chick

Level 8 Lesson 4

Part A: Sounds – ‘igh’

The ‘long -i’

Resource: Progressive Phonics Picture Chart

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

<i>light</i>	might
tight	fright
right	bright
flight	high

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

I might get it right.

I got a fright when I took a bite.

We will fly high in the sky.

Part B: Sight words

Revise any Dolch Words Sets 1 - 7

Part C: Stories

Revise: Baby Chick

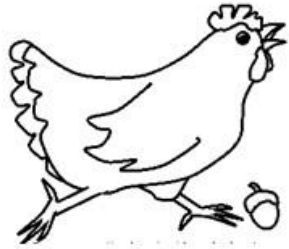
New story: Henny Penny

Part D: Sentence

Use the **black** Thinking Hat

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

Henny Penny

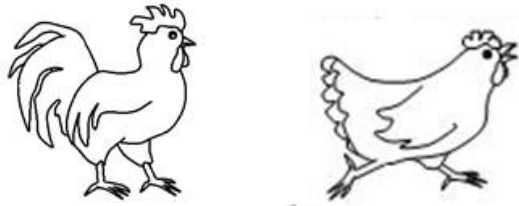


Henny Penny was walking along when some nuts fell on her head.

1

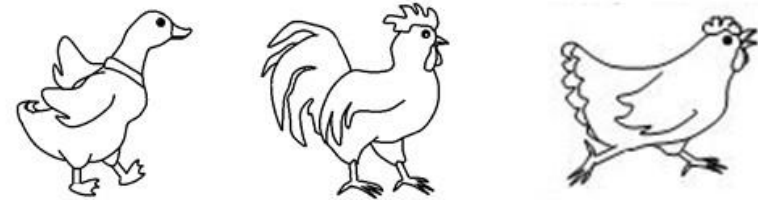
“The sky is falling! The sky is falling!”
she said.
“I must go and tell the king.”

2



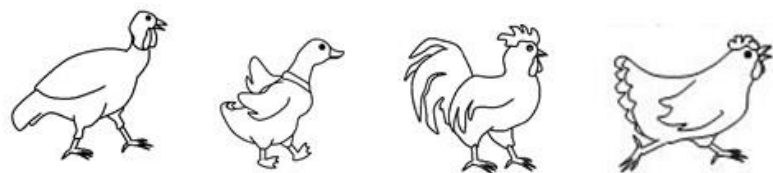
On the way she met Cocky Locky.
“Come with me,” she said. “We must
tell the king that the sky is falling.”

3



On their way they met Ducky Lucky.
“Come with us,” they said. “We must
tell the king that the sky is falling.”

4



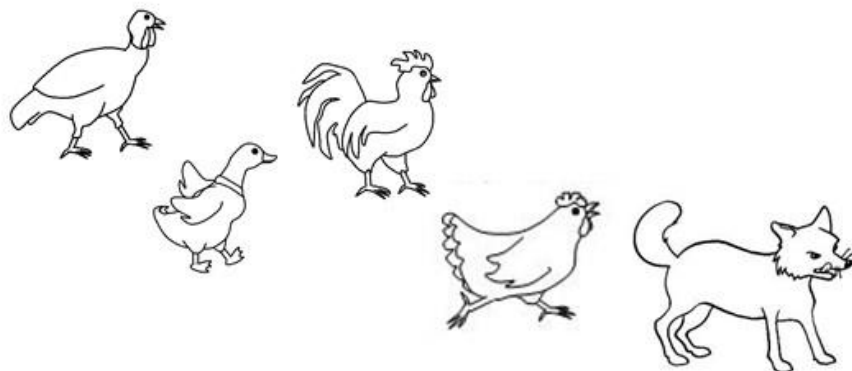
On their way they met Turkey Lurkey.
“Come with us,” they said. “We must
tell the king that the sky is falling.”

5



On their way they met Foxy Loxy.
“Come with us,” they said. “We must tell
the king that the sky is falling.”

6



“Yes I will go with you,” said Foxy Loxy.
“I will show you the way.”

7

Level 8



But Foxy Loxy did not take them to the
king. He took them to his cave. That was
the end of Henny Penny, Cocky Locky,
Ducky Lucky and Turkey Lurkey.

8

Level 8 Lesson 5

Part A: Sounds – o with e at the end

The 'long -o'

Resource: Progressive Phonics Picture Chart

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

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

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

She spoke a long time on the phone.

I went home and wrote a note.

I chose a rose.

Part B: Sight words

Revise any Dolch Words Sets 1 - 7

Part C: Stories

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

Level 8 Lesson 6

Test

Sounds

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

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

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

Running Records Test

Level 8 Hungry Cat and Hungry mice

Number of words: 101

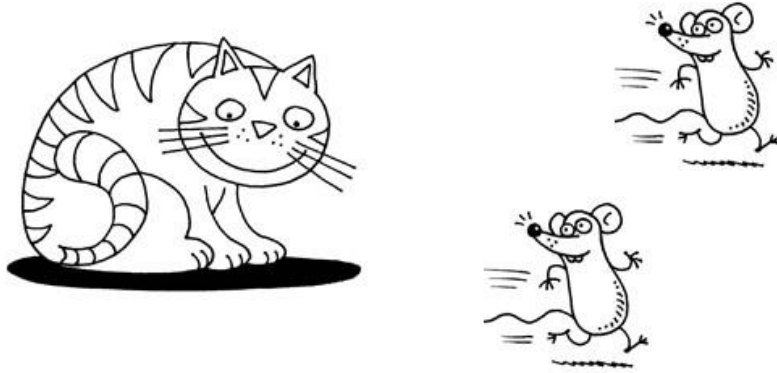
Words correct:

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

Comments:

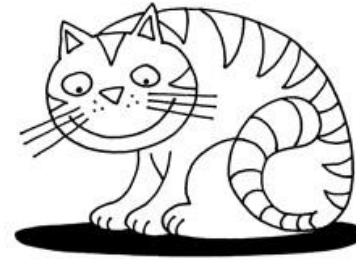
Comprehension questions:

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



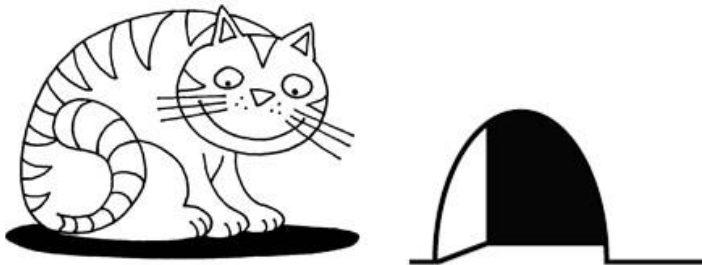
Hungry cat and hungry mice

1



A cat is looking for some food to eat.

2



Some little mice are in their hole.
They can see the cat.

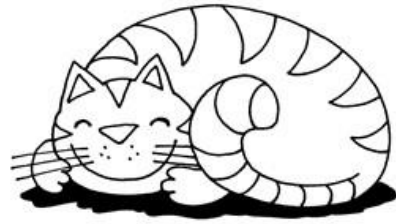
Level 8

3



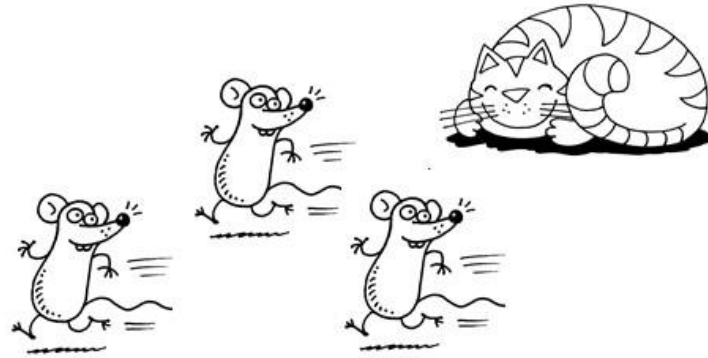
They are hungry too but they will not
come out. They will stay there until the
cat has left them.

4



The cat goes to sleep. The mice come out of their hole.

5



They run and get some food. Then they run back into their hole. The cat is still sleeping.

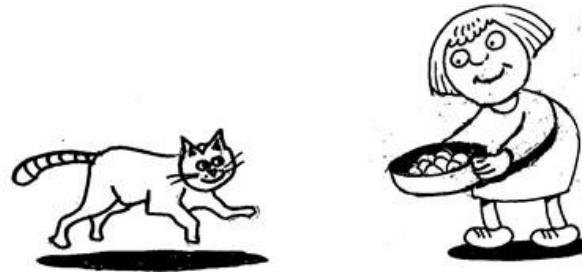
6



Then the cat wakes up. The cat is still hungry.

Level 8

7



Mum puts some food out for the cat. The cat runs and eats the food. Now the cat is not hungry.

8