

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

**Levels 9 - 11**



**Lesson Plans**

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

**Student Progress Record**

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

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

<b>LEVEL 9</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					No activity	
Lesson 4 p. 12						
Lesson 5 p. 15						
Lesson 6 p. 18					No activity	
Lesson 7 p. 19		Test score:		Test score:	No activity	
<b>LEVEL 10</b>						
Lesson 1 p. 22						
Lesson 2 p. 25						
Lesson 3 p. 28					No activity	
Lesson 4 p. 29						
Lesson 5 p. 32					No activity	
Lesson 6 p. 33		Test score:		Test score:	No activity	

**Student Progress Record**

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

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

<b>LEVEL 11</b>	<b>Date</b>	<b>Sounds</b>	<b>Sight Words</b>	<b>Stories</b>	<b>Sentence</b>	<b>Assistant</b>
Lesson 1 p. 36						
Lesson 2 p. 37						
Lesson 3 p. 40					No activity	
Lesson 4 p. 41					No activity	
Lesson 5 p. 42						
Lesson 6 p. 47						
Lesson 7 p. 48					No activity	
Lesson 8 p. 49		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 9 Lesson 1

### Part A: Sounds – oa

#### The long 'o'

**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 'boat'. We say that 'boat' goes with 'soap'.*

<i>boat</i>	float
goat	soap
float	road
loaf	toad

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

A boat with a hole in it will not float.

A saw a toad on the road.

The goat ate the loaf.

### Part B: Sight words

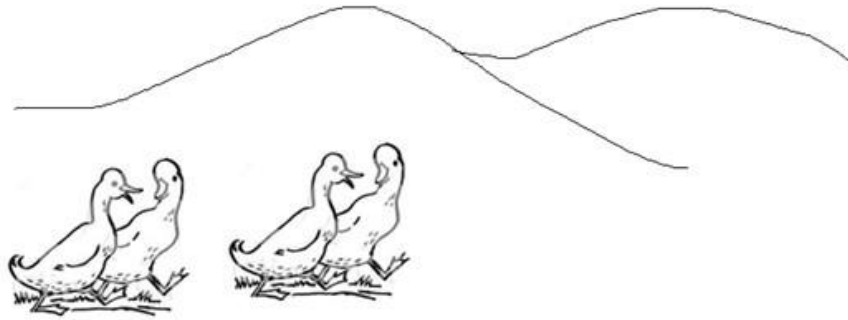
Begin learning Dolch words Set 8. Choose 5 words

### Part C: Stories

**New story:** Four Little Ducks

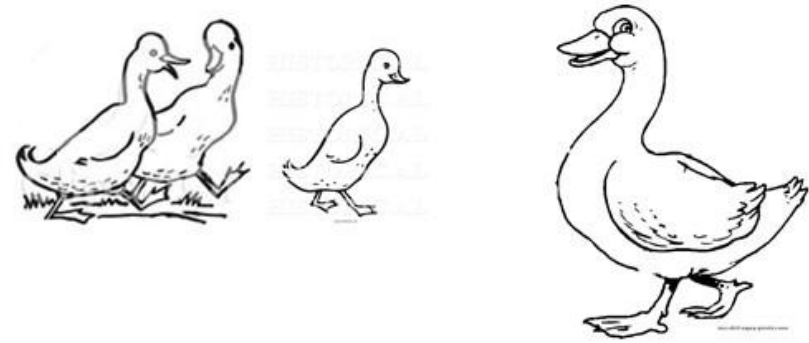
### Part D: Sentence

Why do you think the ducks went away?



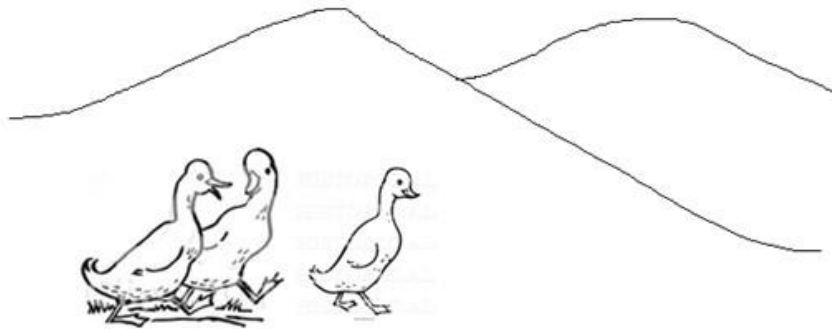
**Four little ducks** went out one day,  
over the hills and far away.

1



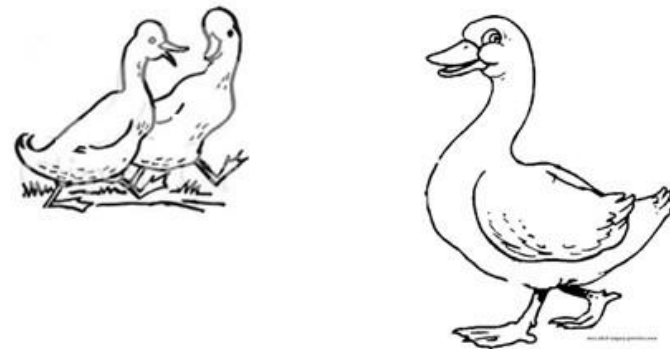
Mother duck said, "Quack, quack,  
quack, quack," and only three little  
ducks came back.

2



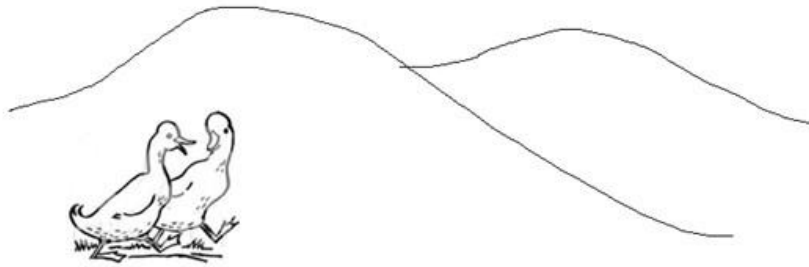
Three little ducks went out one day,  
over the hills and far away.

3



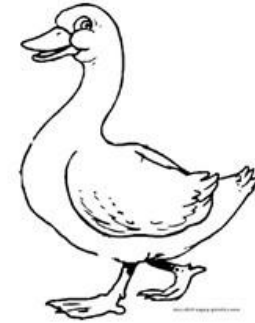
Mother duck said, "Quack, quack,  
quack, quack," and only two little  
ducks came back.

4



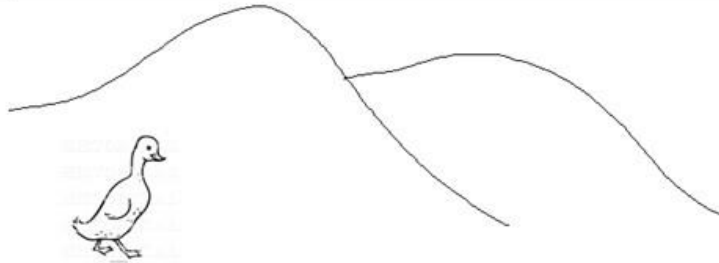
Two little ducks went out one day,  
over the hills and far away.

5



Mother duck said, "Quack, quack,  
quack, quack," and only one little  
duck came back.

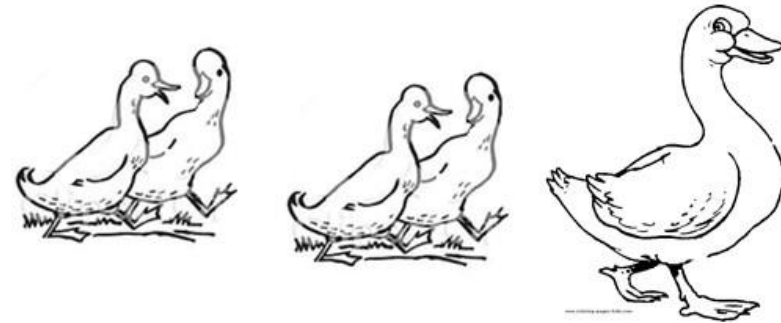
6



One little duck went out one day,  
Over the hills and far away.  
Mother duck said, "Quack, quack,  
quack, quack," and none of the four  
little ducks came back.

7

Level 9



Mother duck went out one day,  
Over the hills and far away.  
Mother duck said, "Quack, quack,  
quack, quack," and all of the four little  
ducks came back.

8

## Level 9 Lesson 2

### Part A: Sounds – ow

#### The long 'o'

**Resource:** Progressive Phonics Picture Chart

The key word is 'snow'. Snow **goes with** 'blow'.

snow	slow
bow	blow
low	throw
tow	grow
show	know *

Explain the silent 'k' in 'know'.

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

In the snow plants are slow to grow.

She tied the gift with a bow.

The tug boat will tow the small boat.

### Part B: Sight words

Continue with Dolch words Set 8.

### Part C: Stories

**Revise:** Four Little Ducks

**New story:** The boy who cried wolf.

**Comprehension:** Use the **blue** Thinking Hat. What can we learn from this story?

### Part D: Sentence

Use the **black** Thinking Hat.

What bad thing happened in the story?



## The boy who called "wolf"



A boy looked after sheep.  
That was his job.

1



One day he wanted to play a trick.  
"I will tell the boys and girls that a wolf  
is coming," he said.

2



"Here comes the wolf," he called.  
But there was no wolf. It was only a  
trick.

3



The Mums and Dads and boys and girls  
all came to help. But soon they saw that  
there was no wolf.

Level 9

4



The Mums and Dads and boys and girls  
all went away.  
The boy wanted to play the trick again.

5

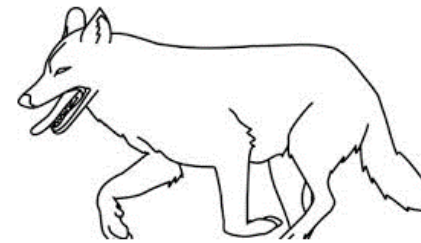


“Here comes the wolf,” he called.  
But there was no wolf. It was only a  
trick.

6

The Mums and Dads and boys and girls  
did not come because they did not want  
to be tricked again.

7



One day a wolf came. The boy called,  
“The wolf is here.” But no one came to help.  
No one liked his tricks. The wolf ran away  
with one of the sheep. The boy was sad that  
he had played tricks.

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8

## Level 9 Lesson 3

### **Part A: Sounds – u with e ending**

#### **The long ‘u’**

**Resource:** Progressive Phonics Picture Chart

The key word is ‘cube’. Cube **goes with** ‘tune’.

cube	tune
tube	rude
flute	rule

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

He can play a tune on the flute.

A cube has six sides.

It is good to follow the rules.

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

Continue with Dolch words Set 8.

### **Part C: Stories**

**Revise:** Four Little Ducks and The boy who cried wolf.

**New story:** The boy who cried wolf.

## Level 9 Lesson 4

### Part A: Sounds – ue

#### The long 'u'

**Resource:** Progressive Phonics Picture Chart

The key word is 'glue'. Glue **goes with** 'clue' etc.

glue	true
blue	due
clue	value

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

What is the value of the ring?

Some things are true and some are not.

Glue can be blue.

### Part B: Sight words

Continue with Dolch words Set 8.

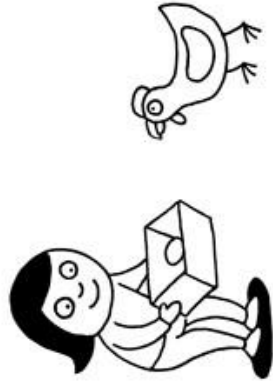
### Part C: Stories

**Revise:** The boy who cried wolf

**New story:** Lily and the eggs

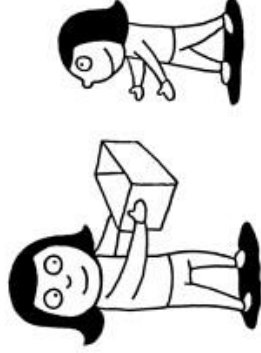
### Part D: Sentence

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



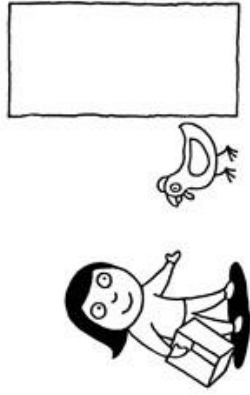
### Lily and the eggs

1



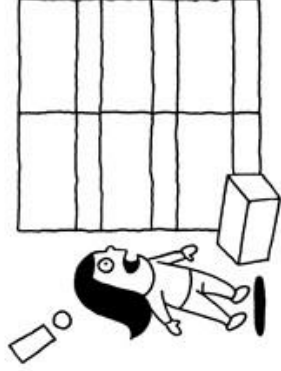
“Go and get the eggs  
Lily,” said Mum.  
“They can go in this  
box.”

2



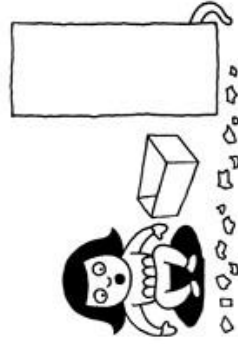
Lily went to see the hens.  
Out came Red Hen.

3



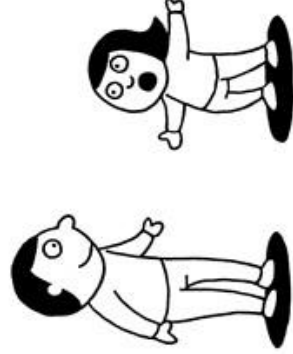
“Where are the eggs  
Red Hen?” asked Lily.  
“Cluck cluck,” said Red  
Hen.

4



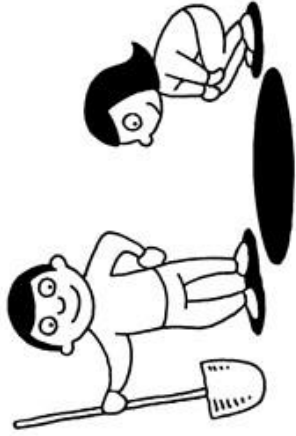
“Oh no!” said Lily.  
“Sneaky Snake has been  
here. Look at the egg  
shells!” There are only  
two eggs left.”

5



“I will get Dad to make  
a trap for Sneaky  
Snake,” said Lily.

6



Dad dug a big pit next to the hen house.

7



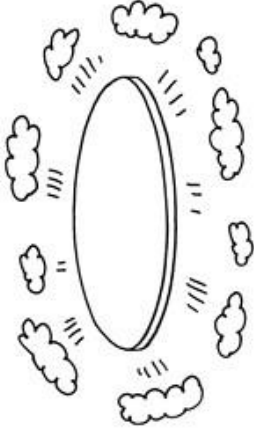
He put some eggs in the pit for Sneaky Snake.

8



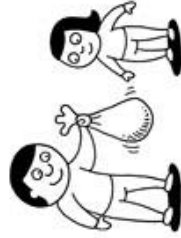
When Sneaky Snake came the next day he saw the eggs. He tried to get the eggs.

9



Sneaky Snake set off the trap that Dad had made. A big lid came down on top of the pit.

10



Dad came and got Sneaky Snake with a big stick and a bag. Into the bag went Sneaky Snake. Dad took Sneaky Snake to the zoo.

11



Sneaky Snake likes it at the zoo. He has lots of snake friends. He gets insects but he cannot get eggs. Lily is glad and so is Red Hen.

12

## Level 9 Lesson 5

### Part A: Sounds – oo

#### When 'oo' sounds like the long 'u'

Resource: Progressive Phonics Picture Chart

The key word is 'spoon'. 'Spoon' goes with 'room' etc.

<i>spoon</i>	tool
moon	pool
soon	choose
stool	room
tooth	food

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

I use a spoon to eat my food.

I will choose a room.

The moon will soon be in the sky.

### Part B: Sight words

Continue with Dolch words Set 8.

### Part C: Stories


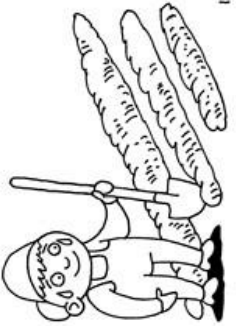
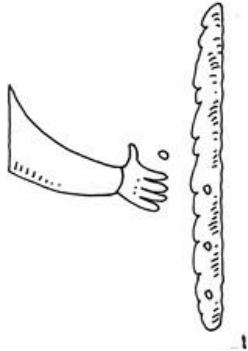
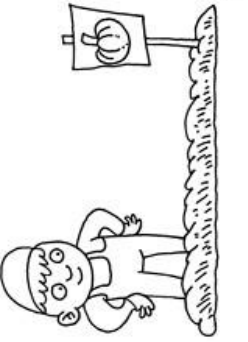
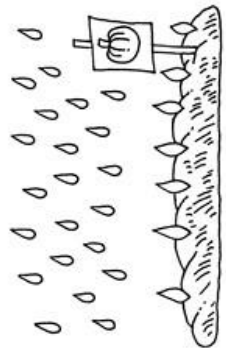
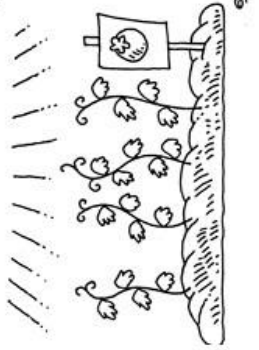
Revise: Lily and the eggs

New story: Rizzie Rat

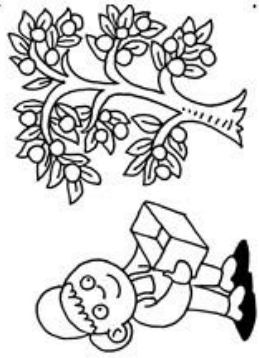
### Part D: Sentence

Use the **white** Thinking Hat, (for facts).

What did Sam grow in his garden?

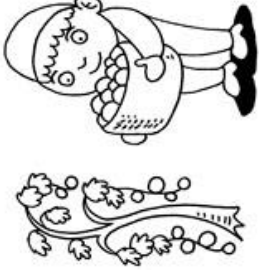
 <p><b>Rizzy Rat</b></p> <p>1</p>	 <p>Sam wants to make a vegetable garden. He digs and digs.</p> <p>2</p>
 <p>He drops in some seeds. One row of green beans,</p> <p>3</p>	 <p>one row of orange pumpkins, and one row of red tomatoes.</p> <p>4</p>
 <p>Here comes the rain.</p> <p>5</p>	 <p>Here comes the sun.</p> <p>6</p>





The little seeds grow into big plants. The vegetables are ready.

7



Sam picks the red tomatoes. Sam picks the green beans.

8



But look at the pumpkins. Something has been eating them!

9



Sam sees little footprints. It's Rizzy Rat!

10



"I will get rid of that rat," says Sam. Sam gets Kitty Cat. He gets a bed and a dish of fish for Kitty to eat.

11



"Here Kitty, you can sleep here in the garden," says Sam. "When Rizzy Rat comes back he will run away!"

12

## Level 9 Lesson 6

### Part A: Sounds – ew

#### When 'ew' sounds like the long 'u'

**Resource:** Progressive Phonics Picture Chart

The key word is 'chew'. Chew **goes with** 'new' etc. Explain the silent 'k' in 'knew'.

chew	screw
blew	few
threw	new
grew	knew*
drew	stew

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

Dad will fix the stool with a screw.

I cannot chew this stew.

The wind blew a few branches off the tree.

### Part B: Sight words

Continue with Dolch words Set 8.

### Part C: Stories

**Revise:** Lily and the Eggs and Rizzie Rat

## Level 9 Lesson 7

### Test

#### *Sounds*

Ask the student to write the following words as you read them one word at a time.

1. **goat** – The goat ate my hat.
2. **float** – A boat can float.
3. **show** – Please show your ticket.
4. **grow** – Plants grow well when there is sun and rain.
5. **tune** – He played a tune on the flute.
6. **rule** – Putting your rubbish in the bin is a good rule.
7. **blue** – The sky is blue.
8. **spoon** – We eat soup with a spoon.
9. **room** – A shed has only one room.
10. **blew** – The wind blew the leaves away.

Records the score on the Progress Chart.

### *Running Records Test*

#### Level 9 Butterfly Blue

Number of words: 97

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%)

**Comprehension:**

1. Which butterfly was unkind?
2. How did the yellow butterfly feel?
3. What good thing happened at the end of the story?

Record the score on the Progress Chart.



**Butterfly Blue**

1



This is the story of Butterfly Blue.  
A yellow one said, "Can I play  
with you?"

2



"No," said Blue, "you can't play  
with me." So Yellow flew  
away as sad as can be.

3



Yellow flew off and cried in a tree.  
But Blue was far away and didn't see.

Level 9

Jill Kemp [www.lambsongs.co.nz](http://www.lambsongs.co.nz)

4



Blue had fun flying low and high,  
but she wasn't very kind to the  
yellow butterfly.

5



Then one day Yellow came to see Blue.  
She asked again, "Can I play with you?"

6



"Yes," said Blue. So off they flew.

7



They had fun together with so much  
to do.

Level 9

8

**Part A: Sounds – air and ear**

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

**Resource:** Progressive Phonics Picture Chart

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

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

<i>bear</i>	tear
wear	pear

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

The girl sat on a chair and brushed her hair.

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

It is unfair when one gets more than the rest.

There is a tear in the pair of pants.

**Part B: Sight words**

Begin Dolch words Set 9. Choose 5 words.

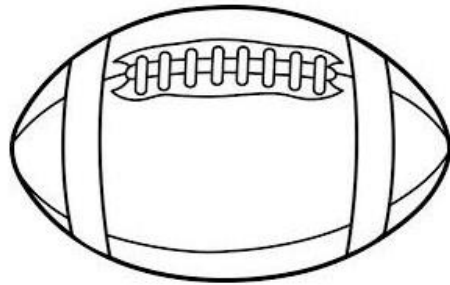
**Part C: Stories**

**New story:** Let’s play football

**Words to learn:** school, friends, dirty

**Part D: Sentence**

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



**Let's play football.**

1



After school I play football with my friends.

2



We run after the ball.

3



We run with the ball.

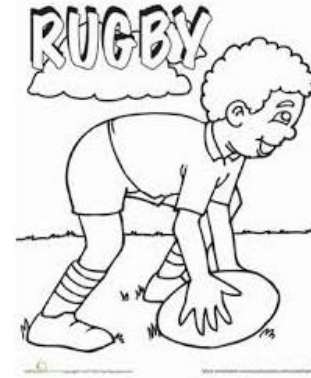
4

Level 10



We throw the ball.  
We catch the ball.

5



We kick the ball.  
Sometimes I kick the ball a long way.

6



Sometimes we fall over.  
We get dirty.

7



Football is fun.

Level 10

8



**Part A: Sounds – are**

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

**Resource:** Progressive Phonics Picture Chart

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

square	stare
bare	glare
share	flare
care	scare

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

My lunch box is square.

Do not stare at the sun when there is glare.

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

**Part B: Sight words**

Continue with Dolch words Set 9.

**Part C: Stories**

**Revise:** Let’s play football

**New story:** The Tea party

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

**Part D: Sentence**

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



### The tea party

1



“Mum, can I please have my friends over?  
Can I have a tea party?” asked Sara. 2



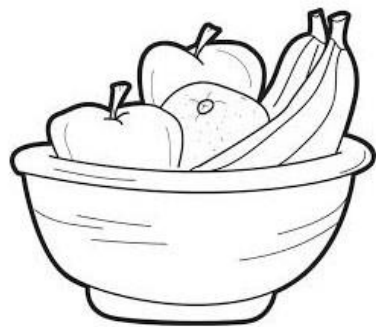
“Yes,” said Mum, “But you must help  
me to make the food. What can we have?” 3



“We can make some cakes,” said Sara.

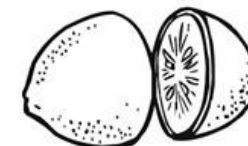
Level 10

4



“and we can have some fruit.”

5



“What can we make to drink?”  
“We can make a lemon drink and put it in  
a tea pot,” said Mum

6



“and we can drink from cups,” said Sara.

7

SUN	MON	TUE	WED	THU	FRI	SAT

“When can I tell my friends to come,”  
asked Sara.  
“Tell them to come on Saturday,” said Mum.  
“Thanks Mum!” said Sara.

Level 10

8

## Level 10 Lesson 3

### Part A: Sounds – ar

Resource: Progressive Phonics Picture Chart

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

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

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

The farm has a barn for keeping hay.

The car can park in the yard.

The dog is barking.

### Part B: Sight words

Continue with Dolch words Set 9.

### Part C: Stories

Revise: Let's play football and The Tea party

## Level 10 Lesson 4

### Part A: Sounds – a

#### When ‘a’ sounds like ‘ar’

Resource: Progressive Phonics Picture Chart

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

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

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

I ate a banana on the grass.

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

I can’t go that fast.

### Part B: Sight words

Continue with Dolch words Set 9.

### Part C: Stories

Revise: The Tea party

New story: Rikki Tikki Tavi

Comprehension:

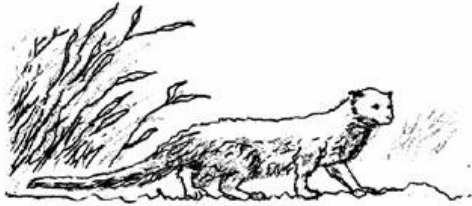
How did Rikki help the family?

How did the birds help Rikki?

### Part D: Sentence

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

## Rikki Tikki Tavi



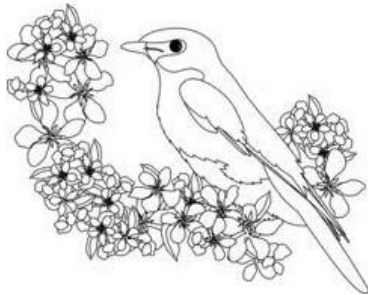
A family in India had a pet mongoose.  
They called him Rikki Tikki Tavi.

1



Rikki lived in the garden. His job was to  
keep the snakes away. These snakes  
could kill.

2



In the garden were many birds. Rikki  
made friends with the birds.

3



One day a snake went into the house  
looking for water.

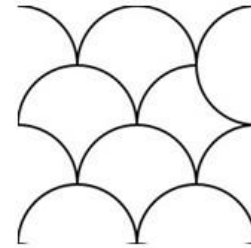
Level 10

4



Rikki went after the snake.  
He bit the snake behind the head.

5



Rikki killed the snake. He called to the  
birds. "Go and peck the snake's eggs,"  
he said.

6



The birds found the snake's nest and  
pecked all the eggs.

7



The family found the dead snake. They  
were happy with Rikki.

Level 10

8

## Level 10 Lesson 5

### Part A: Sounds – ear

#### When 'ear' and 'eer' both sound like 'hear'

Resource: Progressive Phonics Picture Chart

Key word is 'ear'. 'Ear' goes with 'hear' etc.

ear	near
hear	dear
fear	clear
tear	gear

Key word 'deer' goes with 'cheer' etc.

deer	steer
cheer	meerkat

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

You hear with your ears.

When we cry there are often tears.

I will not fear because God is always near.

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

### Part B: Sight words

Play Bingo with Dolch words Set 9.

### Part C: Stories

Revise: The Tea party and Rikki Tikki Tavi



## Level 10 Lesson 6

### Test

#### *Sounds*

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

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

Record the score in the Progress Chart.

### *Running Records Test*

#### Level 10 The Lion and the Mouse

Number of words: 159

Words correct:

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

#### **Comprehension questions:**

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

## The lion and the mouse



One day a lion was sleeping in the sun.  
A little mouse ran by.

1



The lion picked up the mouse and held  
it by the tail.  
“Please don’t eat me. Please let me go,”  
said the mouse.

2



“If you let me go I will try to help you  
one day,” said the mouse.

3



“How can a little mouse like you help a  
big lion like me?” said the lion.

Level 10

4



The lion let the mouse go.  
The mouse ran away. He was glad  
that the lion had been kind to him.

5



One day when the lion was walking he fell  
into a trap. There was a big net all around  
him. He could not get out.

6



Then the little mouse came by.  
“I can help you,” said the mouse. “I will  
eat through the net so that you can be  
free.”

7



And that's just what he did. The lion was  
free. The lion said “thank you” to the little  
mouse.

Level 10

8

## Level 11 Lesson 1

### Part A: Sounds – er and ir

Resource: Progressive Phonics Picture Chart

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

fern	germ
her	serve
term	permit
herb	herd
person	were

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

bird	birthday
shirt	stir
skirt	squirt
girl	thirty

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

**I saw a person with a herd of cattle.**

**The girl is wearing a pink skirt.**

**I was given a shirt for my birthday.**

### Part B: Sight words

Begin Dolch words Set 10. Choose 5 words

### Part C: Stories

**New story:** Let's look for dinosaur bones.

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

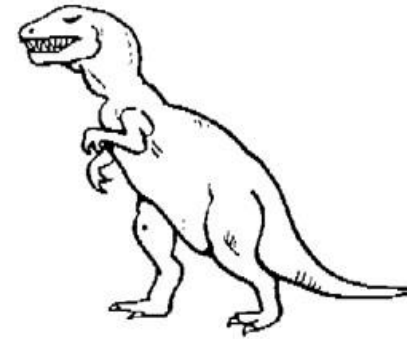
### Part D: Sentence

When did God make dinosaurs?



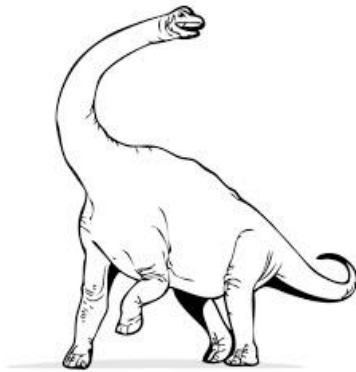
Let's look for dinosaur bones!

1



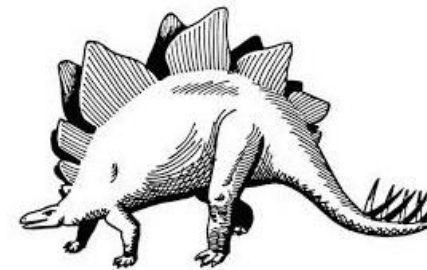
We could find bones of a Tyrannosaurus  
Rex,  
(Sounds like ty-ran-o-saw-us-rex)

2



or the bones of a Brachiosaurus,  
(Sounds like brac-i-o-saw-rus.)

3



or the bones of a Stegasaurus.  
(Sounds like steg-o-saw-rus.)

Level 11

4



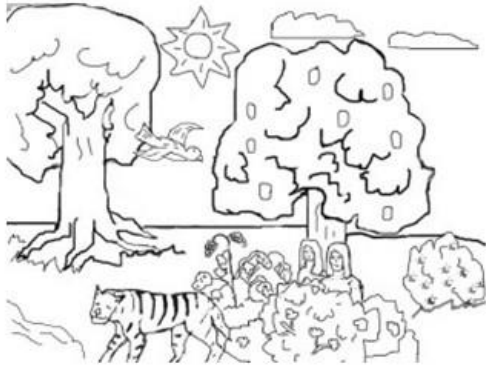
When God made the world, He made dinosaurs on day six.

5



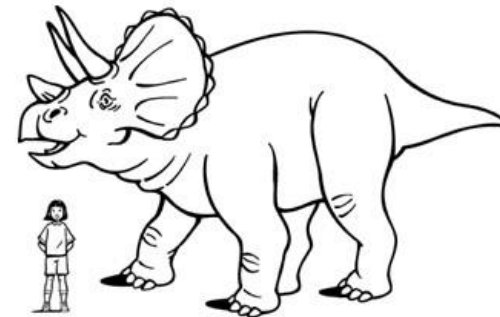
That was the on the same day that He made all the other animals and people.

6



That was just six thousand years ago.

7



Dinosaurs and people lived at the same time. But now dinosaurs are extinct.

Level 11

8

## Level 11 Lesson 2

### Part A: Sounds – ur and or

Resource: Progressive Phonics Picture Chart

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

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

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

<i>world</i>	worm
word	work

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

God made the world in six days.

We must always say kind words.

I will stir the pot so it does not burn.

The teddy has lost its fur.

### Part B: Sight words

Continue Dolch words Set 10.

### Part C: Stories

Revise: Let's look for dinosaur bones.

New story: The Three bears

Comprehension:

Where did the Three bears go?

Who came to the house?

What did she do?

### Part D: Sentence

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

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



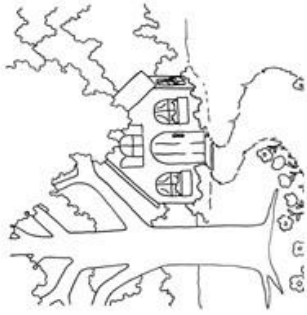
### The three bears

1



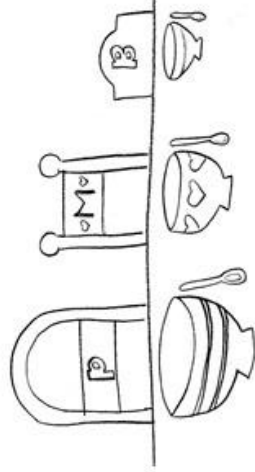
Here is Goldilocks.

2



Here is the house of the three bears.

3



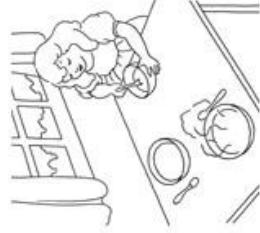
"I want to go for a walk," said Father Bear. "The porridge is too hot."

4



So Father Bear, Mother Bear and Baby Bear went for a walk.

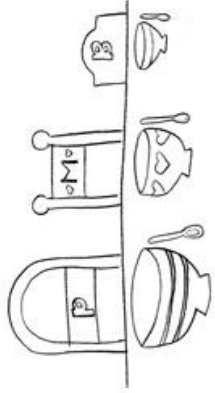
5



Here comes Goldilocks. "I want to eat some porridge," said Goldilocks. "Here are three bowls of porridge. Yum!"

6





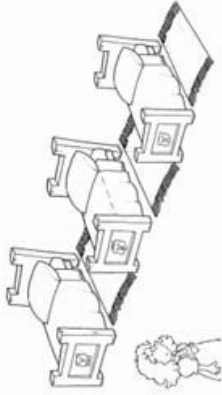
"The first bowl of porridge is too hot," she said. "The second bowl of porridge is not good, but the little bowl of porridge is very good."

7



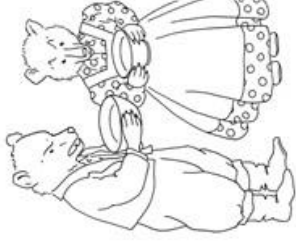
"I want to sit down," said Goldilocks, "This chair is too hard," she said. "This one is too soft, but the little one is very good."

8



"I want to go to sleep," she said. "This bed is too hard," said Goldilocks, "and this one is too soft. But the little bed is very good."

9

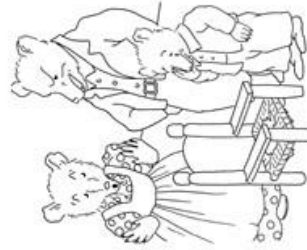


The three bears came home.

"Where is my porridge?"

said Baby Bear.

10



"Look at my little chair," said Baby Bear.

11



"Look at my bed," said Baby Bear. "Who is in my bed?"

Goldilocks woke up. She ran and ran all the way home.

12

## Level 11 Lesson 3

### Part A: Sounds – oi and oy

Resource: Progressive Phonics Picture Chart

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

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

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

<i>toy</i>	joy
boy	enjoy

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

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

I will use my coin to buy a drink.

I hope it will not spoil in the sun.

### Part B: Sight words

Continue Dolch words Set 10.

### Part C: Stories

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

## Level 11 Lesson 4

### Part A: Sounds – oo, u and ou

#### When these letters all make the short 'oo' sound

Resource: Progressive Phonics Picture Chart

The key word is 'book'. 'Book' goes with 'wood' etc.

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

The key word is 'bull'. 'Bull' goes with 'push' etc.

<i>bull</i>	pull
full	push

The key word is 'would'. 'Bull' goes with 'should and could'.

<i>would</i>	could
should	

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

You should not pull a bull by the nose.

I would like a full cup please.

I wish I could push this pile of wood.

He looked at the book.

Could you put your foot on this?

### Part B: Sight words

Continue Dolch words Set 10.

### Part C: Stories

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

## Level 11 Lesson 5

### **Part A: Sounds – or and oor**

**Resource:** Progressive Phonics Picture Chart

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

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

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

<i>door</i>	poor
floor	outdoors

Sentences for the student to read, sounding out

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

I would like some more corn and pork please.

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

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

Continue Dolch words Set 10.

### **Part C: Stories**

**Revise:** The Three Bears

**New story:** The Three Pigs



## The Three Little Pigs

1



Here is the first little pig.

2



Here is the second little pig.

3



Here is the third little pig.

4



"I want to make a house,"  
said the first little pig. I will  
get some straw."

So the first little pig made a  
house of straw.

5



"I want to make a house,"  
said the second little pig. I  
will get some wood." So the  
second little pig made a  
house of wood.

6

Level 11



**“I want to make a house,”  
said the third little pig. I  
will get some bricks.” So  
the third little pig made a  
house of bricks.**

7



**Here comes the big bad  
wolf.  
“Can I come in?” said the  
big bad wolf.**

8



**“No,” said the first little  
pig.  
“Not by the hair of my  
chin-i-chin chin.”**

9



**“I will huff and puff and  
blow your house down,”  
said the big bad wolf.  
The house went **CRASH!****

10



**The first little pig ran to the  
house of the second little  
pig.  
Then the big bad wolf went  
to the house of the second  
little pig.**

11



**“Can I come in?” said the  
big bad wolf.**

Level 11

12



**“No,” said the second little pig.**

**“Not by the hair of my chin-i-chin chin.”**

13



**“I will huff and puff and blow your house down,” said the big bad wolf.**

**The house went CRASH!**

14



**The first and second little pigs ran to the house of the third little pig.**

15



**The big bad wolf went to the house of the third little pig.**

16



**“Can I come in?” said the big bad wolf.**

17



**“No,” said the three little pigs.**

**“Not by the hair of our chin-i-chin chins.”**

18

Level 11



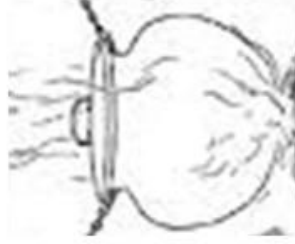
**“I will huff and puff and  
blow your house down,”  
said the big bad wolf.  
But the house did not go  
crash.**

19



**“If you will not let me in I will  
come down the chimney,”  
said the big bad wolf.**

20



**“Get a big pot of water,”  
said the third little pig.**

21



**The big bad wolf came down  
the chimney and went  
CRASH into the big pot of  
water. That was the end of  
the big bad wolf.**

22

Do you know these  
words?  
first  
second  
third  
house  
straw  
wood  
bricks  
said

23

Do you know these  
words?  
want  
make  
will  
wolf  
comes  
blow  
chin  
chimney

Level 11

24



## Level 11 Lesson 6

### Part A: Sounds – ‘a’

#### When it sounds like ‘or’

Resource: Progressive Phonics Picture Chart

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

<i>ball</i>	hall
wall	tall
small	all

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

<i>saw</i>	crawl
law	claw
yawn	draw

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

<i>walk</i>	chalk
talk	stalk

Sentences for the student to read, sounding out

I saw a small animal crawl across the lawn.

I will draw with chalk.

The plant has a tall stalk.

We can walk as we talk.

### Part B: Sight words

Continue Dolch words Set 10.

### Part C: Stories

Revise: The Three Bears and The Three Pigs

### Part D: Sentence

Use the **blue** Thinking Hat.

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

## Level 11 Lesson 7

### **Part A: Sounds – ow and ou**

#### **When it sounds like ‘ou’ in house**

**Resource:** Progressive Phonics Picture Chart

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

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

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

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

Sentences for the student to read, sounding out

The mouse in our house made a little sound.

I don’t know how to milk a cow.

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

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

Ask the student to read the “Dolch words in sentences” as fast as they can.

### **Part C: Stories**

**Revise:** any story from Level 11

## Level 11 Lesson 8

### Sounds

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

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

## Running Records

### Level 11 The Three Little Pigs (shorter version)

**Number of words:** 158

**Words correct:**

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

**Comprehension questions:**

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



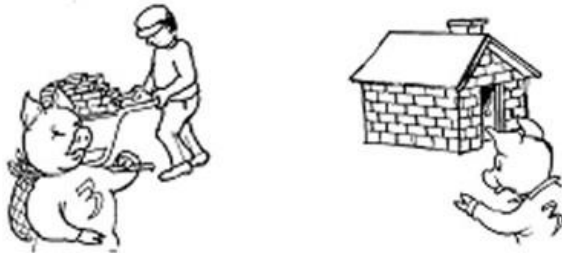
## The Three Little Pigs

1



The three little pigs wanted to make houses. The first little pig made a house of straw.

2



The second little pig made a house of wood. The third little pig made a house of bricks.

3



The big bad wolf came to the house of straw. He wanted to get in. He huffed and puffed and tried to blow the house down.

4

Level 11



The first little pig ran to the house of the second little pig. The big bad wolf came and tried to blow the second house down.  
5



Both little pigs ran to the house of the third Little pig. The big bad wolf tried to blow the third house down but he could not.  
6



So the big bad wolf got on the roof and tried to come down the chimney.  
7



The three little pigs had a pot of very hot water on the stove. The wolf fell into it. That was the end of the big bad wolf.  
8

Level 11