

Lesson 2.1

Lesson Focus:

Interactive reading;
vowel and consonant review;
blending sounds;
short vowel word families;
crosschecking comprehension.

1) Prepare the Lesson

Review the **Books I've Read** section of the **Student Folder** and the **Tutor Notes** from the last lesson. Note areas from the **Tutor Notes** that need to be reviewed. Work these into today's lesson at the appropriate place.

Read over **Lesson 2.1**.

Create short vowel cards by using five index cards, printing *a, e, i, o, u* on each and writing the short vowel sign above each letter.

Pull the following alphabet cards from the pack of alphabet cards available at your site: *f, t, m, p, h, b, r, s, c*.

Choose a red **SRA Power Builder** to read during **Interactive Reading**. Preview the story and pick out key words to present before the student reads.

Gather needed materials: books for sharing; **Word Bank** cards; **You Read to Me, I'll Read to You**; alphabet cards; **Unit 2 Workbook**; red **SRA Power Builder**; **Phonics Sound Chart**; white board and markers.

2) Interactive Reading

Preview with the student **You Read to Me, I'll Read to You** by finding the title of the book, the name of the author and the name of the illustrator on the cover and again on the title page.

Read the Introduction and demonstrate the different colored passages: one of you reads the pink print, one of you reads the purple print and both of you read the blue print.

Re-read the Introduction together.

Conduct a **Picture Walk** (see **Quick Reference Guide**).

Have the student choose any one of the stories and read (or reread) it together. When finished, do a more thorough **Picture Walk** for that story and help her see the connections between the pictures and the story.

Tell the student that this book is missing something that most books have—page numbers. Discuss how important page numbers are.

3) Sight Word/Vocabulary Development

If the student is continuing from **Unit 1**, she will have an existing **Word Bank**. Test her on those words by playing **Flash and Say**. Date and retire the words she reads **instantly**. Have her continue to read from the **Sight Words/Phrases** section of the **Student Folder**, marking the words and phrases she cannot read

6) Just for Fun and Fluency

Find three or four books in the site library to read together during **Interactive Reading**. Help your student select a few books that are familiar and a few that are new. Find a book that you know and love and want to share. Be sure that at least one is fiction and one is nonfiction.

Read one of the books together.

If time permits, use one of the following **Teaching Aids**: *Short Vowel 'a' Puzzle*; *On the Way Home* (Consonants – Initial consonant sounds).

Tutor Notes:

1. Will you need to add new words to the bank before the next lesson?

____ yes ____ no

2. What, if any, part(s) of the lesson was not covered today?

3. What, if any part(s) of the lesson should be reviewed or re-taught?

Quick Reference Guide

Unit 2

Lesson Components:

Approximate Time:

Prepare the Lesson

15 Minutes

These are instructions needed to prepare for the lesson.

Interactive Reading

10-15 Minutes

The purpose is to truly share a reading and have a genuine conversation about a book as opposed to being questioned for facts related to reading. It is the time tutors can model their love of books and reading, their own comprehension strategies, and their self-monitoring strategies. We all have them, we are just not conscious of them - and that is the goal for our students.

Sight Word/Vocabulary Development

Not more than 10 minutes

The purpose is to develop a strong Sight Word vocabulary. Most people rely on sight recognition for 95% of their reading.

Word Study

10-15 Minutes

Here we explicitly teach decoding and comprehension skills.

Shared Reading

10-15 Minutes

Here we help the student put the skills he's learning together. We are partners with the student, giving him as much support as he needs to be successful.

Just for Fun and Fluency

10-15 Minutes

Fluency is not just reading fast but reading accurately with expression that shows that we are comprehending as we read. The best strategy to develop fluency is to read and reread many times with others.

Tutor Notes

At the end of every lesson, be sure to answer the questions and add your comments. These will be read by the Site Director and any other tutor who is working with your student.

Unit 2 Routines:

Books I've Read

We keep track of the number of books each student reads or rereads. We do encourage rereading because this is how we all develop into fluent readers. Most of us do not read fluently the first time we read a new poem or passage. In the **Books I've Read** section of the **Student Folder**, there are pages for writing down the titles of books read. If your student rereads a book, have her put a star by its title each time she rereads it. When the student has read and recorded titles of ten books, ask her to reflect on what her favorite was and why. This is another way to engage students in **Grand Conversations** about books. This leads to becoming a confident and lifelong reader.

You want to keep about 30 to 34 cards in the **Word Bank** for use in games and drills. You want at least three - fourths of those words to be easy for the student and one-fourth to be challenging.

Updating the **Word Bank**

1) Frequently ask students if there are any words they want to add to their **Word Bank**. It is especially important to add words that students encounter in their reading and find especially appealing. We want to include in each student's **Word Bank** words that are personal to them. Such words might be names of family members or pets. We will also be adding groups of words like color words, number words, or days on the week to the **Word Bank**. When a student nominates a word, write that word on an index card and add it to the **Word Bank**. You might talk about the word with the student as you write it. For example, it might rhyme with a word the student knows.

2) Test the student on these Sight Words by playing **Flash and Say**. Mark a small x on the back of cards that the student has a very easy time with. After the tutoring session, mark off those words on the **Sight Word List** in the **Sight Words/Phrases** section of the **Student Folder**.

3) When it seems that the student knows more than $\frac{3}{4}$ of the words, ask her to go through the **Word Bank** and nominate five words to "retire." These would be the words that she feels she knows the best. When she has given you the five words, test her on them by having her read them and write them on the white board. If she does know them, mark "retired" and the date on the backs of the cards, but retain it in a separate pile so that they can be reviewed periodically.

Refreshing the **Word Bank**

Refresh the **Word Bank** by adding the next group of ten words or phrases which the student cannot read **instantly** in the **Sight Words/Phrases** section of the **Student Folder**.

Unit 2 Strategies:

Choral Reading Style

Read a passage together as if you were singing. This helps students develop rhythm and expression in their reading.

Echo Reading Style

The tutor reads a line of the story and then the student "echoes" by reading the same line back, imitating the tutor's phrasing and expression.

Flash and Say

Using the **Word Bank**, hold the cards up one by one and have the student read them out loud. Put aside the words the student misses and review them after each round. Reshuffle the cards and play again. You can vary the activity level of the game by standing up during some rounds and sitting down during others. You could even play a round where one or both of you stand on one foot!

Grand Conversations

This is going beyond mundane factual questions and truly discussing books and stories. Conversation starters: I loved when..... This book reminds me of.... I wish _____ hadn't happened! Tutors will have to