

Don't Miss This

- **Word Analysis** – Say the word *thank*, focusing on the sound for ank. Practice that sound. Say the word *pink* focusing on the sound for ink. Practice that sound.
- **Retelling a Story** – A good reader includes only the most important information when retelling a story. This includes the setting, the characters, and the most important events.

Sample Lesson Packet

STEP 1: AGENDA (1 min.)
STEP 2: TUTOR READ ALOUD (10 min.)

Comprehension & Vocabulary	<p>BEFORE: Set purpose and ask an open-ended question.</p> <p>DURING: Stop every few pages to ask questions and discuss. Add 1-2 Forever Words to the Word Net.</p> <p>AFTER: Discuss what happened in the text and why. Tutor and Student choose 1-2 Forever Words from Word Net and review using one Vocabulary Review Strategy.</p>
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STEP 3: WORD ANALYSIS (12 min.)

Review	<p><i>Today you are going to review reading words that end with the letters ank or ink. We pronounce the letters ank as /ank/ as in thank. Say /ank/. We pronounce the letters ink /ink/ as in pink. Say /ink/. Now read the words.</i></p>	<p><i>Tutor writes on whiteboard:</i></p> <p>ank ink yank drink</p>
Review	<p><i>What sound do you use for a vowel when a word ends in a vowel-consonant-e? (Long sound) When I point under a word, say the vowel sound, then say the word.</i></p> <p><i>What do you do when you come to a longer word that you cannot read? (Break the word into smaller parts that you can read.) Practice using these words. Break the word into smaller parts, say each part, then say the word.</i></p> <p>Next, have the student read the words several times.</p> <p>Tell the student to underline the words that have the /ā/ sound and circle the words that have the /ī/ sound.</p>	<p><i>Tutor writes on whiteboard:</i></p> <p>rope stone drive blame glide wave dime spoke</p> <p>until hotdog sandbox</p>
Spell	<p>Say the words while the student spells them on the whiteboard.</p>	<p><i>Student writes on whiteboard:</i></p> <p>bone drive</p>

Sample Lesson Packet

STEP 4: ESSENTIAL WORDS (4 min.)

Teach	New words: find, running, Ms., would, could, should. For each new word: 1. Say the word and then spell the word. 2. Have the student say and spell the word out loud. 3. Teach that would, could, and should have the same ending.	<i>Tutor writes on whiteboard:</i> find running Ms. would could should animal was know
Review	Tell the student to say each word as you point to each word.	

STEPS 5 & 6: COMPREHENSION (2 min.) AND STUDENT READ ALOUD (10 min.)

Teach	<ul style="list-style-type: none"> <i>When we retell a story, we include only the most important information, not all of the details. We tell the setting, characters, problem, solution, and major events.</i>
Set Purpose	<ul style="list-style-type: none"> <i>Let's read to find the out what the story is about. (Purpose) Then we will look back in the book to check the setting, characters, problem, solution, and major events.</i>
Student Reads	<ul style="list-style-type: none"> Student reads <i>Bones</i> aloud. Pause after each page to ask what happened. On page 6, have the student use the picture to figure out what a dome is.
Model/After Reading Discussion	<ul style="list-style-type: none"> <i>Show me in the book how you figure out the setting.</i> <i>Show me how you figure out the important characters.</i> <i>What is the problem? What is the solution? (Ms. Jones has Bones.)</i> Model summarizing the important events. Page 2, Rose and Tom take Bones for a run. Page 4, Bones breaks the rope and runs away. Page 6, Rose and Tom look everywhere for Bones. Page 8, Ms. Jones has Bones. Ms. Jones gives everyone ice cream. <i>Use the book to retell the story. Include the setting and characters, problem, solution, and major events.</i>

STEP 7: FLUENCY (5 min.)

- Review the Fluency card on how to complete this step with your student.

STEP 8: WRAP UP

- Looking back at "What's Most Important?" for today's lesson, praise the student on 2-3 successes and celebrate.

BEGINNING READERS: LESSON 26**Sample Lesson Packet**

Step	Component	What's Most Important?
1	Agenda	Tell the student he/she will review reading words with long vowels and words with the letters ank or ink . He/she will retell a story, including the major events.
2	Tutor Read Aloud	Student and Tutor discuss a book before, during, and after reading. Student learns 1-2 Forever Words .
3	Word Analysis	Student reads words that have vowel-consonant-e and words that end with ank or ink .
4	Essential Words	Student learns find, running, Ms., would, could, should and reviews animal, was, know .
5	Comprehension	Student understands using setting, characters, and major events to retell a story.
6	Student Read Aloud	Student applies goals from steps 3-5 while reading <i>Bones</i> .
7	Fluency	Student practices speed and accuracy .
8	Wrap Up	Celebrate successes for the day.