Reading Intervention Portfolio

Gina Laura Gullo (Ciani)

Lehigh University

SPED 419: Academic Interventions Pre K through Grade 4

Fall 2013

Dr. Calhoon

**Table of Contents**

Description of Student 3

Scope and Sequence 5

Progress Monitoring Graph 6

Progress Monitoring Chart 7

Progress Monitoring Table 9

Progress Monitoring Log 17

Lesson 1: Short Vowel Sounds 22

Lesson 2: Short Vowel “a” (VC, CVC, CVCC) 76

Lesson 3: Short Vowel “a” in Confusing (CVC, CVCC) 103

Lesson 4: Short Vowel “a” (CCVC, CCVCC, CCCVCC, CCVCCC) 122

Lesson 5: Short Vowel “i” (CVC, CVCC) 140

Lesson 6: Short Vowel “i” (CCVC, CCVCC, CCCVCC, CCVCCC) 159

Lesson 7: Short Vowel “e” (All Word Types) 177

Lesson 8: Blends/Diagraphs (TH, FR, ST, ND) and Final Consonant D 201

Critical Analysis 228

Critical Reflection 232

**Description of Student**

Izaiah is an enthusiastic 8-year-old male student in 3rd grade at Thomas Jefferson Elementary School in the Bethlehem Area School District of Pennsylvania. Although Izaiah is not labeled with any special needs, he has been receiving tier 3 interventions through response to instruction and intervention (RTII) since grade 1. In the RTII group, Izaiah’s instruction consists of the FUNdations reading curriculum in addition to the McMillan reading curriculum used in his general education classroom. He has not repeated any grades and has been at Thomas Jefferson since he started school in kindergarten.

Izaiah recently tested at the first, second, and third grade levels using oral reading fluency (ORF) progress monitoring assessments. He scored at an average score for the winter of first grade, an average level for the beginning of second grade, and near the 25th percentile for the beginning of third grade, on the first, second, and third grade probes, respectively. More specifically, on the second grade probe Izaiah read 49 words correct per minute (WCPM) with 93% accuracy. As such, Izaiah will be instructed on the second grade level during the intervention although he is instructed on a third grade level at school.

Izaiah’s family is very supportive and passionate about increasing his reading abilities. Izaiah lives with his mother and uncle and sometimes with his half brother. Although Izaiah’s mother works quite often, his uncle is a strong advocate for Izaiah’s education and makes sure that Izaiah practices skills and completes all homework assignments while at home. Izaiah tends to be very well behaved, and teachers comment on how well he follows rules and remains focused even when frustrated by instructional content.

Izaiah’s current and past reading scores indicate that he has been struggling with reading for an extended period of time. As such, Izaiah needs a phonics intensive program as a highly effective intervention to help him develop decoding skills for reading. This intervention will build on Izaiah’s current phonics skills and complement his individualized tier 3 RTII instruction. Izaiah enjoys reading and longs to read books similar to that of his peers; it is the hope of the present intervention to provide Izaiah with the skills to succeed in reading and develop the decoding skills he needs to enjoy desired literature.

**Scope and Sequence**

Lesson 1: Short vowel sounds

Lesson 2: Short vowel a (VC, CVC, CVCC)

Lesson 3: short vowel a in confusing (CVC, CVCC)

Lesson 4: short vowel a (CCVC, CCVCC, CCCVCC, CCVCCC)

Lesson 5: short vowel i (CVC, CVCC)

Lesson 6: short vowel i (CCVC, CCVCC, CCCVCC, CCVCCC)

Lesson 7: short vowel e (all word types)

Lesson 8: blends/diagraphs (TH, FR, ST, ND) and FC D

**Progress Monitoring Graph**

MISCUE CHART

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Miscue Category** | **Week 1**  **49 WCPM (93% acc)** | | **Week 2**  **30 WCPM (83% acc)** | | **Week 3**  **40 WCPM (87% acc)** | | **Week 4**  **55 WCPM (88.7% acc)** | | **Week 5**  **54 WCPM (93.1% acc)** |
| **MISPRONUNCIATION** | bōlin for bowling  planted for planned | | Pəm for Pam  Hopes for helped  Rest for raised  Kitter for Kate | | a for the  was for with  pointers for parents  herd for hard  fishes for fresh | | Spider for Skipper 3X  Trough for though  her for he | | Nat for Nate |
| **OMISSION** |  | | Weekend | | Still | |  | |  |
| **TEACHER-GIVEN** | action | | cat | |  | | Little  babysit | | Case  Does  Beth |
| **PAUSING** |  | |  | |  | |  | |  |
| **REPETITION** |  | |  | |  | |  | |  |
| **INSERTION** | somethings | |  | | he | |  | |  |
| **REVERSAL** |  | |  | |  | |  | |  |
| **SUBSTITUTION** |  | |  | |  | |  | |  |
| **Miscue Category** | **Week 6**  **67 WCPM (94.4% acc)** | **Week 7**  **61 WCPM (93.8% acc)** | | **Week 8**  **53 WCPM (91.4% acc)** | | **Week 9**  **67 WCPM (93% acc)** | |
| **MISPRONUNCIATION** | Dolls for dollars | Very for every 2X  Through for though | | Maria for Mary  Maria’s for Mary’s  Locked for looked  Signed for sighed | | Her for your 2X | |
| **OMISSION** | something |  | |  | | You | |
| **TEACHER-GIVEN** | buy | would | | hurts | | Rather  together | |
| **PAUSING** |  |  | |  | |  | |
| **REPETITION** |  |  | |  | |  | |
| **INSERTION** | wanted |  | |  | |  | |
| **REVERSAL** |  |  | |  | |  | |
| **SUBSTITUTION** |  |  | |  | |  | |

**© copyright Mary Beth Calhoon**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MISCUE/ERROR ANALYSIS Table | | | | | |
| Phonics Skills | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| 1) SHORT VOWELS |  |  |  |  |  |
| A = apple | action | Pam, cat |  |  |  |
| E = elephant |  | helped, weekend | fresh |  | Beth |
| I = igloo |  |  | with, still | Skipper 3x, little, babysit |  |
| O = octopus |  |  |  |  |  |
| U = umbrella |  |  |  |  |  |
| 2) LONG VOWELS |  |  |  |  |  |
| A = ape |  | Kate |  | babysit | Nate, case |
| E = eat |  |  |  | he |  |
| I = idea |  |  |  |  |  |
| O = oats |  |  |  |  |  |
| U = use |  |  |  |  |  |
| 3) SCHWA VOWELS |  |  |  |  |  |
| A = sofa |  |  |  |  |  |
| E = system |  |  | the |  |  |
| I = easily |  |  |  |  |  |
| O = gallop |  |  |  |  |  |
| U = circus |  |  |  |  |  |
| 4) SHORT R-CONTROLLED VOWELS |  |  |  |  |  |
| a + r = /r/ car |  |  |  |  |  |
| e + r = /er/ her |  |  | hard |  |  |
| i + r = /er/ bird |  |  |  |  |  |
| u + r = /er/ fur |  |  |  |  |  |
| o + r = /ore/ for |  |  |  |  |  |
| 5) LONG R-CONTROLLED VOWELS |  |  |  |  |  |
| a + r = /air/ care |  |  | parents |  |  |
| i + r = /ire/ fire |  |  |  |  |  |
| u + r = /ure/ cure |  |  |  |  |  |
| o + r = /ore/ fore |  |  |  |  |  |
| e + r = 1X = /ear/ here  2X= /air/ there |  |  |  |  |  |
| 6) SEMI-VOWELS |  |  |  |  |  |
| Y  (\_y, \_ey, \_ye, etc.) |  |  |  | babysit |  |
| GH  (\_igh, \_ough, etc) |  |  |  |  |  |
| W  (\_ow, \_ew, etc) |  |  |  |  |  |
| 7) DOUBLE VOWELS |  |  |  |  |  |
| OO, OU |  |  |  |  |  |
| IA, OA, AI |  | raised |  |  |  |
| EA, EE, EI, UE, IE, |  |  |  |  |  |
| 8) SECONDARY RESHAPING FORCES |  |  |  |  |  |
| SHORT ‘a’ says LONG ‘a’ |  |  |  |  |  |
| short a + ng = /ā/ pang |  |  |  |  |  |
| short a + nge = /ā/ range |  |  |  |  |  |
| short a + nk = /ā/ tank |  |  |  |  |  |
| short a + ste = /ā/ paste |  |  |  |  |  |
| SHORT ‘a’ says /aw/ |  |  |  |  |  |
| short a + ll = /aw/ tall |  |  |  |  |  |
| short a + ld = /aw/ bald |  |  |  |  |  |
| short a + lk = /aw/ chalk |  |  |  |  |  |
| short a + lm = /aw/ calm |  |  |  |  |  |
| short a + lt = /aw/ malt |  |  |  |  |  |
| SHORT ‘i’ can say LONG ‘i’ |  |  |  |  |  |
| short i + st = 1X /ĭ/ list  2X /ī/ Christ |  |  |  |  |  |
| short i + nt = 1X /ĭ/ lint  2X /ī/ pint |  |  |  |  |  |
| short i + ld = 1X /ĭ/ build  2X /ī/ mild |  |  |  |  |  |
| short i + nd = 1X /ĭ/ wind  2X /ī/ wind |  |  |  |  |  |
| short i + nk = /ē/ pink |  |  |  |  |  |
| SHORT ‘o’ say LONG ‘o’ |  |  |  |  |  |
| short o + lt = /o/ molt |  |  |  |  |  |
| short o + ld = /o/ told |  |  |  |  |  |
| short o + lk = /o/ folk |  |  |  |  |  |
| 9) CONSONANTS  (b,c,d,f,g,h,j,k,l,m,n, etc.) |  |  |  |  |  |
| INITIAL POSITION |  | cat |  | Little, babysit | case, Beth, does |
| MEDIAL POSITION | action |  |  | Skipper 3x, little, babysit |  |
| FINAL POSITION |  | cat | still |  | case |
| BLENDS  (pr, gr, dr, bl, str, cl, tr, pl, st, cl, etc) |  | helped, weekend | fresh, still | Skipper 3x |  |
| DIGRAPHS  (wr, ng, sh, wh, ck, ch, th, ph ) |  |  | the, with | though | Beth |
| 10) ENDINGS |  |  |  |  |  |
| SUFFIXES  (ing, ed, able, est, ly, etc) | bowling | helped, raised |  | little |  |
| LATINATE ENDINGS  (tion, sion, ion, ous, geous,  cian, cean, cious, gion, tian, etc) | action |  |  |  |  |
| 11) PREFIXES  (pre, un, dis, mis, etc) |  |  |  |  |  |
| 12) IRREGULAR WORDS |  |  |  |  | does |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MISCUE/ERROR ANALYSIS Table | | | | | |
| Phonics Skills | **Week 6** | **Week 7** | **Week 8** | **Week 9** |
| 1) SHORT VOWELS |  |  |  |  |
| A = apple |  | Every 2X |  | Rather |
| E = elephant |  |  |  | together |
| I = igloo | something |  |  |  |
| O = octopus |  |  |  |  |
| U = umbrella |  |  |  |  |
| 2) LONG VOWELS |  |  |  |  |
| A = ape |  |  |  |  |
| E = eat |  |  |  |  |
| I = idea |  |  |  |  |
| O = oats |  |  |  |  |
| U = use |  |  |  |  |
| 3) SCHWA VOWELS |  |  |  |  |
| A = sofa |  |  |  |  |
| E = system |  |  |  |  |
| I = easily |  |  |  |  |
| O = gallop |  |  |  |  |
| U = circus |  |  |  |  |
| 4) SHORT R-CONTROLLED VOWELS |  |  |  |  |
| a + r = /r/ car | dollars |  |  |  |
| e + r = /er/ her |  |  |  | Rather, together |
| i + r = /er/ bird |  |  |  |  |
| u + r = /er/ fur |  |  | hurts |  |
| o + r = /ore/ for |  |  |  |  |
| 5) LONG R-CONTROLLED VOWELS |  |  |  |  |
| a + r = /air/ care |  |  |  |  |
| i + r = /ire/ fire |  |  |  |  |
| u + r = /ure/ cure |  |  |  |  |
| o + r = /ore/ fore |  |  |  | your 2X |
| e + r = 1X = /ear/ here  2X= /air/ there |  |  |  |  |
| 6) SEMI-VOWELS |  |  |  |  |
| Y  (\_y, \_ey, \_ye, etc.) | buy |  | Mary; Mary’s |  |
| GH  (\_igh, \_ough, etc) |  |  |  |  |
| W  (\_ow, \_ew, etc) |  |  |  |  |
| 7) DOUBLE VOWELS |  |  |  |  |
| OO, OU |  |  | looked | you, |
| IA, OA, AI |  |  |  |  |
| EA, EE, EI, UE, IE, |  |  |  |  |
| 8) SECONDARY RESHAPING FORCES |  |  |  |  |
| SHORT ‘a’ says LONG ‘a’ |  |  |  |  |
| short a + ng = /ā/ pang |  |  |  |  |
| short a + nge = /ā/ range |  |  |  |  |
| short a + nk = /ā/ tank |  |  |  |  |
| short a + ste = /ā/ paste |  |  |  |  |
| SHORT ‘a’ says /aw/ |  |  |  |  |
| short a + ll = /aw/ tall |  |  |  |  |
| short a + ld = /aw/ bald |  |  |  |  |
| short a + lk = /aw/ chalk |  |  |  |  |
| short a + lm = /aw/ calm |  |  |  |  |
| short a + lt = /aw/ malt |  |  |  |  |
| SHORT ‘i’ can say LONG ‘i’ |  |  |  |  |
| short i + st = 1X /ĭ/ list  2X /ī/ Christ |  |  |  |  |
| short i + nt = 1X /ĭ/ lint  2X /ī/ pint |  |  |  |  |
| short i + ld = 1X /ĭ/ build  2X /ī/ mild |  |  |  |  |
| short i + nd = 1X /ĭ/ wind  2X /ī/ wind |  |  |  |  |
| short i + nk = /ē/ pink |  |  |  |  |
| SHORT ‘o’ say LONG ‘o’ |  |  |  |  |
| short o + lt = /o/ molt |  |  |  |  |
| short o + ld = /o/ told |  |  |  |  |
| short o + lk = /o/ folk |  |  |  |  |
| 9) CONSONANTS  (b,c,d,f,g,h,j,k,l,m,n, etc.) |  |  |  |  |
| INITIAL POSITION | buy |  | hurts | your 2X, you, rather, together |
| MEDIAL POSITION |  |  |  |  |
| FINAL POSITION |  |  | hurts | together |
| BLENDS  (pr, gr, dr, bl, str, cl, tr, pl, st, cl, etc) |  |  |  |  |
| DIGRAPHS  (wr, ng, sh, wh, ck, ch, th, ph ) | something |  |  | rather, together |
| 10) ENDINGS |  |  |  |  |
| SUFFIXES  (ing, ed, able, est, ly, etc) |  |  | hurts |  |
| LATINATE ENDINGS  (tion, sion, ion, ous, geous,  cian, cean, cious, gion, tian, etc) |  |  |  |  |
| 11) PREFIXES  (pre, un, dis, mis, etc) |  |  |  |  |
| 12) IRREGULAR WORDS |  | would |  | together |

**ERROR ANALYSIS LOG**

Name: IB Probe: 1\_\_\_\_

Errors:

1. Short a
2. MC: c
3. Suffix –ing
4. Latinate ending -tion

Strengths

1. Sight words: was, in, a, ate, he, of, and, off, to
2. Blends: BR 2X, GR, TH, ST
3. Diagraphs: TH, SH, CH 2X, SCH (trigraph)

Instructional decisions:

1. Teach short vowels

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ERROR ANALYSIS LOG

Name: IB Probe: 2\_\_\_\_

Errors:

1. Short vowels: a 2x, e 2x
2. Long a
3. Double vowel ai
4. IC: c, FC: t
5. Blends: lp, nd
6. Suffix –ed 2x

Strengths

1. Sight words: for, a, she, had, of, about, animals, to when, the, or, one, went, to
2. Started to sound out some words based on the lesson
3. Blends: ck, st, nt
4. R reshapers
5. Continuous sound CVC

Instructional decisions:

1) Teach short a

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ERROR ANALYSIS LOG

Name: IB Probe: 3

Errors:

1. Short e 1x, i 2x
2. Schwah e 1x
3. Short and long a r-reshaper 1x each
4. FC peak ll
5. Blend fr, st
6. Diagraph th 2x

Strengths

1. Got short a 8x (all CVC or CCVC)
2. Blend: cl
3. /aw/ sounds (water, because)
4. Sight words

Extinguished Skills

1. Passage indicates short a, but only 80% on formative assessment (errors on CVCC only).

Instructional decisions:

1) Review short a in CVCC words

2)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ERROR ANALYSIS LOG

Name: IB Probe: 4

Errors:

1. Short i
2. Long a, long e
3. Semivowel y
4. IC: b, s; MC: pp, tt, b
5. Blend and diagraphs: sk and th
6. Cle word

Strengths

1. Sight words
2. VCe long vowels
3. -ed ending
4. Semivowel y as -ay

Extinguished Skills

1. Short a in CVC, CVCC words

Instructional decisions:

1) teach short a in CCVC, CCVCC, CCCVC, and CCCVCC words

2)

ERROR ANALYSIS LOG

Name: IB Probe: 5

Errors:

1. Short e
2. Long a 2X
3. IC: B, C, D
4. FC: S
5. Diagraph: TH
6. Irregular: Does

Strengths

1. Sight words
2. Blends (gl, nk, ft, bl, st)
3. R-reshaper sounds
4. Short a

Extinguished Skills

1. Short a in all words

Instructional decisions:

1) Teach short i

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ERROR ANALYSIS LOG

Name: IB Probe: 6

Errors:

1. Short i (in compound word)
2. Semivowel y
3. Diagraphs th and ng
4. R reshaper on short a
5. IC B

Strengths

1. Short i, a (5x each)
2. Sight words
3. VCe long vowel words
4. Reading with quotations

Extinguished Skills

1. Short i in CV, VCV, and VCVV words

Instructional decisions:

1) Teach short i in VVCV, VVCVV, VVVCV, and VVVCVV words

2)

ERROR ANALYSIS LOG

Name: \_IB\_\_\_\_\_\_\_\_\_\_\_\_\_ Probe: \_7\_\_\_\_\_\_\_

Errors:

1. Initial short e
2. Irregular word: would

Strengths

1. Short a
2. Vowel pairs
3. Sight words

Extinguished Skills

1. Short i

Instructional decisions:

1) teach short e (full spectrum of words)

2)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ERROR ANALYSIS LOG

Name: IB Probe: 8 .

Errors:

1. Semi-vowel y (ending) –maybe
2. Short r-controlled u
3. Double vowel oo
4. IC: H
5. FC t
6. Suffix: s

Strengths

1. VCe words
2. Sight words
3. Short e, a
4. Blends and diagraphs

Extinguished Skills

1. Short e

Instructional decisions:

1) teach th, fr, st, nd, and FC d

ERROR ANALYSIS LOG

Name: IB Probe: 9

Errors:

1. Short a, e
2. Words ending in er
3. IC: y, r, t
4. MC; g
5. Diagraph: th in medial position
6. You, your, to…

Strengths

1. Short vowels (most of the time)
2. Oo double vowel
3. VCe words
4. Semivowel y at the end of words

Extinguished Skills

1. Sh, fl, st, nd

Instructional decisions:

1) teacher th diagraph in multisyllabic words

2)

**Daily Lesson Plan Template**

**Student IB Lesson 1 Date 10/2/2013**

**Current Grade or Age level:** Grade 3.1; Age 8-10

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Short Vowel Sounds

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 20 one-syllable short vowel words containing 1 VC or CVC word starting with a continuous sound, 2 VCC or CVCC words starting with a continuous sound, and 1 CVC words starting with a stop sound for each vowel (a, e, i, o, u), IB will independently orally read 95% of the words correctly.

**Review Skills/Content:**

Review of previous ORF errors and graphing of that data.

**New skill/content to be learned:**

Short vowel sounds (a, e, i, o, u) for VC/CVC words starting with continuous sounds, VCC/CVCC words starting with continuous sounds, and CVC words starting with stop sounds.

**Materials Needed:**

Vowel and consonant cards, new skill letters lists (introductory and discriminatory), new skill word list (introductory and discriminatory), assessment word list, PM probes 1 (for review) and 2 (for administration), timer, PM Graph

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 2

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:** 2. Review PM Probe 1 with student to show successes and errors. Explain graph to student and allow IB to graph last week’s first PM Probe data on prepared graph.   *Last time we met you read some passages for me. Let’s look at this one. You read 49 words correctly in one minute! Let’s see if we can get you to read more words in one minute by learning about reading. We’re going to graph how fast you read every week. Look at this graph. This bar goes up to 49 to show you read 49 words correctly last week. Can you color it in? Maybe we can work really hard and you can read 51 words this week. That’s 2 more words!*   1. **Introductory Activity:** 2. *Today we are going to learn some short vowel sounds. Vowels are a, e, i, o, and u. What sounds does a short a make? What sounds does a short e make? What sounds does i short a make? What sounds does short o make? What sounds does u short a make? Let’s practice.* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences (a)   1. (Teacher writes on the board: a*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“aaaaaa”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences (e)   1. (Teacher writes on the board: e*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“eeeee”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences (i)   1. (Teacher writes on the board: i*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“iiiii”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.) 4. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.) 5. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences (o)   1. (Teacher writes on the board: o*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“oooooo”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.) 4. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.) 5. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences (u)   1. (Teacher writes on the board: u*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“uuuuuu”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.) 4. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.) 5. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Discrimination Format for Letter-Sound Correspondences  (Teacher writes on board the new letters that have been taught (a, e, i, o, u) multiple times)  e o  i a  o u i  e a u   1. (Teacher gives instructions:) *“When I touch under a letter, you say the sound. Keep saying the sound as long as I touch under it.”* 2. (Teacher tests new sounds, points to the first letter, pauses 2 seconds, says *“What sound?”* then moves finger out and in, touching under the letter for about 2 seconds.)  (Teacher immediately either corrects or points to the next letter.) 3. (Teacher tests on all letters, points to a letter, pauses 2 seconds, says *“What sound?”* then moves finger out and in, touching under the letter.) (The teacher follows and alternating pattern in which she gradually increases the retention interval for the newly introduced letters by pointing to more review letters before returning to the new letters.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board: *sat, ask, raft, gas, leg, mend, self, bet, mid, fill, milk, jig, rod, loft, sock, hog, fun, must, runt, tub*)   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssssaaaat.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *gas.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“gaaaassss.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *mid.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmiiid.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     ***Correction procedure and repeats for pausing:***   1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.” Mmmmiiid.*(Teacher points to letter and sound out the word.) 2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student. 3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”* 4. Return to the a word four words earlier in the list or the beginning of the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.   Repeat with the word *sat.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssssaaaat.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *gas.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“gaaaassss.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *mid.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmiiid.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *loft.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“llloooffft.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *must.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmuuussst.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *raft.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“rrrraaaafffft.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *ask.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“aaasssk.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *fill.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffiiilllll.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *runt.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“rrruuunnnt.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *hog.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“hooog.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *sock.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssssoooock.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *mend.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmeeennnd.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *tub.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“tuuub.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *leg.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“llleeeg.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *milk.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmmiiiillllk.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *bet.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“beeet.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *fun.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffuuunnn.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *self.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssseeelllf.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *jig.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“jiiig.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *rod.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“rrroood.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: *fad, sum, yuck, mom, cop, silk, neck, lamp, bug, tip, pep, red, opt, sand, hat, full, sit, romp, ink, felt)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   **Correction Procedure for Sound Errors:**   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. “mmmm” 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. “eeeee” 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. *“mmmm”* 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.   ***Correction Procedure for Confusion Errors:***   1. Model the correct sound: *“Listen fffeeelllt, felt*.” 2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter. 3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2. 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks first a vowel card, then an initial consonant card and last a final consonant card. The letters are placed before the student and the teacher asks, *“What word?”* and the student will reply by reading the self-created word. 6. **Review (verbatim):** 7. *Today we practiced our short vowel sounds. What sound does a make? What sound does e make? What sound does i make? What sound does o make? What sound does u make?* 8. **Assessments:** 9. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 2. | **Aaaaa, eeeee, iiiii, ooooo, uuuuu**  **aaaaaaa**  **aaaaaa**  **aaaaaa**  **eeeeeee**  **eeeeee**  **eeeeee**  **iiiiiii**  **iiiiii**  **iiiiii**  **ooooooo**  **oooooo**  **oooooo**  **uuuuuuu**  **uuuuuu**  **uuuuuu**  **uuuuuu, eeeee, aaaaaa, iiiii, oooo, iiiii, oooo, uuuu, eeeee, aaaaa, aaaaa, aaaaa, eeeee, uuuuu, ooooo, iiiii, uuuuu, iiiii,**  **eeeee**  **Sssaaat, sat**  **Ssssaaat, sat**  **Gaaaassss, gas**  **Gaaasss, gas**  **Mmmiiid, mid**  **Mmm (pause) id**  **Mmmiid; mmmiiid**  **Mmmmiiid**  **Sssaaat, sat**  **Ssssaaat, sat**  **Gaaaassss, gas**  **Gaaasss, gas**  **Mmmiiid, mid**  **Mmmid**  **Llloooffft, loft**  **Llloooffft, loft**  **Mmmmuuussst, must**  **Mmmmuuussst, must**  **Rrraaaffft, raft**  **Rrraaaffft, raft**  **Aaasssk, ask**  **Aaasssk, ask**  **Fffiiilll, fill**  **Ffffiiillll, fill**  **Rrruuunnnt, runt**  **Rrruuunnnt, runt**  **Hooog, hog**  **Hooog, hog**  **Sssooock, sock**  **Sssooock, sock**  **Mmmeeennnd, mend**  **Mmmeeennnd, mend**  **Tuuub, tub**  **Tuuub, tub**  **Lllleeeg, leg**  **Llleeeg, leg**  **Mmmiiilllk, milk**  **Mmmiiilllk, milk**  **beeet, bet**  **beeet, bet**  **Fffuuunnn, fun**  **Fffuuunnn, fun**  **Ssseeelllfff, self**  **Ssseeelllfff, self**  **Jiiig, jig**  **Jiiig, jig**  **Rrroood, rod**  **Rrroood, rod**  **fffaaaad, fad, sssuuunnn,**  **Mmmmmm**  **Sssuuummmm, sum**  **Fffaaad, fad, sssuuummm, sum, yyyuuuck, yuck, mmmooommm, mom, cooop, cop, sssiiilllk, silk, nnniii**  **Eeeee**  **Nnneeeck, neck**  **yyyuuuck, yuck, mmmooommm, mom, cooop, cop, sssiiilllk, silk, nnneeeck, neck, lllaaammmp, lamp, buuug, bug, tiiip, tip, peeeep, pep, rrreeed, red, ooopt, opt, sssaaannnd, sand, haaat, hat, ffffuuullll, full, sssiiit, sit, roooop**  **mmmmm**  **rrrrooommmp, romp**  **sssaaannnd, sand, haaat, hat, ffffuuullll, full, sssiiit, sit, rooommmp, romp, iiinnnk, ink, fffllleet**  **fffeeelllt, felt**  **Tiiib, tib; buuud, bud; tooozzzz; toz; paaaz, paz; sssuuuj; suj**  **Aaaaa, eeee, iiii, oooo, uuuu**  **Soft, lamp** *(should be lump)***, set, ten** *(should be tan)***, him** *(should be hum)***, end, fast** *(should be mist)***, den, fact, log, nut, job, did, lock, fin, lad** *(should be lag)***, must** *(should be mast)***, link** *(should be lick)***, left, sung**  *(13/20 correct; 65% accuracy)*  ORF 30 WCPM, 83% accuracy |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

The student and I have a great rapport, which helps with instruction and assessment. However, this seems to be causing the student to show some hesitance in making errors. I am trying to let him know that I am happy when he makes mistakes honestly so that we can both learn from the errors, and I think that turned out to be more comfortable for him near the end of the lesson. The student seems aware of when he makes an error, but doesn’t move to correct them. In teaching this lesson, I was very nervous. I had practiced the lesson quite a bit, but I wasn’t as confident as I’d like. I think I will practice the lesson alone more since I just feel too comfortable with it when practicing with my fiancé. That’s how I learn lines for shows and such better and more comfortably, so it might go the same for DI. I can tell that the student understands that I’m nervous, although it does not seem to lead to him thinking less of me or the instruction. He’s happy to have extra attention despite it being instruction in a difficult subject matter for him. I think with my increased confidence and more time in a teaching environment, instruction will be more effective.

As for successful learning, the student noted that he thought he wasn’t supposed to sound words out anymore near the start of the lesson. He read much slower on this week’s ORF, but showed some attempts to sound words out. I think he needs to make the transition to sounding words out instead of trying to just recall sight words. He seems to know his vowel sounds in isolation, but struggles with them in words. He has particular trouble with CVC words beginning with stop sounds and CVCC words as seen in the formative assessment. We need to start from the beginning and build his confidence, so that he can work towards comfortably sounding words out using the letter sounds of which he is already aware.

**Lesson 1 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonants, all vowels, and all final consonants.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel | Word Type | Introduction | Discrimination | Assessment |
| A | VC/CVC cont | sat | fad | lag |
| VCC/CVCC cont | ask | lamp | fact |
| VCC/CVCC cont | raft | sand | mast |
| CVC stop | gas | hat | tan |
| E | VC/CVC cont | leg | red | set |
| VCC/CVCC cont | mend | felt | end |
| VCC/CVCC cont | self | neck | left |
| CVC stop | bet | pep | den |
| I | VC/CVC cont | mid | sit | fin |
| VCC/CVCC cont | fill | ink | mist |
| VCC/CVCC cont | milk | silt | lick |
| CVC stop | jig | tip | did |
| O | VC/CVC cont | rod | mom | log |
| VCC/CVCC cont | loft | romp | soft |
| VCC/CVCC cont | sock | opt | lock |
| CVC stop | hog | cop | job |
| U | VC/CVC cont | fun | sum | nut |
| VCC/CVCC cont | must | yuck | sung |
| VCC/CVCC cont | runt | full | lump |
| CVC stop | tub | bug | hum |

sat

gas

mid

loft

must

raft

ask

fill

runt

hog

sock

mend

tub

leg

milk

bet

fun

self

jig

rod

fad

sum

yuck

mom

cop

silk

neck

lamp

bug

tip

pep

red

opt

sand

hat

full

sit

romp

ink

felt

soft

lump

set

tan

hum

end

mist

den

fact

log

nut

job

did

lock

fin

lag

mast

lick

left

sung

a

e

i

o

e a i a

u i

o u a e

i a e o

o i a u o

**Daily Lesson Plan Template**

**Student IB Lesson 2 Date 10/10/2013**

**Current Grade or Age level:** Grade 3.1; Age 8-10

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Short Vowel a

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 10 one-syllable short vowel words containing, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Review of previous ORF errors and graphing of that data. Review short a sound.

**New skill/content to be learned:**

Short vowel sound a for words with one or two phonemes following the short a sound. Words with and without initial consonants will be used and both continuous and stop sound will be included for the following rime patterns an, ad, am, ack, act, and, ast, and ant.

**Materials Needed:**

Initial and final consonant cards, vowel “a” card, new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probes 2 (for review) and 3 (for administration), timer, PM Graph

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 3

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:** 2. Review PM Probe 2 with student to show successes and errors. Explain graph to student and allow IB to graph last week’s first PM Probe data on prepared graph.   *Last time we met you read some passages for me. Let’s look at this one. You read 30 words correctly in one minute! Although you read a bit slower, I was so happy to see you using the sounding out strategy for words. You really showed me that you knew how to use what we learned! Let’s see if we can get you to read more words in one minute by practicing more sounds. We’re going to graph how fast you read every week. Look at this graph. This bar goes up to 49 to show you read 49 words correctly the first week. Can you draw a bar for week 2 that goes to 30? Maybe we can work really hard and you can read 32 words this week. That’s 2 more words!*   1. **Introductory Activity:** 2. *Today we are going to learn about the short a sound. What sound does short a make?* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences (a)   1. (Teacher writes on the board: a*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“aaaaaa”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board: *as, and, ban, mad, jam, back, pact, land, fast, pant*)   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“aaassss, as.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *and.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“aaannnd, and.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *ban.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“baannn, ban.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *mad.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmaaad, mad.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *jam.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“jaaammm, jam.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *back.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“baaack, back.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *pact.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“paaact, pact.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *land.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“lllaaannnd, land.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *fast.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffaaassst, fast.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *pant.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“paaannnt, pant.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: *add, ask, fan, bad, sam, lack, fact, and, last, ant)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   ***Correction Procedure for Saying the Wrong Word After Sounding Out the Word***   1. The teacher says the correct word. *“That word is fan.”* 2. The teacher models sounding out and saying the word. *“My turn. ffffaaannn. What word?” “fan.”* 3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. *“t”* 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks an initial consonant card andfinal consonant card. The letters are placed before the student surround a short a vowel card (medial vowel) and the teacher asks, *“What word?”* and the student will reply by reading the self-created word. 6. **Review (verbatim):** 7. *Today we practiced our short vowel a sound. What sound does a make?* 8. **Assessments:** 9. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 3. | **ăăăă**  **ăăăă**  **ăăăă**  **ăăăă**  **Aaassss, as**  **Aaasss, as**  **Aaannnd, and**  **Aaannnd, and**  **Baaannnn, ban**  **Baaannnn, ban**  **Mmmaaad, mad**  **Mmmaaad, mad**  **Jaaammm, jam**  **Jaaammm, jam**  **Baaack, back**  **Baaack, back**  **Paaact, pact**  **Paaact, pact**  **Lllaaannnd, land**  **Lllaaannnd, land**  **Fffaaassst, fast**  **Fffaaassst, fast**  **Paaannnt, pant**  **Paaannnt, pant**  **Aaad, add**  **Aassk, ask**  **fffaannn, fand**  **Fffaaannn, fan; fffaaannnn, fan**  **baadd, bad** (note: student took time to remember if it was bbb or ddd first; seems to have trouble discerning b and d)  **sssaaammm, sam,**  **lllaaack, lack**  **fffaaack, fack**  **t**  **fffaaacct, fact**  **aaannd, and**  **lllaaassst, last**  **aaannnt, ant**  **zzzaaafff, zaf; wwwaap, wap; jjjaaall, jal; pppaaasss, pas; sssaasss; sas; gaaap; gap**  **Aaaaa**  **As, amp, can, lad, ram, sask** *(should be sack)***, act, sand, must** *(should be mast)***, rant**  **80% correct**  **ORF: 40 WCPM; 87% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

This lesson went significantly more smoothly than the first. I was much more confident in my DI skills and really had a handle on what and how to teach. I think having the singular focus on the short a vowel sound just gave me the direction I needed (and the student the direction he wanted). The student also had some familiarity of how the lesson would go and seemed more comfortable with the instructional format, allowing him to take more time to focus on what he was learning rather than how he was learning it. I did hit a small bump in the road when I realized that I used the word “and” twice in my word list. Nevertheless, we often comment on how our wordlists will get better over time in class. I need to pay extra attention to make sure that I don’t have a repeated word in later word lists.

This week it was very apparent that the student wanted to do more reading independently. He tried to jump ahead from the modeling and together parts of instruction to the independent part constantly. After a while I noted that I needed practice teaching, so he offered to help me out by taking it slow. This kept him on pace with the DI formats and gave me the opportunity to see him sound each word out and notice successes and struggles. He seems to have some confusion issues with b and d and n and m based on the amount of time he thinks before sounding those words out. He notably struggled on the word “bad” but took time to make an accurate decision with regards to the sounds. This week, he really focused on sounding out unknown words in the ORF and didn’t have any teacher given items (as he at least tried to sound out every word) and read 10 more words correctly. I was very impressed with his progress and let him know I was very proud of him. On the way out of the conference room he let the guidance counselor and the principal know how much better he did and seemed to glow a bit. This project is very rewarding and I’m confident it will continue to be as I get better with my instructional skills and IB continues to learn.

**Lesson 2 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  | **a** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonants, vowel “a”, and all final consonants.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel | Word Type | Introduction | Discrimination | Assessment |
| A | No IC, 1 phoneme after | am | add | as |
| No IC, 2 phonemes after | and | ask | amp |
| 1 phoneme | ban | fan | can |
| 1 phoneme | mad | bad | lad |
| 1 phoneme | jam | sam | ram |
| 1 phoneme | back | lack | sack |
| 2 phonemes | pact | fact | act |
| 2 phonemes | land | and | sand |
| 2 phonemes | fast | last | mast |
| 2 phonemes | pant | ant | rant |

am

and

ban

mad

jam

back

pact

land

fast

pant

add

ask

fan

bad

sam

lack

fact

and

last

ant

as

amp

can

lad

ram

sack

act

sand

mast

rant

**Daily Lesson Plan Template**

**Student IB Lesson 3 Date 10/17/2013**

**Current Grade or Age level:** Grade 3.1; Age 8-10

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Short Vowel a (confusing CVC and CVCC)

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 10 one-syllable short vowel a words, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Review of previous ORF errors and graphing of that data. Review short a sound and previous errors.

**New skill/content to be learned:**

Short vowel sound a for CVC words that contain commonly confused letters such as b and d or m and n; and CVCC words using blends, peaks, and diagraphs.

**Materials Needed:**

Initial consonant cards, vowel “a” card, final consonant blend, peak, and diagraph cards; new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probes 2 (for review) and 3 (for administration), timer, PM Graph

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 4

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:** 2. Review PM Probe 4 with student to show successes and errors. Explain graph to student and allow IB to graph last week’s first PM Probe data on prepared graph.   *Last time we met you read some passages for me. Let’s look at this one. You read 40 words correctly in one minute! That is 10 more words correctly in on minute than last time. You’re doing a great job as sounding words out to help you read. We’re going to graph how fast you read every week. Look at this graph. This bar goes up to 30 to show you read 430 words correctly the first week. Can you draw a bar for week 3 that goes to 40? Maybe we can work really hard and you can read42 or even more words this week.*   1. **Introductory Activity:** 2. *Today we are going to learn more about the short a sound. What sound does short a make?* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences (a)   1. (Teacher writes on the board: a*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“aaaaaa”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board: *bad, fast, band, rant, cask, lamp, bass, mash, path, sack)*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“baaad, bad.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *fast.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffaaassst, fast.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *band.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“baannnd, band.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *rant.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“rrraaannnt, rant.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *cask.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“caaasssk, cask.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *lamp.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“lllaaammmp, lamp.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *bass.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“baaassssss, bass.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *mash.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“mmmaaash.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *path.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“paaath, path.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *sack.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“sssaaack, sack.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: man, *past, land, can’t, task, camp, lass, sash, math, back)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   ***Correction Procedure for Saying the Wrong Word After Sounding Out the Word***   1. The teacher says the correct word. *“That word is lass.”* 2. The teacher models sounding out and saying the word. *“My turn. lllaaasss. What word?” “lass.”* 3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.) 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks an initial consonant card and final multi-consonant card (blends, peaks, or diagraphs). The letters are placed before the student surround a short a vowel card (medial vowel) and the teacher asks, *“What word?”* and the student will reply by reading the self-created word. 6. **Review (verbatim):** 7. *Today we practiced our short vowel a sound. What sound does a make?* 8. **Assessments:** 9. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 3. | **ăăăă**  **ăăăă**  **ăăăă**  **Baaad, bad**  **Baaad, bad**  **Fffaaassst, fast**  **Fffaaassst, fast**  **Baaannnnd, band**  **Baaannnnd, band**  **Rrraaannnt, rant**  **Rrraaannnt, rant**  **Caaasssk, cask**  **Caaasssk, cask**  **Lllaaammmp, lamp**  **Lllaaammmp, lamp**  **Baaasss, bass**  **Baaasss, bass**  **Mmmaaash, mash**  **Mmmaaash, mash**  **Paaath, path**  **Paaath, path**  **Sssaaack, sack**  **Sssaaack, sack**  **Mmmaann, man; paassst, past; lllaaannnd, land; caaannnt, cant; taaasssk, task; caaammmp, camp; lllaaasss, last**  **Llllaaasss, lass**  **Sssaaash; sash; mmaaath, math; baack, back**  **Lact, gask, quapt, kach, back, jalp, sash, talt, fath, zamp**  **Aaaaa**  **Dab, vast, hand, ant, mass** *(should be mask)***, damp, mass, lash, bath, tack**  **90% correct**  **ORF: 55 WCPM; 88.7% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

This week the student did so well! He was a little bummed out when we started today, but was excited to learn. He seemed very focused and driven to do well. We worked through all the words and I was immediately glad that we were doing short a one more time. He still needed to work out the sounds on the blends at the end of the words, but became really confident on his short a sounds. It’s obvious that he still struggles with consonants a bit, but embedding that instruction into the vowel learning seems to be effective for him. He really appears to try to just make words he knows when he’s not familiar with some words. He was floored and very happy when he read 55 wcpm on the ORF. He wanted to show everyone. It was so rewarding. I let him pick what letter to do next (e or u) know he still need short vowel work and those are tough for him. Let’s hope this success continues.

**Lesson 3 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  | **a** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonants, vowel “a”, and all final consonants and consonant pair cards.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel | Word Type | Introduction | Discrimination | Assessment |
| A | CVC (confusing) | bad | man | dab |
| CVCC (blend) | fast | past | vast |
| CVCC (blend) | band | land | hand |
| CVCC (blend) | rant | can’t | ant |
| CVCC (blend) | cask | task | mask |
| CVCC (blend) | lamp | camp | damp |
| CVCC (peak) | bass | lass | mass |
| CVCC (diagraph) | mash | sash | lash |
| CVCC (diagraph) | path | math | bath |
| CVCC (diagraph) | sack | back | tack |

Bad

Fast

Band

Rant

Cask

Lamp

Bass

Mash

Path

Sack

Man

Past

Land

Can’t

Task

Camp

Lass

Sash

Math

Back

Dab

Vast

Hand

Ant

Mask

Damp

Mass

Lash

Bath

Tack

**Daily Lesson Plan Template**

**Student IB Lesson 4 Date 10/22/2013**

**Current Grade or Age level:** Grade 3.1; Age 8-11

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Short Vowel a

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 10 one-syllable short vowel words containing the short a sound, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Graphing of previous week ORF data. Review short a sound.

**New skill/content to be learned:**

Short vowel sound a for CCVC, CCVCC, CCCVC, and CCCVCC words.

**Materials Needed:**

Initial and final consonant pair/trio cards, vowel “a” card, new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probe 4 (for review) and 5 (for administration), timer, PM Graph; Book: “Max”

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 5

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:**   Allow student to graph his 55 WCPM from last week’s PM probe on his graph. Then read “Max” by Janis Asas Raabe to review the short a sound in text.   1. **Introductory Activity:** 2. *Today we are going to learn about the short a sound in bigger words. What sound does short a make?* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: a*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“aaaaa”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board: *chap, strand, brad, cramp, stamp draft, shack, gland, clamp, trash*)   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“chaaap, chap.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *strand.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “sstraaannnd, strand.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)     Repeat with the word *brad.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“brrraaad, brad.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *cramp.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“crrraaammmp, cramp.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *stamp.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstaaammmp, stamp.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *draft.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“drrraaaffft, draft.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *shaaack, shack.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“shaaack, shack.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *gland.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“glllaaaannnd, gland.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *clamp.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“clllaaammmp, clamp.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *trash.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“trrraaash, trash.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: chat, strap, bran, crash, stand, drat, sham, glass, clasp, tram*)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. *“aaaa”* 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks an initial consonant pair/trio card and final consonant pair card. The letters are placed before the student surround a short a vowel card (medial vowel) and the teacher asks, *“What word?”* and the student will reply by reading the self-created word.      1. **Review (verbatim):** 2. *Today we practiced our short vowel a sound. What sound does a make?* 3. **Assessments:** 4. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 5. | **aaaaaa**  **aaaa, aaa, aaa**  **Chaaap, chap**  **Chaaap, chap**  **Chaaap, chap**  **Ssstraaannnd, strand**  **Ssstraaannnd, strand**  **Brrraaad, brad**  **Brrraaad, brad**  **Crrraaammmp, cramp**  **Crrraaammmp, cramp**  **Ssstaaammmp, stamp**  **Ssstaaammmp, stamp**  **Drrraaaffft, draft**  **Drrraaaffft, draft**  **Shaaaack, shack**  **Shaaaack, shack**  **Glllaaaannnd, gland**  **Glllaaaannnd, gland**  **Clllaaammmp, clamp**  **Clllaaammmp, clamp**  **Trrraaash, trash**  **Trrraaash, trash**  **Chaaat, chat; starrr**  **brrraaannnn, bran; crrraaash, crash; staaannnd, stand; drrraaat, drat; shaaamm, sham; glllaaassss, glass; clllaaaasssp, clasp; trrraaammm, tram**  **aaaaa**  **ssstraaappp,** *strap (Student noted flipping the a and the r in his head)*  **ssstraaappp, strap; brrraaannnn, bran; crrraaash, crash; staaannnd, stand; drrraaat, drat; shaaamm, sham; glllaaassss, glass; clllaaaasssp, clasp; trrraaammm, tram**  **thath, slass, trass, thast, chash, strack, stramp**  **aaaa**  **chad, strast** *(should be strat)***, brat, crack, stab, drag, shag, glam, class, track**  **90% correct**  **ORF: 54 WCPM; 93% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

The student seemed really tired today, but worked very hard. He did very well reading the story, but still tried to substitute incorrect known words for unknown words in the book. For instance, the student sounded out nnnaaabsss and said nibble. I asked him what the word he sounded out was and he said nabs. When I asked if he knew what that meant, he said that he did not. I explained the meaning to him and he reread the line correctly. During the formats today (intro and discrimination), I reminded him to read the word he sounded out even if he didn’t know the word. I thought this was particularly important since I had to use quite a few uncommon words to make the word lists for today. I think I need to aim to mix more words he knows and doesn’t know in the word lists so that I can encourage him to continue to read the sounded out words rather than grasping for guessed words.

On the ORFs, IB continues to do well, but is discouraged when his WCPM doesn’t got up. This week he went down one word, but he read much more accurately. I praised him for working hard and using all his skills to sound out the words. He has very good comprehension of the text in the ORFs now and often comments on the silliness of the stories. He wasn’t doing this in the beginning, but it could be due to being more comfortable with me or enhanced comprehension. I’m confident he will continue to progress in his success.

**Lesson 4 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  | **a** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonant pairs, vowel “a”, and all final consonant pair cards.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel | Word Type | Introduction | Discrimination | Assessment |
| A | CH | chap | chat | chad |
| STR | strand | strap | strat |
| BR | brad | bran | brat |
| CR | cramp | crash | crack |
| ST | stamp | stand | stab |
| DR | draft | drat | drag |
| SH | shack | sham | shag |
| GL | gland | glass | glam |
| CL | clamp | clasp | class |
| TR | trash | tram | track |

chap

strand

brad

cramp

stamp

draft

shack

gland

clamp

trash

chat

strap

bran

crash

stand

drat

sham

glass

clasp

tram

Chad

Strat

brat

crack

stab

drag

shag

glam

class

track

**Daily Lesson Plan Template**

**Student IB Lesson 5 Date 10/29/2013**

**Current Grade or Age level:** Grade 3.1; Age 8-11

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Short Vowel i

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 10 one-syllable short vowel words containing short i, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Review of previous ORF errors and graphing of that data. Review short a and i sounds.

**New skill/content to be learned:**

Short vowel sound i for words with one or two phonemes following the short i sound. Words with and without initial consonants will be used and both continuous and stop sound will be included for the following rime patterns in, ip, ist, ilt, int, ill, ick, ish.

**Materials Needed:**

Initial and final consonant and consonant pair cards, vowel “i” card, new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probes 5 (for review) and 6 (for administration), timer, PM Graph, “Sam and Al” book

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 6

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. Review Activity:   Allow student to graph his 54 WCPM from last week’s PM probe on his graph. Then read “Sam and Al” by Janis Asas Raabe to review the short a sound in text before moving to short i.   1. Introductory Activity: 2. Today we are going to learn about the short i sound. What sound does short i make? 3. Instruction :   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: a.) “When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.” 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) “My turn. What sound?” (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound “iiiiii” while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) “What sound?” (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board: in, ill, fin, rip, mist, tilt, lint, bill, fish, lick)   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “iiinnn, in.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Repeat with the word ill.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “iiillll, ill.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)     Repeat with the word fin.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “fffiiinnn, fin.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Repeat with the word rip.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “rrriiip, rip.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Repeat with the word mist.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “mmmiiissst, mist.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)     Repeat with the word tilt.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “tiiilllt, tilt.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Repeat with the word lint.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “llliiinnnt, lint.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Repeat with the word bill.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “biiilll, bill.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)     Repeat with the word fish.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “Fffiiish…, fish.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Repeat with the word lick.   1. (Teacher states instructions.) “I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.” 2. (Teacher models sounding out the first word.) “My turn to sound out this word. Get ready.” Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. “llliiick, lick.” 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) “Sound out this word with me. Get ready.” (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) “Your turn. Sound out this word by yourself. Get ready.” (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: if, inn, tin, sip, list, silt, mint, fill, dish, pick)   1. (Teacher states instructions.) “You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.” 2. (Teacher points to left of first word.) “Sound it out. Get ready.” (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, “What word?” and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   Correction Procedure for Sound Errors:   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. “iii” 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. “What sound?” The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. “Sound it out. Get ready. (Signal.) What word?” (Signal.)   Correction Procedure for Sound Errors:   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. “iii” 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. “What sound?” The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. “Sound it out. Get ready. (Signal.) What word?” (Signal.)   Correction Procedure for Sound Errors:   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. “iii” 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. “What sound?” The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. “Sound it out. Get ready. (Signal.) What word?” (Signal.) 4. Independent Practice/Exploring: 5. The student plays, “pick a card” and picks an initial consonant or consonant pair card and final consonant or consonant pair card. The letters are placed before the student surrounding a short i vowel card (medial vowel) and the teacher asks, “What word?” and the student will reply by reading the self-created word. This is repeated for 5 words and then repeated again for 5 words using ending blends. The student picks an initial consonant card and a final consonant pair to surround the i and sound out the word. 6. Review (verbatim): 7. Today we practiced our short vowel a sound. What sound does i make? 8. Assessments: 9. Formative Assessment:   Please read all of the words in this list moving down the list.   1. Oral Fluency Probe    1. Administer the ORF probe 6. | **iiiiii**  **iiii, iiii, iii**  **iiinnn, in**  **iiinnn, in**  **iiillll, ill**  **iiillll, ill**  **Fffiiinnn, fin**  **Fffiiinnn, fin**  **Rrrriiip, rip**  **Rrrriiip, rip**  **Mmmiiissst, mist**  **Mmmiiissst, mist**  **Tiiilllt, tilt**  **Tiiilllt, tilt**  **Llliiinnnt, lint**  **Llliiinnnt, lint**  **Biiilll, bill**  **Biiilll, bill**  **Fffiiish…, fish**  **Fffiiish…, fish**  **Llliiick, lick**  **Llliiick, lick**  **Iiifff, if; iiinnn, in; taaannn**  **iiii**  **tiiinnn, tin;**  **sssiiip, sip; llliiissst, list; sssiiilllt, silt; mmmīīīnnnnt,**  **iiii**  **mmmiiiinnnt, mint**  **ffffaaaalllll**  **Iiii**  **Fffiiiillll, fill;**  **diiish…, dish; piiick, pick**  **Rid, sic, sil, fix, pik**  **Vist, nick, tilt, jint, wish**  **Iiiiii**  **it, pim** *(should be imp)***, bin, lip, fist, kilt, hint, mill, wish, sick**  **90% correct**  **ORF:67 WCPM; 94.3% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

When the student first came down he looked tired and said he had been sick over the weekend. He got off to a slow start and made quite a few errors during the discrimination format although he was rather strong with the short i sound elsewhere. He seemed to wake up quite a bit when we played the “pick a card” game which he particularly enjoys when we make funny voices when saying, “pick a card.” Once his spirits were up, he read much better and actually mastered short I on the formative assessment after only 1 lesson. We spent a bit of time just chatting about breakfast and Halloween while I got the cards out. Maybe he just needed some down time to help him get in a learning mood. This seems a clear indication that student status (i.e. wakefulness, hunger, comfort level) is all really important for learning. There was such a great improvement in his success once he seemed more awake. In the future if he seems tired maybe I should chat with him before the lesson and feign that I didn’t have my materials ready. We could even add an extra review activity of playing “pick a card” using the previous lesson’s focus. This became very apparent in how well he performed on the ORF. He read 67 words correct per minute (that’s up 13 words from last week and 18 words overall). I’m really proud of him and he’s very proud of himself. Going forward I’ll make a new graph for him to bring home each week, since he likes to have them.

**Lesson 5 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  | **i** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonants, vowel “i”, all final consonant cards (words 1-5) and all final consonant pair cards (words 6-10).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| vowel | word type | introduction | discrimination | assessment |
| i | 1 letter follow | in | if | it |
| 2 letter follow | ill | inn | imp |
| 1 phoneme | fin | tin | bin |
| 1 phoneme | rip | sip | lip |
| 2 phoneme | mist | list | fist |
| 2 phoneme | tilt | silt | kilt |
| 2 phoneme | lint | mint | hint |
| peak | bill | fill | mill |
| 1 diagraph | fish | dish | wish |
| 1 diagrpah | lick | pick | sick |

in

ill

fin

rip

mist

tilt

lint

bill

fish

lick

if

inn

tin

sip

list

silt

mint

fill

dish

pick

it

imp

bin

lip

fist

kilt

hint

mill

wish

sick

**Daily Lesson Plan Template**

**Student IB Lesson 6 Date 11/6/2013**

**Current Grade or Age level:** Grade 3.3; Age 8-11

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific: Short Vowel i**

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 10 one-syllable short vowel words containing the short i sound, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Graphing of previous week ORF data. Review short a sound.

**New skill/content to be learned:**

Short vowel sound i for CCVC, CCVCC, CCCVC, and CCCVCC words.

**Materials Needed:**

Initial and final consonant pair/trio cards, vowel “i” card, new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probe 4 (for review) and 5 (for administration), timer, PM Graph; Book “Did It Fit?” by Rober Charles (available from http://www.readinga-z.com/site\_and\_dist/332/diditfit\_clr\_ds.pdf)

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 7.

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:**   Allow student to graph his 67 WCPM from last week’s PM probe on his graph. Then read “Did It Fit?” by Robert Charles to review the short i sound in text.   1. **Introductory Activity:** 2. *Today we are going to learn about the short i sound in bigger words. What sound does short a make?* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: a*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“iiiiii”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board: *chin, string, splint, crib, stilt, drill, shift, swim, bling, trip*)   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“chiiiinnn, chin.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *string.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstrrriiing, string.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *splint.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssspllliiinnnt, splint.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *crib.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“crrriiib, crib.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *stilt.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstiiilllt, stilt.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *drill.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“drrriiilll, drill.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *shift.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“sh..iiiffft, shift.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *swim.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssswwwiiimmm, swim.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *bling.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“bllliiinnng, bling.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *trip.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“trrriiip, trip.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: chip, strict, split, crisp, stick, drift, ship, swing, blimp, trick*)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. *“sssttt”* 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks an initial consonant pair/trio card and final consonant pair card. The letters are placed before the student surround a short i vowel card (medial vowel) and the teacher asks, *“What word?”* and the student will reply by reading the self-created word.      1. **Review (verbatim):** 2. *Today we practiced our short vowel a sound. What sound does a make?* 3. **Assessments:** 4. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 7. | **iiii**  **iiiiiiiiiii**  **iiii, iiiiiiiiiiiiii, iii, iii**  **Chiiinnn, chin**  **Chiiinnn, chin**  **Ssstrrriiinng, string**  **Ssstrrriiinng, string**  **Ssspllliiinnnt, splint**  **Ssspllliiinnnt, splint**  **Crrriiib, crib**  **Crrriiib, crib**  **Ssstiiilllt, stilt**  **Ssstiiilllt, stilt**  **Drrriiilll, drill**  **Drrriiilll, drill**  **Sh…iiifft, shift**  **Sh…iiifft, shift**  **Ssswwwiiimmm, swim**  **Ssswwwiiimmm, swim**  **Bllliiinnng, bling**  **Bllliiinnng, bling**  **Trrriiip, trip**  **Trrriiip, trip**  **Chiiip, chip; ssstrriict, strict; ssspllliiit, split; crrriiisssp, crisp; trrriiick**  **Sssttt**  **ssstiiick, stick**  **drrriiiffft, drift; sh…iiip, ship; ssswwwiiiinng, swing; bllliiiimmmp, blimp; trrriiick, trick**  **thrill, crick, thint, philk, bring, swift, stist, trimp, splilb, striss**  **iii**  **Chick, strip, spilt** *(should be spilt)***, crisp, still, drip, shin, swift, bliss, trim**  **90% correct**  **ORF: 61 WCPM; 93.8% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

The student was very off task and fidgety this week. The school had off on Tuesday this week (my normal day to visit) so I had to come in on Wednesday and later in the day. I think between getting him later in the day and coming in on a different day, I wound up working with a student very dissimilar than who I’m used to working with. IB didn’t really want to be there, seemed to rush through the work, couldn’t stay in his chair, and just seemed overall discontent. I guess this is a clear indicator of how getting students important learning material early in the school day is so critical. I did get to watch him do some shared reading after our lesson while I was waiting to observe another student at the school. He seemed very off task there as well. He did, however, use some sounding out strategies while working with her. It made me feel proud and really know that he was at least starting to generalize his learning in our lessons outside of the lists. I hope he continues to grow and use his strategies for decoding elsewhere. Meanwhile, I’d like to make sure I stick to my normal visit time as much as possible so that I can ensure he receives the most useful instruction possible.

**Lesson 6 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  | **i** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonant pairs/trios, vowel “i”, all final consonant pair/trio cards.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel | Word Type | Introduction | Discrimination | Assessment |
| i | CH | chin | chip | chick |
| STR | string | strict | strip |
| SPL/SP | splint | spit | split |
| CR | crib | crisp | crisp |
| ST | stilt | stick | still |
| DR | drill | drift | drip |
| SH | shift | ship | shin |
| SW | swim | swing | swift |
| BL | bling | blimp | bliss |
| TR | trip | trick | trim |

chin

string

splint

crib

stilt

drill

shift

swim

bling

trip

chip

strict

spit

crisp

stick

drift

ship

swing

blimp

trick

chick

strip

split

crisp

still

drip

shin

swift

bliss

trim

**Daily Lesson Plan Template**

**Student IB Lesson 7 Date 11/12/2013**

**Current Grade or Age level:** Grade 3.1; Age 8-11

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Short Vowel e

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 20 one-syllable short vowel words containing short e, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Review of previous ORF errors and graphing of that data. Review short a, i, and e sounds.

**New skill/content to be learned:**

Short vowel sound e for words with one syllable words.

**Materials Needed:**

Initial and final consonant and consonant pair cards, vowel “e” card, new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probes 7 (for review) and 8 (for administration), timer, PM Graph

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 7

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:**   Allow student to graph his 61 WCPM from last week’s PM probe on his graph. Then we will review the sound for short a and i verbally.   1. **Introductory Activity:** 2. *Today we are going to learn about the short e sound. What sound does short e make?* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: a*.*) *“When I touch under the letter, you say the short sound. Keep saying the short sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letter for 2 seconds. Teacher says the short sound *“eeee”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the short sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letter for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board egg, elk, set, fess, bell, den, leg, sent, west, lend, felt, sled, then, fret, chest, fresh, spend, squelch, strep, French)   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“eeeg, egg.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *elk.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“eeelllk, elk.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *set.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssseeet, set.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *fess.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffeesss, fess.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *bell.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“beeelll, bell.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *den.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“deeeennnn, den.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *leg.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“lllleeeg, leg.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *sent.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssseeennnt, sent.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *west.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“wwweeesst, west.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *lend.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“llleeeennnd, lend.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with word *felt*.   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffeeelllt, felt.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *sled.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssslllleeed, sled.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *then.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“th…eeennn, then.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *fret.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffrrreeet, fret.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *chest.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“cheeessst, chest.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *fresh.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffrrrreeesh…, fresh.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *spend.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssspeeennd, spend.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *squelch.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“sssquueeelllch, squelch.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *strep.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstrrreeeppp, strep.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *French.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffrrreeennnch, french.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: *Ed, elf, me, mess, dell, ten, beg, lent, rest, bend, melt, bled, theft, fresh, blest, flesh, spent, Welch, stress, stench)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. *“eeeee”* 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)   ***Correction Procedure for Saying the Wrong Word After Sounding Out the Word:***   1. The teacher says the correct word. “That word is theft.” 2. The teacher models sounding out and saying the word. *“My turn. Th…eeeeffft. What word?” “Theft”* 3. Test. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.) 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks an initial consonant pair card and final consonant pair/trio card. The letters are placed before the student surrounding a short e vowel card (medial vowel) and the teacher asks, *“What word?”* and the student will reply by reading the self-created word. This is repeated for 10 words. 6. **Review (verbatim):** 7. *Today we practiced our short vowel e sound. What sound does e make?* 8. **Assessments:** 9. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 8. | **eeeee**  **eeee**  **Ee,eee,eeeeeeeeee,ee**  **Eeeg, egg**  **Eeeg, egg**  **Eeelllk, elk**  **Eeelllk, elk**  **Ssseeet, set**  **Ssseeet, set**  **Fffeeesss, fess**  **Fffeeesss, fess**  **Beeeellll, bell**  **Beeeellll, bell**  **Deeennnn, den**  **Deeennnn, den**  **Lllleeeg, leg**  **Lllleeeg, leg**  **Ssseeennnt, sent**  **Ssseeennnt, sent**  **Wwweeessst, west**  **Wwweeessst, west**  **Lllleeennnd, lend**  **Lllleeennnd, lend**  **Fffeeelllt, felt**  **Fffeeelllt, felt**  **Sssllleeed, sled**  **Sssllleeed, sled**  **Th…eeenn, then**  **Th…eeenn, then**  **Fffrrreeet, fret**  **Fffrrreeet, fret**  **Cheeesst, chest**  **Cheeesst, chest**  **Ffffrrreeesh…, fresh**  **Ffffrrreeesh…, fresh**  **Sssspeeennnd, spend**  **Sssspeeennnd, spend**  **Sssquuueeelllch, squelch**  **Sssquuueeelllch, squelch**  **Ssstrrreeep, strep**  **Ssstrrreeep, strep**  **Fffrrreeennnch, french**  **Fffrrreeennnch, french**  **Eeed, ed; eeellfff, elf; mmmeeet, met; mmmiii**  **eeesss,**  **mmmmeeesssss, mess**  **deelll, dell; teeennn, ten; beeeg, beg; llleeennnt, lent; rrreeeessst, rest; beeennnd, bend; mmmeeelllt, melt; bllleeedd, bled; th…eeeffft, threft**  **Th….eeeefffft, theft**  **fffrrrreeesh…, fresh; blllessst, blest; ffflllesh…, flesh; ssspeeennnt, spent; wwweeelllch, Welch; ssstrrresss, stress; sssteeennnch, stench**  **stench, shesh, check, crelt, theth, stest, shelth, chelb, crech, thend**  **eeee**  **et, end, let, less, tell, Ken, Meg, tent, vest, send, belt, flend** *(should be fled)***, them, Fred, crest, thresh, speck, belch, shrend** *(should be shed)***, trench**  **90% correct**  **ORF: 53 WCPM; 91.4% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

The student seemed to be on task very much today, but also very tired. He was coughing a lot and may have been sick. Nevertheless, he was excited to do short e since he’s been asking to practice short e for some weeks. He did very well with the letter and made very few errors on the short e sound. I did notice he’s having trouble with inserting an r into th word beginnings and inserting an n into d final consonants. I am going to try to work more words with these patterns into future lessons. I was disappointed this week with his WCPM, and couldn’t exactly pinpoint why he had trouble. It might just have been since he wasn’t feeling all that well, or maybe it was a more challenging passage. It also may have been from him not feeling well. He did keep rubbing his eyes and shifting in his chair. He seemed disappointed that we only had one week left together and asked if we could do two more weeks. I told him I’d check with my teacher. I’d really like to do an extra week with him since he’s making so much progress. I’ll see what is possible.

**Lesson 7 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  | **e** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonant pairs/trios, vowel “e”, all final consonant pair/trio cards.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| vowel | word type | introduction | discrimination | assessment |
| e | VC | egg | Ed | et |
| VCC | elk | elf | end |
| CVC (cont) | set | met | let |
| CVC (cont) | fess | mess | less |
| CVC (stop) | bell | dell | tell |
| CVC (stop) | den | ten | ken |
| CVC (mix) | leg | beg | meg |
| CVCC | sent | lent | tent |
| CVCC | west | rest | vest |
| CVCC | lend | bend | send |
| CVCC | felt | melt | belt |
| CCVC | sled | bled | fled |
| CCVC/CCVCC | then | theft | them |
| CCVC | fret | fresh | Fred |
| CCVCC | chest | blest | crest |
| CCVCC/CCCVCC | fresh | flesh | thresh |
| CCVCC | spend | spent | speck |
| CVCCC | squelch | Welch | belch |
| CCCVC | strep | stress | shred |
| CCVCCC | French | stench | trench |

egg felt

elk sled

set then

fess fret

bell chest

den fresh

leg spend

sent squelch

west strep

lend French

Ed melt

Elf bled

met theft

mess fresh

dell blest

ten flesh

beg spent

lent Welch

rest stress

bend stench

et belt

end fled

let them

less Fred

tell crest

Ken thresh

Meg speck

tent belch

vest shred

send trench

**Daily Lesson Plan Template**

**Student IB Lesson 8 Date 1/19/2013**

**Current Grade or Age level:** Grade 3.1; Age 9-0

**Target Grade or Age Level for Instruction:** Grade 2

**Subject:**

1. **General:** Reading
2. **Specific:** Blends/Diagraphs (TH, FR, ST, ND) and final consonant D

**Pennsylvania Content Standard(s):**

1. **Current Grade Level Standard:**1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.
2. **Current Reading Performance Level Standard:**1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**Common Core Standard(s):**

1. **Current Grade Level Standard:**CC.1.1.3.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Identify and know the meaning of the most common prefixes and derivational suffixes.   
   • Decode words with common Latin suffixes.   
   • Decode multisyllable words.   
   • Read grade‐appropriate irregularly spelled words.
2. **Current Reading Performance Level Standard:**CC.1.1.2.D: Know and apply grade‐level phonics and word analysis skills in decoding words.   
   • Distinguish long and short vowels when reading regularly spelled one‐syllable words.   
   • Decode two‐syllable words with long vowels and words with common prefixes and suffixes.   
   • Read grade‐level high‐frequency sight words and words with inconsistent but common spelling‐sound correspondences.   
   • Read grade‐appropriate irregularly spelled words.

**Behavioral Learning Objective:**

Given 20 one-words with blends/diagraph (TH, FR, ST, ND) and/or final consonant D, IB will independently orally read 90% of the words correctly.

**Review Skills/Content:**

Review of previous ORF errors and graphing of that data. Review all short vowel sounds.

**New skill/content to be learned:**

Blends/diagraphs TH, FR, ST, ND and final consonant D

**Materials Needed:**

Initial and final consonant and consonant pair cards, short vowel cards, new skill letters list (introductory), new skill word list (introductory and discriminatory), assessment word list, PM probes 8 (for review) and 9 (for administration), timer, PM Graph

**Behavioral Expectation:**

IB will follow all directions the first time they are given with latency less than 10 seconds.

IB will be ready to participate in all activities and bring a pencil and himself to each lesson.

IB will be focused during all activities.

IB will give his best effort on all learning and assessment tasks.

**Method of Assessment:**Formative assessment and PM probe 9

|  |  |
| --- | --- |
| **Teacher Wording and Display** | **Student Responses** |
| 1. **Review Activity:**   Allow student to graph his 53 WCPM from last week’s PM probe on his graph. Then we will review all short vowel sounds verbally.   1. **Introductory Activity:** 2. *Today we are going to practice some consonant blends. What sound does th make? What sound does fr make? What sound does st make? What sound does nd make? We are also going to practice when words end in d. What sound does d make?* 3. **Instruction :**   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: th*.*) *“When I touch under the letters, you say the sound. Keep saying the sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letters and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letters for 2 seconds. Teacher says the sound *“th…”* while touching under the letters, then quickly moves her finger away from the letters and immediately stops saying the sound.) 3. (Teacher tests by having the student say the sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher touches under letters for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: fr*.*) *“When I touch under the letters, you say the sounds. Keep saying the sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letters for 2 seconds. Teacher says the sound *“fffrrr”* while touching under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the sound several times by himself.)    1. (Teacher points under the letters and says:) *“What sound?”* (Signal.) (Teacher touches under letters for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: st*.*) *“When I touch under the letters, you say the sounds. Keep saying the sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letters for 2 seconds. Teacher says the sound *“ssst”* while touching under the letter, then quickly moves her finger away from the letters and immediately stops saying the sound.) 3. (Teacher tests by having the student say the sound several times by himself.)    1. (Teacher points under the letters and says:) *“What sound?”* (Signal.) (Teacher touches under letters for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: nd*.*) *“When I touch under the letters, you say the sounds. Keep saying the sound as long as I touch it.”* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, touching under the letters for 2 seconds. Teacher says the sound *“nnnd”* while touching under the letters, then quickly moves her finger away from the letters and immediately stops saying the sound.) 3. (Teacher tests by having the student say the sound several times by himself.)    1. (Teacher points under the letters and says:) *“What sound?”* (Signal.) (Teacher touches under letters for about 2 seconds.)    2. (Teacher repeats step a several times, touching under the sound from 1 to 3 seconds.)   Introductory Format for Letter-Sound Correspondences   1. (Teacher writes on the board: d*.*) *“When I touch under the letter, you say the sounds.””* 2. (Teacher models the sound.) (Teacher holds her finger under the letter and says:) *“My turn. What sound?”* (Teacher moves finger out and in, tapping under the letter. Teacher says the sound *“/d/”* while tapping under the letter, then quickly moves her finger away from the letter and immediately stops saying the sound.) 3. (Teacher tests by having the student say the sound several times by himself.)    1. (Teacher points under the letter and says:) *“What sound?”* (Signal.) (Teacher taps under.)    2. (Teacher repeats step a several times, tapping under the sound.)   Introductory Format for Sounding Out Words in Lists  (teacher writes on board them, stop, frag, wind, pond, path, dust, sad, bed, stud, frond, glad, thing, stomp, frisk, trend, broth, crust, prod, strand)   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“th..eeemmm, them.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *stop.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstooop, stop.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *frag.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffrrrraaaag, frag.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *wind.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“wwwiiiinnnd, wind.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *pond.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“pooonnnd, pond.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *path.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“paaath….”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *dust.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“duuussst, dust.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *sad.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“sssaaad, sad.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *bed.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“beeed, bed.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *stud.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstuuud, stud.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with word *frond*.   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffrrrooonnnd, frond.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *glad.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“glllaaad, glad.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *thing.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“th…iiinnng, thing.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *stomp.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstooommmp, stomp.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *frisk.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“fffrrriiisssk, frisk.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *trend.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“trrreeennnd, trend.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *broth.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“brrroooth…, broth.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *crust.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“crrruuussst, crust.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)     Repeat with the word *prod.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“prrrooood, prod.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Repeat with the word *strand.*   1. (Teacher states instructions.) *“I’m going to sound out this word. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”* 2. (Teacher models sounding out the first word.) *“My turn to sound out this word. Get ready.”* Teacher touches under each letter that represents a continuous sound 1 to 1 ½ seconds and under letters that represent stop sounds for only an instant. *“ssstrrraaannnd, strand.”* 3. (Teacher leads student in sounding out the word. Teacher points to left of word.) *“Sound out this word with me. Get ready.”* (Signal. Teacher touches under letters. The teacher sounds out the word with students until they respond correctly.) 4. (Teacher tests the student on the word. Teacher points to left of word.) *“Your turn. Sound out this word by yourself. Get ready.”* (Signal. Teacher touches under letters.)   Discrimination Format for Sounding Out Words in Lists  (Teacher writes on the board: *than, stuff, frog, send, hand, with, fast, mud, kid, stand, Fred, crud, thatch, stack, frump, blend, swath, thrust, shad, froth)*   1. (Teacher states instructions.) *“You’re going to sound out each word. After you sound out the word correctly, you’ll say it fast.”* 2. (Teacher points to left of first word.) *“Sound it out. Get ready.”* (Teacher touches under each letter for 1 to 1 ½ seconds. After the student sounds out the word correctly, the teacher moves her finger back to the beginning of the word immediately and says, *“What word?”* and signals.) 3. (Teacher repeats step 2 with remaining words written on the board.)   ***Correction Procedure for Sound Errors:***   1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound. *“th….”* 2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter. 3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.) 4. **Independent Practice/Exploring:** 5. The student plays, “pick a card” and picks an initial consonant pair card and final consonant pair/trio card. The letters are placed before the student surrounding a short vowel card (medial vowel) and the teacher asks, *“What word?”* and the student will reply by reading the self-created word. This will be repeat for 10 words. Note: decks are loaded with TH, ST, FR, ND and D cards. 6. **Review (verbatim):** 7. *Today we practiced some consonant blends. What sound does th make? What sound does fr make? What sound does st make? What sound does nd make? We are also going to practice when words end in d. What sound does d make?* 8. **Assessments:** 9. **Formative Assessment:**   *Please read all of the words in this list moving down the list.*   1. **Oral Fluency Probe**    1. Administer the ORF probe 8. | **Th…, fffrrr, ssst, nnnd, d**  **Th…**  **Th…, th…, th…**  **Ffffrrr**  **Fffrrr, fffrrr, fffrrr**  **ssst**  **ssst, sst, ssst**  **nnnd**  **nnnd, nnnd, nnnd**  **/d/**  **/d/, /d/, /d/**  **Th…eeemm, them**  **Th…eeemm, them**  **Ssstooop, stpo**  **Ssstooop, stpo**  **Fffrrraaag, frag**  **Fffrrraaag, frag**  **Wwwiiinnnd, wind**  **Wwwiiinnnd, wind**  **Pooonnnd, pond**  **Pooonnnd, pond**  **Paaath…, path**  **Paaath…, path**  **Duuussst, dust**  **Duuussst, dust**  **Sssaaad, sad**  **Sssaaad, sad**  **Beeed, bed**  **Beeed, bed**  **Ssstuuud, stud**  **Ssstuuud, stud**  **Fffrrrooonnnd, frond**  **Fffrrrooonnnd, frond**  **Glllaaad, glad**  **Glllaaad, glad**  **Th…iiinnng, thing**  **Th…iiinnng, thing**  **Ssstooommmp, stomp**  **Ssstooommmp, stomp**  **Fffrrriiisssk, frisk**  **Fffrrriiisssk, frisk**  **Trrreeennnd, trend**  **Trrreeennnd, trend**  **Brrroooth…, broth**  **Brrroooth…, broth**  **Crrruuussst, crust**  **Crrruuussst, crust**  **Prrroood, prod**  **Prrroood, prod**  **Ssstrrraaannnd, strand**  **Ssstrrraaannnd, strand**  **Th…aaannn, than; ssstuuufff, stuff; fffrrrooog, frog; ssseeennnd, send; haaannnd, hand; wiiith…, with; fffaaassst, fast; mmmuuud, mud; kiiid, kid; ssstaaannnd, stand; fffrrreeed, fred; crrruuud; crud; thrrr…**  **Th…**  **Th…aaatch, tthatch;**  **ssstaaack, stack; fffrrruuummmp, frump; bllleeennnd, blend; ssswaaath…, swath; blllaaassst, blast; sh…aaad, shad; fffrrroooth…, froth**  **thend, froth, shick, phand, cheth, stath, thuth, stid, phuth, crod**  **Th…, fffrrr, ssst, nnnd, ddd**  **This, stund** *(should be stun)***, fret, land, bend, doth, best, lid, pod, frost, thud, fled, thump, sting, fresh, brand, Smith, crest** *(should be chest)***, fled, thrust**  **90% correct**  **ORF: 67 WCPM; 93% accuracy** |

**Correction Procedures:**

Correction Procedure for Confusion Errors:

1. Model the correct sound: *“Listen* (teacher says correct sound).”
2. Test the student on the missed letter and then alternate between it and other letters previously said correctly that were not the confusion letter.
3. Retest the student later in the lesson by pointing to the missed letter and asking, *“What sound?”* If the student says the wrong sound, repeat steps 1 and 2.

Correction Procedure for Pronunciation Errors:

1. Model, saying the correct response, *“Listen* (teacher says correct sound).”
2. Lead, saying the correct response with the student while checking to see whether the lips and tongue of the student are positioned properly. If the position is incorrect, the teacher models again, saying, *“Watch my mouth when I say the sound.”* The teacher says the sound and watches the student’s eyes to make certain the student is attending. Next, the teacher leads by having the student say the sound with her while watching the student’s mouth.
3. Test, alternating between the missed letter and other letters, using the same pattern as for confusion errors. Teacher points to each letter and asks, *“What sound?”*
4. Retest later in the session.

Correction Procedure for Pausing Errors:

1. Model. As soon as the teacher hears the error, she says: *“Don’t stop between sounds. Listen to me sound out the word without stopping.”* (Teacher points to letter and sound out the word.)
2. Lead by responding with the student. *“Sound it out with me. Get ready.”* (Teacher responds with student.) *“Again. Get ready.”* (Teacher responds with student.
3. Test by having the student sound out the word himself. *“All by yourself. Sound it out. Get ready.”*
4. Return to the a word four words earlier in the list and repeat all the words in the list until the student can sound out all the words consecutively without an error.

Correction Procedure for Sound Errors:

1. Limited model. As soon as the teacher hears the sound error, the teacher says the correct sound.
2. Test. The teacher tests the student on the missed sound, carefully monitoring the student. The teacher points to the missed sound. *“What sound?”* The teacher signals by touching the missed letter.
3. Test. The teacher tests the student on sounding out the word. *“Sound it out. Get ready.* (Signal.) *What word?”*  (Signal.)
4. Firm. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

Correction Procedure for Saying the Wrong Word After Sounding Out the Word

1. The teacher says the correct word. *“That word is sat.”*
2. The teacher models sounding out and saying the word. *“My turn. Ssssaaaat. What word?” “Sat.”*
3. The teacher tests and leads if necessary. *“Sound it out. Get ready.* (Signal.) *What word?”* (Signal.)
4. The teacher returns to a word four words earlier in the list and repeats all the words until the student can correctly sound out each word in the task.

**Reflections:**

Today the student looked as though he was feeling much better than last week and was back to acting as he normally does. He was slightly distracted today as it was his birthday, but still excited for our lesson. The student read through most of the words with ease. I directed him before each word list to take his time and sound the words out instead of guessing because he seemed so excitable (in the past he has made many errors on introductory review readings when he was not focused). This may have helped him read a bit more accurately, but I don’t think that it impacts the validity of the assessments because he usually takes his time and sounds words out on the assessments. Also, he’s been sick for a bit, so I wanted to preview good reading practices with him prior to working to make sure he didn’t miss any items we worked on previously due to simply forgetting to use his techniques. I think it might be a good idea to include a reminder to take time and sound items out before each lesson, perhaps as part of the review activity. This was my last lesson with the student, and I think I’ve really grown as a teacher. At first I was stumbling on the formats, but now it’s really second nature. The same goes for the student, who now knows what to do before I can even tell him. Honestly, my adherence to the formats word by word might be getting slightly sloppy because we are so used to the direct instruction formats. Sometimes I don’t get a chance to go through saying “sound it out” or “your turn” in the formats. We really focus on me doing it first, then together, then his turn in the introductory format and adhere well to the correction procedures, but he moves independently when he can. Often he will read the word and sound it out before I can say “your turn” or “what word.” He is getting the same amount of instruction because he is so familiar with the implied phrases and what I will say if he gives me enough time, but he doesn’t usually wait for my signal. It goes so smoothly, that I don’t notice this much; however. I think these formats are more about the way they are presented than the actual words, so having the ‘format’ of the format working seems to be most important. I’m proud to see my student learning and growing. I hope he can continue to do so without me.

**Lesson 8 Activity**

Place 1 card in each spot. Read the word.

Teacher should record each word read on the lines below.

|  |  |  |
| --- | --- | --- |
|  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: All cards used are maintained in the back of this portfolio. Cards used in this lesson included all initial consonant pairs cards (loaded with th, fr, and st), all vowel cards, final consonant “d”, and all final consonant pair cards (loaded with th, st, nd).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sounds | word type | introduction | discrimination | assessment |
| th  fr  st  nd  d | I: Th | them | than | this |
| I: St | stop | stuff | stun |
| I Fr | frag | frog | fret |
| F: nd | wind | send | land |
| F: th | pond | hand | bend |
| F: th | path | with | doth |
| F: st | dust | fast | best |
| F: d | sad | mud | lid |
| F: d | bed | kid | pod |
| Mix | stud | stand | frost |
| Mix | frond | Fred | thud |
| FC: d | glad | crud | fled |
| I: Th | thing | thatch | thump |
| I: St | stomp | stack | sting |
| I Fr | frisk | frump | fresh |
| F: nd | trend | blend | brand |
| F: th | broth | swath | smith |
| F: st | crust | blast | chest |
| F: d | prod | shad | fled |
| Mix | strand | froth | thrust |

Them frond

Stop glad

Frag thing

Wind stomp

pond frisk

path trend

dust broth

sad crust

bed prod

stud strand

than Fred

stuff crud

frog thatch

send stack

hand frump

with blend

fast swath

mud blast

kid shad

stand froth

this thud

stun fled

fret thump

land sting

bend fresh

doth brand

best Smith

lid chest

pod fled

frost thrust

**Critical Analysis**

Throughout the intervention with IB, both words correct per minute (WCPM) on oral reading fluency (ORF) progress monitoring probes and usage of reading skills displayed continual growth in reading skills. At baseline, IB’s instructional reading level was determined as second grade with 49 WCPM on a second grade ORF probe, which fell near the 50th percentile based on norming data for the fall (instructional reading is between the 25th and 75th percentiles). IB showed inconsistent reading errors in this passage with a missed short a vowel, medial c consonant, -ing suffix, and –tion Latinate ending, but success with short a vowels and ‑ing suffixes elsewhere in the passage. Moreover, IB showed strengths in decoding words containing consonant blends (such as br, gr, and st) and diagraphs (such as th, sh, and ch) as well as reading sight words. During IB’s initial progress monitoring session, IB appeared to rely heavily on sight words and rarely sound out words in order to read, resulting in an unclear initial assessment of IB’s decoding skill set.

As such, the first week of instructional intervention consisted of exposing IB to many beginning phonics skills that required sounding out to determine his strengths and weaknesses. The initial objective was as follows: When presented with 20 words inclusive of one VC or CVC word beginning with a continuous sound, 2 VCC or CVCC words starting with a continuous sounds, and 1 CVC word starting with a stop sound for each short vowel (a, e, i, o, and u), IB will independently orally read 95% of the words correctly. When assessed, IB successfully read 65% of the words correctly with errors on short a, i, and u vowels; and consonant endings g, st, and ck. Similarly, IB read 30 WCPM on the progress monitoring ORF passage with errors noted on short a and e, long a in VCe and double vowels, initial consonant c, final consonant t, consonant blends lp and nd, and the –ed suffix. Although his WCPM on this passage was much lower than the baseline measure, IB displayed use of the “sounding out” reading strategy and appeared to guess at words less frequently. Additionally, the student displayed strengths with sight words, r-controlled vowels, some consonant blends, and CVC words beginning with continuous sounds. Data collected during this session and the baseline ORF passage demonstrated that IB displayed strengths with sight words and some consonant blends as well as the ability to decode words by sounding them out, but weaknesses with short vowels—particularly short a.

With this knowledge, instruction continued with a focus on the short a vowel sound. Lessons began with less complicated word-types such as CVC and CVCC words with both continuous and stop beginning sounds and progressed to more advanced word-types such as CCVC, CCVCC, CCCVCC, and CCVCCC. The following lesson objective was used during all short a instruction: When presented with 10 one-syllable short vowel words containing a, IB will independently orally read 90% of the words correctly. IB reached 80% accuracy during the first week with one short a error and one confusion error for consonant pair pronunciation (/sk/ for /ck/), and he achieved the goal of 90% on the second week with only one error, again for a consonant pair pronunciation (/s/ for /sk/). As he progressed to more complicated word-types, IB once again achieved his goal of 90% accuracy on his formative assessment, but in only one lesson this time. Once again, his error was made with word ending rather than a short vowel.

During the weeks of short a instruction, IB’s performance on progress monitoring ORF passages mirrored that of his formative assessment success. IB’s WCPM went up to 40 after one week of short a instruction, continued to 55 WCPM the second week, and maintained at 54 WCPM after a third week of short a instruction. During these weeks he made zero short a errors in the ORF passages, but did display mostly consistent errors with short e and i. IB also displayed weaknesses decoding long a vowels and with a variety of blends and diagraphs—particularly th, sk, and fr. He made other inconsistent errors with long e, short r-controlled vowels, various initial and medial consonants, and some peaks and irregular words. As noted earlier, he displayed particular strengths with short a vowels and sight words, but added strengths with VCe long vowels, some uses of semivowel y, and some consonant pairs (notably st, nk, bl, ft, gl, and cl).

After success with short a, IB’s instruction moved on to the short i vowel with a similar progression as that used for short a. The same learning objective was maintained, but short i was substituted for short a. During both weeks of short i instruction, IB scored 90% on the formative assessments with errors unrelated to the short i vowel sound. He continued to progress by improving his WCPM first to 67 WCPM and then to 61 WCPM. Although the latter number was lower, it was higher than his WCPM rates during short a instruction and reflected testing while the student was notably tired (student was putting down his head and rubbing his eyes frequently). Errors during these ORF passages including only one short i error in a compound word, but also included errors with the short e vowel, a short r-controlled vowel, a semi-vowel y, consonant pairs th and ng, and an irregular word. The readings also demonstrated strengths with short a and i, sight words, VCe long vowels, and some vowel pairs. By lesson 6, IB had mastered both short a and i in all one-syllable word-types and was ready to move on to short e.

Due to IB’s successes and limited instruction time available, IB’s instruction continued an accelerated format including all one-syllable word-types for the short e vowel in a single lesson. IB’s behavioral objective was maintained except 90% accuracy was expected of 20 words presented (allowing for two word errors). IB succeeded in achieving this objective in one lesson with errors on the formative assessment unrelated to the short e vowel. On his ORF progress monitoring probe, IB read at a rate of 53 WCPM. Although this is notably lower than previous rates, IB appeared to be using his decoding skills well while reading at an overall slower rate throughout the lesson and probe. As such, his accuracy was similar to that of previous lessons with 91.4% accuracy and a mean of 94.2% accuracy on the two preceding ORF passages. This decreased WCPM rate may be due to illness as the student was coughing frequently and was out of school the previous day. His errors during this week included short r-controlled u, semi-vowel y at the end of words, the oo vowel pair, and the consonant sounds in “hurts” (h, t, s). In the passage, IB showed particular strengths with the short a and e vowels, VCe words, sight words, and some blends and diagraphs. As seen in his lack of errors for short vowel sounds and particular strengths with short a and e, IB demonstrated mastery of short vowels and appeared ready to progress to more challenging vowel types; however, with only one week of instruction remaining completely new skills were avoided.

For the final week of instruction, IB focused on reviewing consonants, blends, and diagraphs that he demonstrated particular weaknesses with in previous assessments. The targeted letters/letter combinations were: th, fr, st, nd, and d. Again, IB worked with 20 words in all parts of the lesson and assessment with a behavioral objective requiring 90% accuracy in oral independent reading of the final 20-word list. IB performed well during this lesson and met his 90% objective with errors unrelated to the lesson’s foci (he read /nd/ for /d/ and /c/ /r/ for /ch/). Unfortunately, the ORF passage errors suggested that IB did not adequately learn the /th/ sound. His errors included teacher given word, rather and together, both with medial th diagraphs. Additionally, he missed the short vowels, irregular sounds, and short r-controlled e sounds in these words. Notably, both words were multi-syllabic words, which were not practiced or explicitly taught during any point instruction. He also made errors with the ou in you and your, which follow later expectations of the ou double vowel that he had not yet learned. Nevertheless, IB read at a rate of 67 WCPM during this final week of instruction, which matched his peak reading rate seen during the sixth week of ORF progress monitoring probes.

Overall, IB showed great successes by the end of the project with a mastery of short vowel sounds in one syllable words, and possibly in multi-syllabic words where all other sounds were decodable. With mastery of all five short vowel sounds, IB was able to increase his WCPM from 49 to 67—an increase of 18 WCPM in a mere 9 weeks. A review of IB’s error analysis chart displayed that he moved from making frequent short and long vowel errors to extremely few between the first and last weeks of the project. This suggests that mastery of short vowels may have strengthened his long vowel skills as well. IB did increase his error rate for r‑controlled vowels, semivowels, and double vowels. His consonant and word ending errors decreased over the course of the project mildly, but higher levels of these errors are evident on weeks with higher WCPM rates. This may be related to an increased availability of errors due to more words being read overall. IB’s error analysis log demonstrated that he displayed consistent strengths with sight word reading and some consonant blends and diagraphs. He developed strengths with VCe words and short vowels over time. This finding backs the notion that IB’s instruction on short vowels may have clarified long vowel sounds as well. Often strengths were noted that were not maintained such as semi-vowel y and r-controlled vowels. These may be phonics skills that IB is currently developing and could benefit from direct instruction.

Ultimately, IB understood short and long vowel sounds; was working on some consonant pairs; and did not know semi-vowels, double vowels, and r-controlled vowels at the end of the present project. He read at 67 WCPM, which falls between the 50th and 75th percentiles for fall on second grade level probes. Future lessons could begin by focusing on diagraphs such as th and nd in multisyllabic short-vowel words, move to short e r-controlled vowels (particularly as word endings), and continue on to more advanced vowels. IB is a dedicated student who strives to read well and benefits from direct instruction as is clearly shown in his data. Effective instruction should continue in this manner to ensure his success.

**Critical Reflection**

The combination of progress monitoring with strictly data-based instruction presented a rewarding and effective learning experience for IB, the student, and I, the teacher. The student came to the progress monitoring process excited to help me learn, but skeptical of the efficacy of this new intervention. He had experiences working with various reading intervention programs since kindergarten, and as a third grade student began to develop a jaded viewpoint towards interventions based on his continued disappointments. Nevertheless, when introduced to the idea of helping a teacher learn, IB appeared happy to help and willing to work hard. Over time, IB changed his view of the intervention as he monitored his own success and growth by graphing his WCPM from the previous week at the start of each lesson, and bringing that graph home with him to celebrate his achievements. Each week he saw his progress and seemed to feel more and more proud and excited to learn the next topic. At some points, he even suggested lesson foci based on what he struggled with outside of the intervention sessions. Clearly, IB enjoyed this process as seen in his reactions to improvement and desire to direct his own instruction.

Personally, I felt that the progress monitoring process made designing effective instruction much easier. Using progress monitoring to plan instruction created a clear picture of where and with what to begin teaching. Many times, I simply refer to the state standards or school curricula to begin designing a lesson; however, this often takes the individualization out of the process. Different students have different instructional needs and without knowing these needs, one cannot design effective individualized instruction. As such, I used the oral reading fluency (ORF) passages to determine baseline performance and developed instruction that reflected state standards based on that baseline, which led to maximally individualized instructional design that provided ample opportunities for student success. I knew what to teach and at what level my student would learn most effectively based on the ORF data. This took all conjecture out of creating lessons and told me exactly what my student needed to learn. Undoubtedly, progress monitoring made my instruction work by clearing the fog from the planning process.

Similarly, the use of the progress monitoring process simplified adjusting instruction. The ORF rates and error analyses along with formative assessment data clearly identified when my instructional approach was and was not working. Admittedly, my student achieved his behavioral objectives most of the time and showed great improvements in his ORF rate. As such, I cannot substantiate the effectiveness of progress monitoring to guide my instructional adjustments as much as I can for the initial design; nevertheless, success clearly indicated when my instruction was effective and when goal mastery occurred. This information clarified when the student was ready to advance to a new behavioral learning objective without fear that the skill was not completely developed. I could maximize my instructional time by adjusting the learning objective to what I was confident the student needed based on the data, rather than make uncertain adjustments—or lacks thereof—based on possibly self-biased observations. Similarly, I knew when my instruction was ineffective immediately. When IB did not meet an objective, I understood that either my instruction was unproductive or he needed more instructional time. With use of the ORF rate and error analysis data, I could further determine if he was making any progress and hence understand my instructional efficacy. From here, I could easy adjust or maintain my instructional design based on meaningful data. Progress monitoring indisputably clarified the need for instructional adjustment, and likely helped elucidate the necessary adjustments.

Although I learned much from this project, two lessons seem particularly significant: (1) Data collection may be challenging, but it makes effective instruction easier overall for all parties involved, and (2) “I do, we do, you do” is imperative for learning when working with students with learning disabilities. The first point is meaningful because many people are dissuaded from collecting and analyzing data in education because it is, “too much work.” Undoubtedly, data collection is a lot of work; however, it saves a significant amount of time in the end. In fact, the time spent gathering progress monitoring data is quite small. In the present project, data collection usually took no longer than five minutes considering both the ORF passage and formative assessment. Data analysis sometimes used a considerable amount of time depending on the student and his or her errors. Nevertheless, analysis of the data became quicker over time as I became more comfortable with the process and as the student developed error patterns. During the first few weeks of the project, I spent nearly 30 minutes analyzing errors each week; by the last week of instruction, it took a mere 5 to 10 minutes. Even so, 15 minutes per student per week may be a lot of time for a teacher to devote to each student—especially considering many teachers will have more than 30 students. However, by taking this time even biweekly to assess student progress, instruction can be based on the students’ needs rather than assumptions of those needs. This will maximize the time efficiency of instruction and make what to teach and how to teach it very clear to teachers. If the think time for those processes could be halved—maybe even quartered, isn’t the data time worthwhile? With this process, lessons will likely become alike and appear in a format that the teacher can quickly write and repeat. Similarly, students will become familiar with the format and ready to participate in this manner of learning. Clearly, data-based instruction benefits everyone involved and requires strong consideration.

The second lesson concerning the “I do, we do, you do” instructional method is critical for students with special needs. Students who have failed to succeed with material in the past obviously are uncertain of the expected response or process involved in eliciting that response. For example, a student who cannot read words with the long a sound likely does not know what a long a sound looks like in text. Teachers cannot expect the student to learn by continually being exposed to text and stumbling over those words. Teachers need to model, partial model, and test students on material they hope those students to learn. Modeling is important because it shows a student what to do and how to do it. Partial modeling is critical because it guides the student through the modeled process allowing for scaffolding as necessary to help the student make the appropriate response. Finally, testing is needed to see if the student can perform the skill independently. All three elements are very important for allowing a student to learn, and are a major element of the direct instruction approach to teaching used in this progress monitoring project. Each works to build on the previous step until independence is achieved, and success is made possible.

The progress monitoring used in this project seems a great way to both monitor students’ progress and design instruction; however, I am concerned about the feasibility of doing so in an increasingly student heavy teacher-student ratio school system. As teachers become responsible for more and more students’ instruction and helping professionals (i.e. teacher aides, paraprofessionals) are laid off, the amount of students requiring regular progress monitoring from each teacher increases at a drastic rate. If this continues, progress monitoring may become unmanageable for teachers. Of course, the number of students with learning disabilities is far less than the total student population, but it is still a larger number in elementary schools. Furthermore, the responsibility for individualized instruction often is contended between general and special education teachers. Ideally, the responsibility for progress monitoring would be shared; however, this may not occur as teachers are given less time for planning. Together, these challenges seem to endanger data-based instruction using this progress monitoring process.

Nonetheless, in an ideal teaching situation progress monitoring would be manageable by the teacher(s) who work with the students receiving specialized instruction. In this setting, I would definitely use progress monitoring to teach both reading and math. Unfortunately, progress monitoring in writing is not yet very reliable, so I would use an error analysis approach to journal writing on which to design instruction in this domain. Social studies and science seem to be more social in nature, and so I believe an extremely individualized approach to these subjects would be detrimental. Instead, I would use data to develop groups for students where they might scaffold each other’s learning for these subject areas. Even so, all subjects could benefit from some kind of progress monitoring on which to base instructional plans. Progress monitoring shows growth, which is rewarding to students and can be used as an intrinsic motivator. Similarly, this data defines areas of strengths and weaknesses, and can help to lead planning of instruction towards what students need to learn to meet state standards rather than simply teaching to the standards regardless of whether or not students are already successful with them. Overall, progress monitoring is the key to understanding one’s students and making instruction that is meaningful to them. I hope to continue using progress monitoring in the future and investigate ways in which this process might be influential to the educational leadership field as I continue my educational career.